

MEMORANDUM OF AGREEMENT FOR SCHOOL-BASED READING COACHES

Between the South Carolina Department of Education and the _____ School District (hereinafter “District”).

I. Background

The South Carolina Department of Education (SCDE) will provide training for state-funded School-Based Reading Coaches (hereinafter “Reading Coaches”) employed by the District to serve grades PreK–5, as well as monitor the District’s utilization of Reading Coaches to ensure that state funding is applied in a manner consistent with the requirements set forth by the legislature.

The District will employ an appropriately qualified and certified Reading Coach who will work directly with teachers to bring about improvements in the classroom that will impact student achievement growth and increase reading and literacy. The work of the Reading Coach will be shaped by evidence-based research, content knowledge, and appropriate reading strategies to enhance learning.

II. District Requirements for Funding

In order to receive and/or maintain funding in accordance with this program, the District agrees to, and assures the SCDE of, the following:

- For each elementary school receiving full funding for last school year (2014–15), it is the intent of the SCDE to continue to fund these Reading Coach positions for the 2015–16 school year (up to \$62,730 and TBD based on participation rates).
- For each elementary school receiving partial funding for the last school year (2014–15), it is our intent to fully fund these positions for the 2015–16 school year based on available funds (information forthcoming from the SCDE Office of Finance).
- The District will account for the specific amounts and uses of all funds provided pursuant to this agreement and will not use these funds for any purpose except in accordance with this agreement.
- In the event that the SCDE determines that additional funding to the District in furtherance of the “Read to Succeed” program is appropriate beyond the Reading Coach salary funding noted above, such funding must be used to support reading-related professional development opportunities for teachers that lead to the literacy add-on endorsement.
- The District may assign a Reading Coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.
- The District will not use any funds provided in accordance with this agreement to supplant existing school district expenditures.

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- The District will require principals and other administrative staff to attend any SCDE meetings related to the roles and responsibilities of the Reading Coach.

III. Job Qualifications

The SCDE requires and the District agrees that the minimum qualifications for a Reading Coach shall be the following:

- holds a bachelor's degree or higher and an add-on certification for literacy coach; or holds a bachelor's degree or higher and is enrolled and actively participating in the SCDE Literacy Leader Institute or is actively pursuing the literacy coach endorsement by enrollment in an SCDE-approved program; or holds a master's degree or higher in reading or a closely related field and is pursuing the required qualifications in coaching;
- works effectively with adults and motivates them to change practices (skill);
- has experience as a successful classroom teacher;
- has demonstrated the ability to increase student achievement in reading;
- exhibits knowledge of scientifically-based reading research, quality reading instruction, and the ability to integrate reading strategies into content area instruction and data management skills;
- has excellent communication, presentation, interpersonal, and time management skills;
- has experience with coaching and/or mentoring preferred;
- demonstrates depth of content knowledge;
- displays characteristics of a learner; and
- demonstrates professionalism.

IV. Roles, Responsibilities, and Requirements of the School-Based Reading Coach

The SCDE requires and the District agrees that the Reading Coach will assist teachers in ensuring that all teachers are teachers of reading and implement effective literacy strategies. Specifically, the District will ensure that the Reading Coach performs the following tasks and provides the following services in accordance with his or her employment with the District:

- Participate in the SCDE SC Reading Coach Institute (Reading Coach Professional Development Series) or an SCDE-approved alternative coach program. See requirements for SCDE-approved coach programs in section VI. During the series, participants will (but are not limited to)
 - attend all monthly sessions;
 - attend all virtual meeting/training sessions;
 - complete coaching accountability forms;
 - create and maintain a portfolio to include logs that include, but are not limited to:
 - coaching activities,
 - goals and supporting data for each school,
 - professional development sessions conducted and attended,

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- reflections of practices; and
 - conduct needs assessments based on school, teacher, and student data in order to develop professional development areas of opportunity.
- Assist with the development of the school's Reading Plan.
- Model effective instructional strategies for teachers by working weekly with students in whole/small groups or individually (Reading Coaches will use the teacher's students he or she is working with to model these strategies).
- Facilitate study groups.
- Train teachers in data analysis and the use of data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of students.
- Help lead and support reading leadership teams at his or her school.
- Continue to increase his or her knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Work with all teachers (content teachers and elective areas) in the school he or she serves, prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms.
- Meet bimonthly with the administration to discuss progress (review data), issues, and concerns.

The District will ensure that the Reading Coach will **NOT**:

- be assigned a regular classroom teaching assignment,
- perform administrative functions that will confuse their role for teachers,
- devote a significant amount of time to administering or coordinating assessments,
- observe teachers for the educator's evaluation, or
- serve as a full-time Read To Succeed interventionist.

V. Alternative Coach Program

If your district is deemed to have the personnel and financial capacity to provide the support and training for your school-based coaches, you may elect to have your state-funded coaches obtain their endorsements and receive support through a means other than the SC Reading Coach Institute. This alternative training must be rigorous and focused on using data- and research-based practices. If you elect to have your coaches participate in an alternative training, it must be at the district's expense. All courses provided to coaches to fulfill their Read to Succeed Teacher and Coach endorsements must be approved through the R2S approval process.

Coaches participating in the SC Reading Coach Institute will complete the following courses during Year 2:

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- Assessment of Reading,
- Reading and Writing in the Content Areas for Early Childhood and Elementary Teachers, and
- Principles of Coaching.

Districts that want to provide alternative training for coaches must have their courses approved prior to offering them, and they must submit both a written request and a detailed plan for providing the three courses to support their coaches during Year Two. Districts will also need to provide a Read to Succeed approved course, Foundations in Reading, for new coaches entering Year One.

The SCDE will have final approval for the alternative training.

The SCDE reserves the right to withdraw funding issued pursuant to this agreement if the SCDE determines that the school or district is not utilizing such funding in a manner consistent with the roles and responsibilities as outlined herein.

Signature of School Principal

Printed Name of School Principal

Signature of District Superintendent

Printed Name of District Superintendent

Date

Date

Return signed Memorandum of Agreement and Specific Parties Agreements to:
Mrs. Jennifer Anderson, Director of Early Learning and Literacy
at janderson@ed.sc.gov
South Carolina Department of Education
1429 Senate Street, Room 902-A, Columbia, SC 29201

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Specific Parties Agreement Document

This document should be provided to each participating school and returned with the original signed Memorandum of Agreement.

District Name: [Click here to enter text.](#)

School Name: [Click here to enter text.](#)

School Mailing Address: [Click here to enter text.](#)

School Phone Number: [Click here to enter text.](#)

Principal's Name: [Click here to enter text.](#)

Email Address: [Click here to enter text.](#)

Reading Coach's Name: [Click here to enter text.](#)

Email Address: [Click here to enter text.](#)

Please check the following qualifications for your coach:

- ☐ He/she currently has their Literacy Coach Add-On Certification.
- ☐ He/she has a master's in reading and will be pursuing the Literacy Coach Endorsement through an SCDE-approved college for graduate credit.
- ☐ He/she has a master's in and will be pursuing the Literacy Coach Endorsement through the SCDE Literacy Leader/Reading Coach Institute that will lead to the Literacy Coach Endorsement.
- ☐ He/she has a bachelor's degree in Early Childhood or Elementary Education and is currently pursuing the Literacy Coach Endorsement through an SCDE-approved college for graduate credit.
- ☐ He/she has a bachelor's degree in Early Childhood or Elementary Education and is currently pursuing the Literacy Coach Endorsement through the SCDE Literacy Leader/Reading Coach Institute that will lead to the Literacy Coach Endorsement.

Funding for Reading Coaches is for full-time positions. The coach serving in

_____ School is a full-time coach.

Signature of the Principal

Printed Name of Principal

Signature of the Reading Coach

Printed Name of Reading Coach