



**South Carolina Department of Education
Guidelines for
Read to Succeed Endorsements
and In-Service Course Approval**

Read to Succeed
Reading and Early Learning Team
Office of Early Learning and Literacy & Office of Educator
Services Division of School Effectiveness

Revised 11/4/2014
Updated web links 9/30/15

This guidance document replaces any and all earlier versions.

Table of Contents

Overview.....	2
Read to Succeed Endorsements	3
Add-On Certifications and Masters Degrees	3
Renewal.....	3
Certificates of Completion.....	4
Course Approval Process.....	4
R2S Professional Development/Coursework Evaluation Rubric.....	6
Endorsement: R2S Teacher	8
• Early Childhood	
• Elementary	
• English Speakers of Other Languages (ESOL) (if primary area of certification)	
• Special Education (all categories)	
• Montessori (PK-5K, Elementary I, and Elementary II)	
Endorsement: R2S Requirement (Instructional).....	10
• Middle School (all content areas)	
• Secondary (all content areas)	
• PreK-12 licensure areas	
• Career and Technology	
• Library Media Specialist	
Endorsement: R2S Requirement (Non-Instructional)	12
• Administrator	
• Guidance Counselor (Elementary and Secondary)	
• School Psychologist	
• Speech Therapist/Pathologist	
Endorsement: R2S Coach	13
References	14

Please note that all SC Literacy Competencies documents can now be found on the Read to Succeed website <http://ed.sc.gov/instruction/read-to-succeed/educator-endorsements-and-in-service-courses1/> .

Overview

On June 5, 2014, the South Carolina General Assembly approved a ground-breaking new bill, amending the state's 1976 law to include Title 59, the South Carolina Read to Succeed Act. Read to Succeed, or R2S, was enacted to make certain that all students in our state are able to comprehend grade-level text. We know that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in their content area courses; without effective instructional intervention to improve their reading comprehension, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012).

Reading proficiency is a fundamental life skill for the educational and economic success of our citizens and State. It affects learning across all content areas every year a child is in school. All PreK through 12 teachers are teachers of readers and writers through their disciplines; we are all responsible for ensuring the success of South Carolina's students. In accordance with the ruling of the South Carolina Supreme Court in *Abbeville County Sch. Dist., et al. v. State of South Carolina, et al.*, 515 S.E.2d 535 (S.C. 1999), together we must ensure that every South Carolina student has an opportunity to acquire the grade-appropriate ability to read, write, and speak the English language.

Read to Succeed legislation is designed, in part, to make certain all educators in South Carolina have the knowledge and skills to help all students progress as readers and writers in the context of a literacy-rich classroom, identify literacy strengths and needs, and design appropriate and effective interventions. The requirements for professional development and coursework outlined in this guide are part of a comprehensive and strategic approach to reading proficiency for students in prekindergarten through twelfth grade that begins when each student enters the public school system and continues until he or she graduates.

This guide outlines the specific requirements and competencies needed for new Read to Succeed endorsements under the law. The SC Literacy Competencies, found on the Read to Succeed website at <http://ed.sc.gov/instruction/read-to-succeed/educator-endorsements-and-in-service-courses1/>, must form the backbone of newly proposed professional development and coursework under R2S. The SC Literacy Competencies are based on 2010 standards developed by the International Reading Association (IRA, 2012; IRA, n.d.) which in turn are based on years of research and understanding of best practice in a diversity of settings.

During the 2013-14 academic year, literacy faculty from colleges and universities across the state met through the sponsorship of the SC Middle Grades Initiative through the Center for Educational Partnerships (CEP) housed at the University of South Carolina College of Education. The CEP was created by a budget proviso crafted by legislative staff with guidance from the Education Oversight Committee (EOC), and CEP programs had been under the EOC for budget and accountability supervision. The purpose of these meetings was to outline what PreK through 12 teachers needed to know and be able to do in order to support students as readers and writers. These competencies, as well as competencies based on the experience of our team of state-level literacy specialists at the South Carolina Department of Education (SCDE), are reflected in the SC Literacy Competencies.

As we work together to begin revising and designing professional development and coursework, the SCDE recognizes the fact that there will be changes and revisions. During the 2014-15 implementation year of this guide, your constructive comments and suggestions about this document and issues related to Read to Succeed professional development and coursework requirements are welcome at (803) 734-3540 or rmodine@ed.sc.gov

Together, we can create a state of powerful, literate citizens who use their skills to improve life and opportunity for every level of society in every county across South Carolina.

Cindy Van Buren, Ph.D. Deputy
Superintendent
Division of School Effectiveness

Overview was originally published August 1, 2014, and revised November 4, 2014.

South Carolina Read to Succeed Endorsements

The goal of the Read to Succeed Act is to ensure that every educator at every grade level in every school and subject area is committed and able to support reading development of the South Carolina students they serve.

To that end, practicing, in-service educators are expected to earn one or more of the following Read to Succeed (R2S) endorsements as part of their regular license renewal cycles:

- R2S Teacher;
- R2S Requirement (Instructional);
- R2S Requirement (Non-Instructional); and
- R2S Coach.

The Office of Educator Services is currently in the process of adding the Read to Succeed endorsements into regulation, and anticipates having them approved and available beginning Fall 2015.

Add-On Certifications and Master's Degrees

An endorsement indicates a special skill, extra qualification, and/or ability to teach particular courses. Endorsements are not considered full areas of certification. In the case of the Read to Succeed Act, the appropriate Read to Succeed endorsement has been made mandatory for educators in the state of South Carolina and indicates that the endorsed educator has the baseline knowledge of SC Literacy Competencies needed to support reading development of the students he/she serves.

Because add-on certifications are considered full areas of certification, an educator earning a Literacy Teacher or Literacy Specialist add-on area of certification will automatically have the R2S Teacher endorsement added to his/her license after Fall 2015. An educator earning a master's degree in Reading or Literacy after Fall 2015 will automatically have the R2S Teacher endorsement added to this/her license.

An educator who earned a Literacy Teacher add-on certification, Literacy Specialist add-on certification, master's degree in Reading, or master's degree in Literacy prior to Fall 2015 will be able to submit a Request for Change/Action Form to the Office of Educator Services for the R2S Teacher endorsement to be added to his/her license. There is no cut-off date for submission by educators whose licenses will already show one of these add-on certifications or master's degrees prior to Fall 2015.

Renewal

Educators needing the R2S Teacher endorsement have ten years or two renewal cycles to earn the endorsement. Six credits or 120 hours at minimum must be earned in each five-year cycle. Educators needing the R2S Requirement, whether Instructional or Non-Instructional, have five years or one renewal cycle to earn the endorsement.

An educator licensed in multiple areas must earn the endorsement designated for the license area most applicable to his/her current placement. However, if he/she moves to another placement, the educator may need to earn one or more additional Read to Succeed endorsements to keep his/her license current. The SCDE will release further guidance regarding renewal expectations and deadlines, including a specific timetable and expectations for educators with multiple areas of

licensure.

Certificates of Completion

At the successful completion of a course, the granting institution, organization or vendors will provide the in-service educator with certificate of completion which includes: 1) the name of the educator; 2) the name of the approved course; 3) the number of credits or professional development hours earned; 4) the name of the granting institution, organization, or vendor; 5) the full name of the instructor; and 6) the date of course completion. The certificate should also be signed by the course instructor and any relevant leadership. Educators will submit the certificate(s) with a Change/Action Form to the Office of Educator Services to log course completion for renewal and for the appropriate Read to Succeed endorsement to be added to their licenses beginning Fall 2015.

Institutions, organizations, and vendors are expected to submit courses for approval using the names indicated in these guidelines. Course names have been determined to streamline license analysis by the Office of Educator Services, meet requirements of the Read to Succeed Act (including alignment to the SC Literacy Competencies), and bridge different components of the law. All submitted courses should use designated course names.

Institutions of higher education (IHEs) may need to uphold institutional course naming conventions for the portability of students' transcripts. However, when submitting a course or course sequence for approval for a Read to Succeed endorsement, the IHE must use the course titles required for in-service approval in their submissions and on certificates of completion given to in-service educators for turn-in to the Office of Educator Services. For example, the syllabus for EDU 300 Content Area Literacy for Middle and High School Teachers may include the statement, "This course also fulfills requirements for the course, R2S Content Area Reading and Writing for Middle and High School Teachers and 3 credit hours of coursework needed to earn the R2S Teacher endorsement. In-service teachers will be provided with a certificate of completion after a successful conclusion to the course."

Course Approval Process

The SCDE understands that credit, or credit hours, are generally granted by accredited IHEs at the undergraduate or graduate level while professional development hours can be offered by IHEs, other institutions, organizations, and/or vendors. IHEs are not required to accept professional development or courses taken externally to count toward credit for graduation, college or university transcripts, or completion of a university or college program.

For courses leading to a Read to Succeed endorsement, the approval process is the same for college credit (whether graduate or undergraduate) and professional development.

Institutions, organizations, or vendors may submit proposals for single courses or for a sequence of courses. The content of the proposal should be aligned with course names, SC Literacy Competencies, and any other requirements as described on pages 7 through 11 of these guidelines.

Proposals should be submitted online for review at <https://scde.formstack.com/forms/r2scourseapplication>.

Please submit a single document in Microsoft Word or PDF format. All proposals must include the following:

1. General overview of proposed professional development or coursework;

2. Background research used to develop proposed professional development or coursework;
3. Outline of elements and related competencies to be addressed (organized by course);
4. Description of assessments to be used to evaluate participant mastery of elements and related competencies;
5. Qualifications of instructors;
6. Delivery method, including number of hours, time period, frequency of meetings, mode (face-to-face, online, or hybrid), and any other pertinent information; and
7. Cost to participants.

The R2S Professional Development/Coursework Evaluation Rubric will be used to score all submissions. For approval, proposed professional development or coursework must earn 3 to 5 points for each criterion. A proposal scoring a 1 on any criterion will not be approved. Please see the Rubric for specific requirements of each submission component.

Proposals will be evaluated by a review process and committee. Identifying information will be removed from the scoring process to eliminate bias.

Notification will be sent to the submitter within 30 days. A copy of the rubric and notes from the scores will be returned as well. If a proposal is not accepted, it may be revised and re-submitted after 30 days have passed from the date of its first initial submission.

R2S Professional Development/Coursework Evaluation Rubric

Criteria	5 Exemplary	3 Acceptable	1 Unacceptable
Description	Description of proposed professional development or coursework indicates clearly and specifically how it will help participants meet the requirements and spirit of Read to Succeed legislation.	Description of proposed professional development or coursework indicates how it will help participants meet the requirements of Read to Succeed legislation.	Description of proposed professional development or coursework is unclear in how it will help participants meet the requirements of Read to Succeed legislation.
Background Research	Proposed professional development or coursework is based on both scientific (quantitative and/or qualitative) research and theory in the field of literacy. Five to ten current references are provided in APA format.	Proposed professional development or coursework is based on scientific (quantitative and/or qualitative) research and/or theory in the field of literacy. One to four references are provided in APA format.	Proposed professional development or coursework is based on unclear scientific (quantitative and/or qualitative) research and/or theory in the field of literacy. References, if provided, are unclear or unacceptable.
Outline of Competencies	Outcomes of proposed professional development or coursework are clearly aligned to the appropriate set(s) of SC Literacy Competencies. Outline demonstrates a planned and thoughtful selection of competencies within all elements.	Outcomes of proposed professional development or coursework are clearly aligned to the appropriate set(s) of SC Literacy Competencies.	Outcomes of proposed professional development or coursework are not clearly aligned to the appropriate set(s) SC Literacy Competencies.
Description of Assessment(s)	Proposed assessments clearly and specifically target designated competencies. Assessments are designed to demonstrate mastery of indicated competencies.	Proposed assessments target designated competencies.	Proposed assessments may not target designated competencies. Targeting may be off or unclear.

Qualifications of Instructors	Instructors facilitating or teaching the proposed professional development or coursework have earned a graduate degree or recognized certification related to literacy <u>and</u> have five or more years of experience effectively teaching literacy skills in a public or private school setting.	Instructors facilitating or teaching the proposed professional development or coursework have five or more years of experience effectively teaching literacy skills in a public or private school setting.	One or more of the instructors facilitating the proposed professional development or coursework does not have a degree, recognized certification, or five or more years of experience effectively teaching literacy skills.
Delivery Method	Delivery method of proposed professional development or coursework is clear and surpasses requirements of the Read to Succeed legislation.	Delivery method of proposed professional development or coursework is clear and meets requirements of the Read to Succeed legislation.	Delivery method of proposed professional development or coursework is unclear and/or does not meet requirements of the Read to Succeed legislation.
Cost	All potential costs to participants are outlined, including books and/or materials. Submission shows that effort will be made to limit cost to educators.	All potential costs to participants are outlined, including books and/or materials.	Costs to participants are unclear or seem partial.

Endorsement: Read to Succeed Teacher

The R2S Teacher endorsement is required for all licensed teachers in the following areas:

- Early Childhood;
- Elementary;
- ESOL (if primary area of certification);
- Special Education (all categories); and
- Montessori (PK-5K, Elementary I, and Elementary II).

To earn the R2S Teacher endorsement, educators must submit evidence of completion of four **approved** courses taken as college coursework (12 credit hours total, undergraduate or graduate) or professional development (240 contact hours total). The courses must have been approved by the Read to Succeed team in the Office of Early Learning and Literacy. Approved colleges, universities, districts, vendors, or other providers will be listed on the Read to Succeed website at <http://ed.sc.gov/instruction/read-to-succeed/> .

Courses for the R2S Teacher endorsement must align to the *SC Literacy Competencies for PreK-Grade 5 Teachers* found on the Read to Succeed website <http://ed.sc.gov/instruction/read-to-succeed/educator-endorsements-and-in-service-courses1/> . While the SCDE encourages job-embedded components or assessments in every course, at least one of the courses in the sequence should include a significant practicum, or field-based, component.

The required courses, with hours and standards, are as follows. All standards listed, with associated elements and competencies, can be found in the *SC Literacy Competencies for PreK-Grade 5 Teachers*.

Course	Standards	Credits/Hours
R2S Foundations in Reading	Standard 1: Foundational Knowledge Standard 6: Professional Learning and Leadership	3 credits or 60 pd hours
R2S Instructional Practices	Standard 2: Curriculum and Instruction	3 credits or 60 pd hours
R2S Assessment of Reading	Standard 3: Assessment and Evaluation	3 credits or 60 pd hours
R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	All standards in <i>SC Literacy Competencies for PreK-Grade 5</i> Emphasize the following... Standard 4: Literate Environment Standard 5: Diversity Standard 7: ELLs (optional)	3 credits or 60 pd hours

Course providers should choose two to three or more competencies from the indicated standard(s)

in each course with the goal of assessing all elements within the indicated standard(s). Decisions about how many competencies are chosen total should be based on the course design and assessment plan. Decisions about which competencies are chosen from each standard should be based on their appropriateness for in-service teachers, the context of the course, and overall goals of the course or sequence.

Practicum experiences should be included in the requirements of a course or the sequence. This field experience should take place within a teacher's classroom and should support overall learning in the course or sequence.

Endorsement: Read to Succeed Requirement (Instructional)

The R2S Requirement (Instructional) endorsement is required for all licensed teachers in the following areas:

- Middle School (all content areas);
- Secondary (all content areas);
- PreK-12 licensure areas;
- Career and Technology; and
- Library Media Specialist.

To earn the R2S Requirement (Instructional) endorsement, educators must submit evidence of completion of one **approved** course taken as college coursework (3 credit hours total, undergraduate or graduate) or professional development (60 contact hours total). The course must have been approved by the Read to Succeed team in the Office of Early Learning and Literacy. Approved colleges, universities, districts, vendors, or other providers will be listed on the Read to Succeed website at <http://ed.sc.gov/instruction/read-to-succeed/>.

Courses for the R2S Requirement (Instructional) endorsement must align to the SC Literacy Competencies standards as listed below. All documents can be found on the Read to Succeed website at <http://ed.sc.gov/instruction/read-to-succeed/educator-endorsements-and-in-service-courses1/>. The SCDE encourages significant job- embedded components or assessments in every course.

The required courses, with hours and standards, are as follows.

Course	Standards	Credits/Hours
R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	All standards in <i>SC Literacy Competencies for PreK-Grade 5</i> Emphasis on Standards 4, 5, and 7	3 credits or 60 pd hours
R2S Content Area Reading and Writing for Middle and Secondary Teachers	All standards in <i>SC Literacy Competencies for Middle and High School Content Area Teachers</i>	3 credits or 60 pd hours
R2S Content Area Reading and Writing for Media Specialists	<i>SC Literacy Competencies for PreK-Grade 5</i> AND <i>SC Literacy Competencies for Middle and High School Content Area Teachers</i> (Submitter should analyze and account for overlap of standards at different levels.)	3 credits or 60 pd hours

Course providers should choose two to three or more competencies from the indicated standard(s) in each course with the goal of assessing all elements within the indicated standard(s). Decisions

about how many competencies are chosen total should meet the minimum expectation and be based on the course design and assessment plan. Decisions about which competencies are chosen from each standard should be based on their appropriateness for in-service teachers, the context of the course, and overall goals of the course or sequence.

Endorsement: Read to Succeed Requirement (Non-Instructional)

The R2S Requirement (Non-Instructional) endorsement is required for all licensed educators in the following areas:

- Administrator;
- Guidance Counselor (Elementary and Secondary);
- School Psychologist; and
- Speech Therapist/Pathologist.

To earn the R2S Requirement (Non-Instructional) endorsement, educators must submit evidence of completion of one **approved** course taken as college coursework (3 credit hours total, undergraduate or graduate) or professional development (60 contact hours total). The course must have been approved by the Read to Succeed team in the Office of Early Learning and Literacy.

Approved colleges, universities, districts, vendors, or other providers will be listed on the Read to Succeed website <http://ed.sc.gov/instruction/read-to-succeed/>.

Courses for the R2S Requirement (Instructional) endorsement must align to the SC Literacy Competencies standards as listed below. All documents can be found on the Read to Succeed website at <http://ed.sc.gov/instruction/read-to-succeed/educator-endorsements-and-in-service-courses1/>. The SCDE encourages significant job- embedded components or assessments in every course.

The required course, with hours and standards, is as follows.

Course	Standards	Credits/Hours
R2S Content Area Reading and Writing for Administrators and Non-Instructional Staff	All standards in <i>SC Literacy Competencies for Administrators</i>	3 credits or 60 pd hours

Course providers should choose two to three or more competencies from the indicated standard(s) in each course with the goal of assessing all elements within the indicated standard(s). Decisions about how many competencies are chosen total should meet the minimum expectation and be based on the course design and assessment plan. Decisions about which competencies are chosen from each standard should be based on their appropriateness for in-service teachers, the context of the course, and overall goals of the course or sequence.

Endorsement: Read to Succeed Coach

The R2S Coach endorsement will require completion of the R2S Teacher endorsement first.

At the time of publication of these guidelines, the SCDE is still considering how we can best align current regulations, requirements of the Read to Succeed Act, and the *South Carolina Literacy Competencies for SC Reading Coaches*. Guidelines for the R2S Coach endorsement will be published at a later date.

References

- International Reading Association. (2012). *Adolescent literacy: A position statement of the International Reading Association*. Newark, DE: Author. Retrieved July 30, 2014, from http://www.reading.org/Libraries/resources/ps1079_adolescentliteracy_rev2012.pdf
- International Reading Association. (n.d.). *Standards for reading professionals - revised 2010*. Retrieved July 24, 2014, from <http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>
- Murnane, R., Sawhill, I., & Snow, C. (2012, January 1). Literacy challenges for the Twenty First Century: Introducing the issue. *The Future of Children*, 22, 3–15.
- Read to Succeed Act, Bill 3994. (2013–2014). *South Carolina Legislature Online*. Retrieved from http://www.scstatehouse.gov/sess120_2013-2014/bills/3994.htm
- South Carolina Supreme Court. (1999). *Abbeville County Sch. Dist. v. State*, 515 S.E.2d 535. Retrieved from <http://www.judicial.state.sc.us/whatsnew/displaywhatsnew.cfm?indexID=393>