Read to Succeed Implementation Guidelines for Endorsements And Course Approval

Pursuant to Title 59 – Chapter 155 – SC Read to Succeed Act

February 4, 2025

Ellen E. Weaver
State Superintendent of Education

Contents

SECTION ONE: The Legislative Mandate

In South Carolina (SC), successful student outcomes are the goal of all we do. This is accomplished by effectively utilizing the best practices for instruction within an evidence-based instructional model. Legislative mandates seek to improve student outcomes in SC through Act 114, otherwise known as the Read to Succeed Act.

1.1 Act 114

To support the literacy needs of students in South Carolina's public schools, Act 114 of 2024, amended the Read to Succeed (R2S) Act of 2014 to focus primarily on reading for students in kindergarten through grade 5 and to require that instruction, interventions, resources, programs, and other reading services are grounded in evidence-based practices aligned with scientific principles of reading, structured literacy, and foundational literacy skills.

As amended, the R2S Act establishes requirements for the preparation and ongoing professional development, certification, and endorsement requirements of educators whose work, directly or indirectly, provides literacy instruction, supports, and interventions to students. Specifically, the amended act authorizes the State Board of Education to

> "approve guidelines on an annual basis for professional development, coursework, certification, and endorsement requirements for teachers of early childhood and elementary education, including special education teachers, interventionists, reading specialists, and administrators, whose responsibilities, either directly or indirectly, substantially relate to reading and literacy instruction, support, or interventions as provided in this section. The guidelines approved by the board shall also include the issuance of appropriate credit to individuals who have completed a department-approved intensive and prolonged professional development program. Local school districts, working with the department, shall offer the required professional development, coursework, certification, and endorsements at no charge to teachers. In-service hours earned through professional development must be used for renewal of teaching certificates in all subject areas" (S.C. Code Ann. § 59-155-180 (C)(4)).

These guidelines support implementation of the R2S Act as amended by Act 114 of 2024.

1.2 Act State Board of Education Regulation

State Board of Education Regulation 43-62 Areas of Certification
III. SPECIALIZED ENDORSEMENTS In consultation with the SCDE, the SBE has the authority to establish specialized endorsements that may be added to a valid educator certificate, to revise or amend specialized endorsements areas, and to abolish specialized

endorsement areas that no longer reflect professional practice or needs of South Carolina schools and students. In some instances, an endorsement may be required to teach specific courses. In other instances, the endorsement represents additional training and study to enhance an educator's professional practice. In order to add an endorsement to a valid South Carolina teaching credential, an educator must complete the specific requirements for that area as outlined by the SBE.

SECTION TWO: Overview

2.1 Introduction

Effective upon the governor's signature on March 14, 2024, Act 114 substantially amends the Read to Succeed Act to focus primarily on literacy instruction Pre-Kindergarten through Grade 5 (PK–5) and requires the South Carolina Department of Education (SCDE) to "implement a comprehensive, systemic approach to reading to ensure classroom teachers use scientifically based reading instruction...so that all students develop proficiency with literacy skills and comprehension" (S.C. Code Ann. § 59-155-110 et seq).
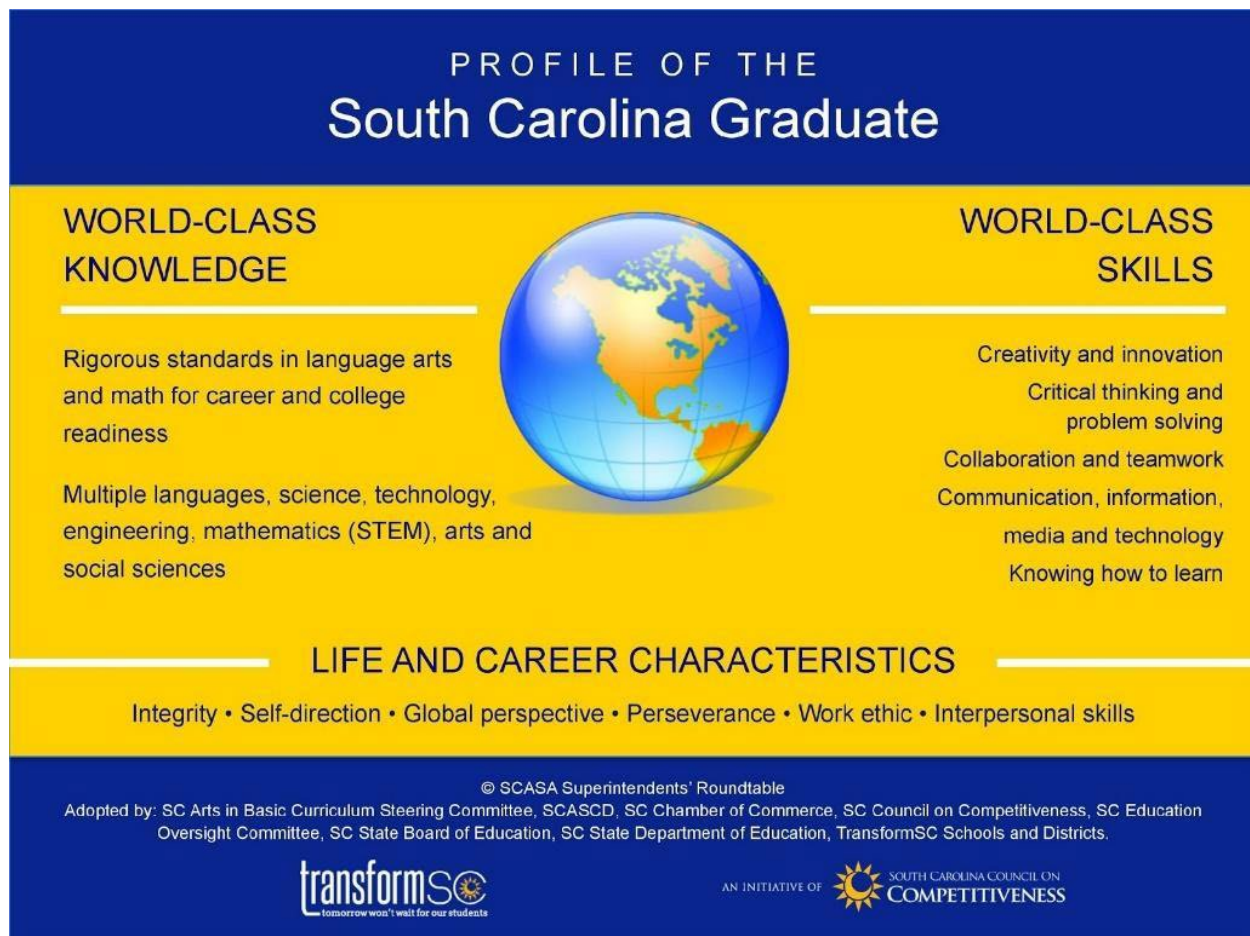
Pursuant to Act 114, pre-service preparation in literacy instruction must ensure that teacher candidates develop knowledge of foundational literacy skills grounded in the scientific principles of reading instruction and have opportunities to apply their knowledge and skills in field and clinical experiences. Implementation of the amended Read to Succeed Act will require all educator preparation providers (EPPs) to review their current approved course offerings to ensure that teacher candidates are prepared to teach reading effectively to students in South Carolina classrooms, and SCDE offices are committed to working with EPPs as part of this review process.

Likewise, Act 114 outlines that in-service professional development based in the science of reading, structured literacy, and foundational literacy skills must be provided for teachers, school principals, and other administrative staff.

2.2 Profile of the South Carolina Graduate

State Superintendent Ellen Weaver, and the SCDE, desire for all students to graduate prepared for success in college, career, and citizenship. SCDE will work to accomplish this vision through state-level leadership and collaboration, as well as school and district support, to operationalize the most effective teaching and learning strategies to help make the *Profile of the South Carolina Graduate* a reality for every student in our state.

Figure 1. *Profile of the South Carolina Graduate*

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable
Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF
SOUTH CAROLINA COUNCIL ON
COMPETITIVENESS

Note. Source: South Carolina Department of Education. (2017). *Profile of the South Carolina Graduate.*

SECTION THREE: Read to Succeed Endorsements and Professional Learning Requirements for In-service Educators

3.1 Read to Succeed Literacy Teacher Endorsement

Pursuant to Section 59-155-130 of the Read to Succeed Act, as amended by Act 114 of 2024, classroom teachers certified and employed in the following fields must earn the R2S Literacy Teacher endorsement:

- Early Childhood (PK–Grade 3)
- Elementary (Grades 2–6)
- Montessori Education (Early Childhood, Elementary I, Elementary II)
- Special Education (all fields) and
- English for Speakers of Other Languages (ESOL).

Timeline for Earning the R2S Literacy Teacher Endorsement

The timeline for earning the R2S Literacy Teacher endorsement first went into effect for educators with a Professional certificate with the initial implementation of the R2S Act in 2015 and remains unchanged. Educators who are required to earn the R2S Literacy Teacher endorsement based on their certification and employment have two renewal cycles (i.e., ten years) to do so. After competing all requirements for the endorsement, the educator must submit a request through *My SC Educator Portal* to add the R2S Literacy Teacher endorsement and then upload the related professional development certificates or, for college coursework, request an official transcript from the college or university.

Options for Earning the R2S Literacy Teacher Endorsement

Option 1: College Coursework or Equivalent Professional Development
An educator may earn the R2S Literacy Teacher endorsement by successful completion of four college courses (3 semester hours each), or equivalent professional development approved by the SCDE (60 renewal credits each). These courses include the following:

- Foundations of Reading
- Instructional Practices or Strategies in Reading
- Assessment of Reading
- Content Area Reading and Writing

Option 2: LETRS
An educator may earn the R2S Literacy Teacher endorsement by successfully completing the Lexia Language Essentials for Teachers of Reading and Spelling (*LETRS*).
- The educator must successfully complete both Volume 1 and Volume 2 of *LETRS* and demonstrate 80% mastery or higher on the post-test for each volume.

- Each *LETRS* volume consists of 4 units of instruction. Teachers are eligible for 120 renewal credits for Volume 1, which meets requirements for the R2S *Foundations of Reading* and *Assessment of Reading* courses. Teachers are eligible for 120 renewal credits for Volume 2, which meets the R2S requirements for *Content Area Reading and Writing* and *Instructional Practices or Strategies for Reading* courses. Credits must be earned in the validity period of an educator's certificate to be used for renewal purposes.
- **Note:** Educators who complete *LETRS* for Early Childhood Educators, which consists of four units, and score 80% mastery or higher on the post-test may earn 60 renewal credits and meet requirements for the *R2S Instructional Practices* course.
- To request the endorsement, an educator must submit a request through [My SC Educator Portal](#) and submit one of the following types of documentation:
  - SCDE *LETRS* Certificates of Completion or
  - Lexia *LETRS* transcript (not the *LETRS* Certificate(s) of Mastery).
- For additional information on *LETRS,* educators should contact their employing school district or the SCDE Office of Instructional Supports (OIS), formerly known as the Office of Early Learning and Literacy (OELL).
- Successful completion of *LETRS* can be used for earning the endorsement and for certificate renewal. *LETRS* can only be used toward class level advancement if completed for graduate credit as documented on an official transcript issued by a regionally accredited college or university.

Option 3: Certification Assessment in Reading

Pursuant to Act 114, an educator may earn the R2S Literacy Teacher endorsement by earning a qualifying score on a certification assessment in reading approved by the State Board of Education. The following assessments have been adopted for this purpose.

- Praxis 5205 Teaching Reading: Elementary (Qualifying Score: 159) or
- Pearson Foundations of Reading 890/190 (Qualifying Score: 240)

Option 4: Literacy Teacher Certification

An educator who adds the certification field of Literacy Teacher will also be issued the R2S Literacy Teacher endorsement. Eligible educators may add the Literacy Teacher certification field by completing the required coursework as outlined in the [Guidelines and Requirements for Adding Certification Fields and Endorsements](#) and submitting a passing score on the approved [subject area assessment](#).

Option 5: Earning a graduate degree in reading or literacy and a qualifying exam score

An educator who has earned a graduate degree in reading or literacy may add the R2S Literacy Teacher endorsement without completing additional coursework or professional development by submitting an official transcript showing that the degree was earned

through an institution meeting State Board of Education accreditation requirements and by earning a passing score on one of the reading assessments listed in Option 3. The educator must submit a request to add the endorsement through *My SC Educator Portal*, request an official transcript from the college or university, and have an official score report transmitted by the test provider.

3. 2 Professional Learning Requirements for In-service Educators Kindergarten to Grade 3 (K-3)

Act 114 of 2024 mandates the SCDE must deliver professional development in foundational literacy skills grounded in the science of reading to all kindergarten through third-grade teachers certified in Early Childhood, Elementary, or Special Education and to all elementary administrators. This training must be offered to educators at no cost, and each district must participate in the training. To fulfill this mandate, the South Carolina General Assembly has appropriated funds to provide this training to all K–3 teachers and elementary administrators employed in public school settings across the state, and the SCDE has elected to use Lexia Language Essentials for Teachers of Reading and Spelling (*LETRS*) for this foundational training.

NOTE about LETRS and the R2S Literacy Teacher endorsement: Pursuant to Act 114, participation in LETRS is required of all K–3 certified in Early Childhood, Elementary, or Special Education and to all elementary administrators—even those who have already earned the R2S Literacy Teacher endorsement. Successful completion of Volumes 1 and 2 of LETRS may be used to earn the R2S Literacy Teacher endorsement outlined in these guidelines, but the endorsement itself does not replace the LETRS requirement for educators certified and employed as indicated.

3.3 Read to Succeed Literacy Endorsement Requirements for Administrators

Pursuant to Act 114, a literacy endorsement remains a renewal requirement for administrators whose responsibilities, either directly or indirectly, substantially relate to reading and literacy instruction, support, or interventions. For the purposes of these guidelines, this endorsement requirement applies to administrators working in a school that serves students in any of the grades ranging from kindergarten through grade 5.

Administrators who must earn a literacy endorsement for renewal include those ***certified and employed*** in any of the following Leadership and Administrative fields:

- Elementary Principal, Tier 1 (7B)
- Elementary Principal, Tier 2 (7D)
- Elementary Principal (71)
- Elementary Supervisor (73)

Timeline for Earning a Literacy Endorsement for Administrators

Administrators who must earn a literacy endorsement based on their certification and employment have one 5-year renewal cycle to do so. The SCDE encourages these administrators to earn a literacy endorsement as soon as possible after assignment to a school leadership role if they have not done so previously.

Options for Earning a Literacy Endorsement for Administrators

Option 1: R2S Literacy Teacher Endorsement
An administrator required to earn a literacy endorsement may meet this requirement by earning the R2S Literacy Teacher endorsement through one of the options detailed earlier in these guidelines; however, the SCDE strongly encourages all administrators employed in elementary schools to complete LETRS training. For certificate renewal purposes, an elementary school administrator actively enrolled in LETRS training may renew without a literacy endorsement so long as all other renewal requirements are met. Upon successful completion of LETRS, the administrator must submit the endorsement request and LETRS documentation to the SCDE Office of Educator Services through *My SC Educator Portal*.

Option 2: R2S Literacy Administrator Endorsement
An administrator required to earn a literacy endorsement may do so by earning the R2S Literacy Administrator endorsement by successful completion of one of the following professional development courses focused on implementing systems and supports for effective literacy instruction at the school level.

1. Lexia LETRS for Administrators or
2. R2S for Administrators (offering must be approved by the SCDE)

Option 3: R2S Literacy Requirement
Prior to the implementation of Act 114 of 2024, administrators were required to earn the R2S Literacy Requirement by completing one course or equivalent professional development in Content Area Reading and Writing. An administrator who must earn a literacy endorsement may still fulfill this mandate with the R2S Literacy Requirement, but only if the effective date of the endorsement issued on the educator certificate is no later than July 1, 2024. The SCDE strongly recommends, however, that an elementary administrator utilizes Option 1 or 2 indicated above to pursue professional development focused on the implementation and supervision of effective literacy instruction at the school level.

3.4 Additional Literacy Endorsement Options

R2S Literacy Requirement
Act 114 of 2024 eliminates the requirement to earn a literacy endorsement for the following certification fields:
- Classroom Teaching Fields
  - Middle Level (grades 5-8)
  - High School (grades 9-12)
  - Career and Technical Education (CTE) (grades 9-12)
  - PK-12 Certification Fields (except for Special Education fields and ESOL)
    - Art, Music, Theater, Physical Education, World Languages
- Instructional Service Fields
  - School Counselor (elementary, Secondary)
  - School Librarian (PK-12)
  - School Psychologist (PK-12)
  - Speech Language Pathologist (PK-12)
- Leadership and Administrative Fields
  - Secondary Principal
  - CTE Center Director
  - Superintendent

Although the R2S Literacy Teacher Requirement endorsement is no longer required for these educators for certificate renewal, it remains an *option* available to them. An educator may earn the R2S Literacy Teacher Requirement by successfully completing a course in Content Area Reading and Writing (3 semester hours) or equivalent professional development approved by the SCDE.

3.5 Advanced R2S Literacy Endorsements

R2S Literacy Coach
Educators may earn the R2S Literacy Coach endorsement by meeting pre-requisites and completing advanced preparation.

Pre-requisites for R2S Literacy Coach:

- Five years of successful teaching experience
- R2S Literacy Teacher endorsement

The required courses may be completed as college coursework or equivalent professional development and must be approved by the SCDE:

- Principles of Literacy Coaching (3 semester hours or 60 renewal credits)
- Action Research in Literacy Coaching (3 semester hours or 60 renewal credits)

R2S Literacy Specialist

Educators may earn the R2S Literacy Specialist endorsement by meeting pre-requisites and completing advanced preparation.

Pre-requisites for R2S Literacy Specialist:

- Five Years of successful teaching experience
- R2S Literacy Teacher endorsement
- R2S Literacy Coach endorsement

The required courses may be completed as college coursework or equivalent professional development and must be approved by the SCDE:

- Administration and Supervision in Literacy (3 semester hours or 60 renewal credits)
- Curriculum Development (3 semester hours or 60 renewal credits)
- Literacy Research (3 semester hours or 60 renewal credits)
- Additional Education Leadership Course (3 semester hours or 60 renewal credits)

Exemption Based on Position and Exception for Changing Employment

Act 114 establishes that teachers, administrators, and other certified faculty and staff are exempt from having to earn a literacy endorsement to maintain certification (i.e., for certificate renewal) only if they are not educating or serving students in a school or other educational setting. However, the amended statute requires that educators who were previously exempt pursuant to Section 59-155-180 (7) must earn the appropriate literacy endorsement before returning to a position where they will educate or otherwise serve students.

SECTION FOUR: Read to Succeed Course Requirements for Pre-service Teacher Candidates

Pursuant to Section 59-155-180 of the Read to Succeed Act, all pre-service South Carolina teacher preparation programs must ensure that teacher candidates possess the knowledge and skills to help students become proficient readers.

4.1 Early Childhood, Elementary, and Special Education Preparation Programs

Pre-service teacher candidates seeking certification in Early Childhood, Elementary, or Special Education must complete a 12-hour course sequence in literacy that includes instruction in the major components of the reading process and opportunities to apply their learning in field experiences. Courses must be aligned with the South Carolina Literacy Competencies for PreK-5th Grade Teachers (2024) and ensure that teacher candidates become skilled in assessing students' reading difficulties and providing appropriate interventions.

Upon successful completion of the preparation program and certification requirements, including earning a C or better in all literacy courses in the program's approved R2S sequence, the teacher candidate will be issued the R2S Literacy Teacher endorsement with the Initial certificate.

Pursuant to Act 114 of 2024, teacher candidates applying for certification beginning September 1, 2026, must pass an assessment in the teaching of reading for initial certification in Early Childhood, Elementary, or Special Education.

4. 2 Middle and High School Preparation Programs

Pre-service candidates seeking certification at the middle- or secondary- level must complete a 6-hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading and writing. These courses must be aligned with the [South Carolina Literacy Competencies for Middle and High School Teachers (2024)](#) and ensure that teacher candidates possess the knowledge and skills to support students effectively in becoming proficient readers in the academic disciplines.

Upon successful completion of the preparation program and certification requirements, including earning a C or better in all literacy courses in the program's approved R2S sequence, the teacher candidate will be issued the R2S Literacy Requirement endorsement with the Initial certificate.

4.3 Approval of Read to Succeed Pre-Service Course Sequences

Effective with the Fall 2016 academic semester, South Carolina EPPs were required to implement pre-service course requirements approved by the SCDE Office of Educator

Services. Pursuant to Act 114 of 2024, pre-service providers must re-evaluate their approved R2S courses and course sequences for alignment with the revised South Carolina Literacy Competencies for the grade span. Through coursework, candidates must develop knowledge of foundational literacy skills grounded in the scientific principles of reading instruction and have opportunities to apply their knowledge and skills in field experiences.

The SCDE Office of Educator Services has provided EPPs with templates and timelines to complete the evaluation process to ensure that approved R2S course sequences fully aligned with the revised competencies and amended focus of the Read to Succeed Act are implemented no later than Fall 2025 academic semester.

4.4 Read to Succeed Provider Assurances

Effective with the Fall 2025 academic semester, each realigned R2S course sequence on file with the SCDE Office of Educator Services is considered part of the specific approved preparation program offered by the EPP. For certification eligibility, each candidate must have completed all requirements of the provider's approved program, including all courses and related experiences in the R2S sequence.

Providers must meet the following requirements in implementing each approved R2S course sequence:

- During advisement sessions and degree audits, providers must monitor each candidate's progress in fulfilling the R2S requirements of the approved program. The provider must maintain documentation that R2S monitoring is part of its routine advisement and degree auditing processes. This documentation must be available, upon request, during accreditation and other monitoring visits.
- In submitting the recommendation for certification, the provider must verify each candidate's completion of all requirements of the approved program, including all R2S courses and field experiences in the approved program. Candidates must earn a grade of C or better in each course in the approved literacy sequence for issuance of the R2S endorsement. If a candidate has not met the requirements of the program's approved R2S course sequence, the provider must inform the SCDE Office of Educator Services of the deficiency.
- A provider may not allow a substitution for a course in an approved R2S sequence without approval from the SCDE prior to a candidate's enrollment in the course. The request must include a rationale for the substitution and documentation that the proposed course addresses the same South Carolina Literacy Competencies as the approved course.
- A provider may not allow a substitution of a transfer course from another institution for a course in an approved R2S sequence without prior approval from the SCDE. The request must include a rationale for the substitution and documentation that

the proposed course addresses the same South Carolina Literacy Competencies as the provider's approved course or course sequence. The request must be submitted early enough in a candidate's program to allow for enrollment in the institution's approved course, if required.

- Using an electronic form to be communicated by the SCDE, each provider must submit annual assurances that approved R2S course sequences are being implemented with fidelity within each initial preparation program and that candidate progress is being monitored through advisement and degree auditing.
- Through the same electronic form, the provider must also submit notification of any changes to course numbers and/or titles in an approved R2S sequence.

Providers must continue to submit changes, additions, or deletions of courses in an approved R2S pre-service sequence for SCDE approval prior to implementation.

SECTION FIVE: Read to Succeed Course Content for In-Service Teachers

5.1 Course Names

All Read to Succeed courses submitted for approval by institutions, organizations, and vendors are expected to use the names indicated in these guidelines. Course names have been determined to streamline certificate analysis by the Office of Educator Services, meet the requirements of the Read to Succeed Act (including SC Literacy Competencies), and bridge different components of the law. Certificates of completion given to in-service educators must also use the designated course names.

5.2 Guidance for Course Development

Recently, the SCDE Office of Instructional Supports completed a comprehensive update of the South Carolina Literacy Competencies to align with scientific principles of reading instruction and the 2024 South Carolina College- and Career-Ready Standards for English Language Arts. The SC Literacy Competencies must be incorporated into the Read to Succeed coursework required by Section 59-155-180 of Act 114. While all relevant standards can be embedded in each course, competencies from the identified standards should be emphasized for the courses as outlined in the tables below. Sample course descriptions are included to provide a general description of course expectations.

5.3 Read to Succeed Courses for Literacy Teacher Endorsement (K-5)

Foundations of Reading
The Foundations of Reading course explores major theories of reading and writing instruction that systematically and explicitly support teacher understanding and application of the emergent literacy skills including phonological and phonemic awareness, concepts of print, the alphabetic principle, phonics skills, and oral language development. Teachers will study, develop, share, and learn effective theoretical constructs to meet students' needs. This professional development course will empower educators to make complex instructional decisions that connect theory, practices, and student achievement.

Table 1: Identified Standards for the R2S Foundations of Reading Course

SC Literacy Competencies for PreK-5th Grade	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

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Instructional Strategies for Reading

Through this professional development course, teachers will explore various ways to organize and maximize instructional time and space to support students in reading and writing. This should include practices for developing word analysis skills such as orthographic skills, vocabulary development, morphemic analysis, and syllabication. Teachers will incorporate their foundational knowledge to design and implement a comprehensive, content-integrated curriculum that leads students to reading comprehension, text analysis, and fluency. This course will provide an opportunity to develop shared beliefs and align those beliefs with research backed by science and evidence-based practices.

Table 2: Identified Standards for the R2S Instructional Strategies for Reading Course

SC Literacy Competencies for PreK-5th Grade	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

Assessment of Reading

Through the Assessment of Reading Course, teachers will analyze obtained data to make informed instructional decisions that connect theory, practices, and student achievement. Teachers will have an opportunity to develop shared beliefs and align those beliefs with research- and evidence- based practices. This professional development course offers a context for teachers to study, develop, share and learn effective methods of assessment to meet students' needs.

Table 3: Identified Standards for the R2S Assessment of Reading Course

SC Literacy Competencies for PreK-5th Grade	Credits/Hours
Standard 2: Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

Content Area Reading and Writing

Developing strategic readers, proficient writers, and critical and creative thinkers requires many opportunities to read, write, and think. This professional development course is designed to empower educators to make complex instructional decisions when using a comprehensive, content-integrated curriculum designed to lead students to reading comprehension, vocabulary development, text analysis, and fluency. This course will closely examine the nature and significance of literacy learning and the critical aspects of literacy development.

Table 4: Identified Standards for the R2S Content Area Reading and Writing Course

SC Literacy Competencies for PreK-5th Grade	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

5.4 Read to Succeed Courses for R2S Administrator Endorsement

Read to Succeed for Administrators
Administrators will examine the nature and significance of literacy learning and the critical aspects of literacy development. Leadership efforts should emphasize providing professional development in evidence-based reading and writing practices that result in delivering a strong universal core curriculum and data-based interventions that effectively close gaps in student performance. The course should provide the information necessary for administrators to support teachers as they make complex instructional decisions that connect theory and practices to improve student outcomes.

Table 5: Identified Standards for the Read to Succeed for Administrators' Course

SC Literacy Competencies for Administrators	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

5.5 Read to Succeed Courses for R2S Reading Coach Endorsement

Principles of Coaching
This course will emphasize literacy coaching principles and strategies to support and enhance literacy instruction. The educator will explore ways to provide professional development for teachers that will bring about education reform and improvements.

Table 6: Identified Standards for the R2S Principles of Coaching Course

SC Literacy Competencies for Reading Coaches	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

Action Research in Coaching

Educators will study and gain knowledge about teaching, coaching, learning, and schools through observation, reflection, inquiry, and action. This course should introduce coaches to various types of action research and the elements of the action research process. Methods for collecting, evaluating, and analyzing data will be applied in this course.

Table 7: Identified Standards for the R2S Action Research in Coaching Course

SC Literacy Competencies for Reading Coaches	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

5.6 Read to Succeed Courses for R2S Reading Specialist Endorsement

Administration and Supervision in Literacy

Educators will examine how to establish a professional learning culture that is integral to the daily literacy and leadership practices of the school. Efforts should emphasize providing professional development in evidence-based reading and writing practices that result in delivering a strong universal core curriculum and data-based interventions that effectively close gaps in student performance. The course will allow educators to see the importance of collectively examining and establishing shared beliefs about literacy and learning.

Table 8: Identified Standards for the R2S Administration and Supervision in Literacy Course

SC Literacy Competencies for Reading Coaches	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

Curriculum Development

This course will examine the role of curriculum, with an overview of the curriculum development process. Educators will develop knowledge, skills, and experiences while actively involved in multiple facets of curriculum development. Participants will evaluate existing programs to improve and develop an effective curriculum.

Table 9: Identified Standards for the R2S Curriculum Development Course

SC Literacy Competencies for Reading Coaches	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

Literacy Research

In this course, educators will examine theory, research based on science, and evidence-based practices to evaluate and discover instructional methods and strategies proven to improve student outcomes.

Table 10: Identified Standards for the R2S Literacy Research Course

SC Literacy Competencies for Reading Coaches	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

5.7 Read to Succeed Course for Literacy Teacher Endorsement (Middle/High)

Although the R2S Literacy Teacher Requirement endorsement is no longer required for middle/high educators for certificate renewal, it remains an *option* available to them. An educator may earn the R2S Literacy Teacher Requirement by successfully completing a course in Content Area Reading and Writing (3 semester hours) or equivalent professional development approved by the SCDE.

Content Area Reading and Writing
Developing strategic readers, proficient writers, and critical and creative thinkers requires many opportunities to read, write, and think. This professional development course is designed to empower educators to make complex instructional decisions when using a comprehensive, content-integrated curriculum designed to lead students to reading comprehension, vocabulary development, text analysis, and fluency. This course will closely examine the nature and significance of literacy learning and the critical aspects of literacy development.

Table 11: Identified Standards for the R2S Content Area Reading and Writing Course

SC Literacy Competencies for Middle and High School Teachers	Credits/Hours
Standard 1: Foundational Knowledge **Standard 2:** Standards, Curriculum, and Instruction **Standard 3:** Assessment, Evaluation, and Progress Monitoring **Standard 4:** Literacy Perspectives **Standard 5:** Literate Environment **Standard 6:** Professional Learning, Professional Reflection, and Collaboration	3 credits or 60 pd hours

Course providers should incorporate at least two competencies from each indicated standard into the course.

SECTION SIX: In-service Course Approval

6.1 Course Approval Process

The SCDE understands that credit, or credit hours, are generally granted by accredited Institutions of Higher Education (IHEs) at the undergraduate or graduate level. 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 towards 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 the course names, SC Literacy Competencies, and any other requirements as described in Section 4 of this document.

6. 2 Timeline and Procedures

Table 11: 2025 Read to Succeed In-Service Professional Development Approval Timeline

Date	Activity/Action
May 1	Deadline for PD/course proposal submission
May	PD/Course review window Reviewers will evaluate all courses offered to teachers, including virtual courses and professional development leading to the R2S endorsement.
June 1	Notification of course approvals to individual applicants. Proposals not accepted may be revised and re-submitted by the resubmission deadline.
July 1	Resubmission deadline, if needed
August 1, 2025	SCDE will publish guidelines and procedures used in evaluating all courses offered to teachers, including virtual courses and professional development leading to the R2S endorsement.

Date	Activity/Action
August 1, 2025	SCDE will publish an updated list of courses and professional development opportunities, aligned with the revised 2024 South Carolina Literacy Competencies, which have been approved for earning a Read to Succeed endorsement.
Fall 2025	Use of approved courses aligned to the 2024 South Carolina Literacy Competencies will begin, replacing all previously approved versions of the Read to Succeed courses. The SCDE will collect evaluation surveys for all course offerings. SCDE will remove, from the list of approved courses and professional development, any courses receiving an unsatisfactory evaluation.

Read to Succeed (R2S) Professional Development (PD) and/or R2S Coursework seeking approval should be submitted no later than May 1 annually. Proposals should be submitted using the following link: *Read to Succeed Course Submissions for Approval*.

In order to be considered for review, submissions should address the following components:

1. Description of proposed professional development or coursework, including course title and learning outcomes;
2. Research used to develop the proposed professional development or coursework including a list of required textbooks or readings;
3. Outline of course topics including related competencies to be addressed (competencies for the course should be selected from the standards identified for the course);
4. Description of assessments to be used to evaluate participant mastery of topics and related competencies;
5. Qualification of instructors;
6. Cost to participants; and
7. Delivery method, including number of hours, time period, frequency of meetings, mode (face-to-face, online, or hybrid), and any other pertinent information.

6.3 Coursework Evaluation Rubric

The Read to Succeed Professional Development/Coursework Evaluation Rubric will be used to evaluate all submissions. The rubric clearly defines what is required based on the quality of each component of the submission. For approval, proposed professional development or coursework must earn *Acceptable* for each component. A proposal scoring *Unacceptable* on any criterion will not be approved. Submissions missing a

required component will not be scored. Please see **Appendix F** for a copy of the Course Evaluation Rubric.

Proposals will be evaluated by a committee. Identifying information will be removed from the scoring process to remove bias. Notifications will be sent to applicants. Approved courses may be used immediately. If a proposal is not approved, it may be revised and resubmitted by the re-submission deadline.

6.4 Certificates of Completion

At the completion of a course, the granting institution, organization, or vendor will provide the in-service educator with a certificate of completion which includes: 1) the name of the educator as it appears on the educator certificate; 2) the name of the approved course; 3) the number of credit 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 the course completion. The certificate should be signed by the course instructor and any relevant leadership.

If the participant is employed in a district, the educator should submit the certificate to the district for renewal. If the participant is not employed by a district, he/she should submit the certificate through the *My SC Educator Portal*.

Any educator seeking to add a literacy endorsement must submit a request and supporting documentation through the *My SC Educator Portal*

References

Act 114, S.C. Code Ann. §§ 59-155-110, -155-120, -155-130, -155-140, -155-150, -155-155, -155-160, -155-170, -155-180, -155-200, -155-210, and 18-310. (2024). Retrieved from: https://www.scstatehouse.gov/sess125_2023-2024/bills/418.htm

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Appendix A: State Legislative Mandates

Act 114 of 2024 Amendments to Code of Laws - Title 59 - Chapter 155 - South Carolina Read To Succeed Act

SECTION 1.   Section 59-155-110 of the S.C. Code is amended to read:

Section 59-155-110. The South Carolina Department of Education shall implement a comprehensive, systemic approach to reading which will ensure:

(1) classroom teachers use scientifically based reading instruction in prekindergarten through grade five, to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; administer and interpret valid and reliable assessments; analyze data to inform reading instruction; and provide scientifically based interventions as needed so that all students develop proficiency with literacy skills and comprehension;

(2) each district, in consultation with classroom teachers, periodically reassess curriculum and instructional materials for alignment with foundational literacy skills and exclusion of materials that employ the three cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three cueing system model of reading based on meaning, structure and syntax, and visual cues;

(3) each student who cannot yet comprehend grade level text is identified and served as early as possible and at all stages of his or her educational process;

(4) each student receives targeted, effective, comprehensive support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can comprehend grade level texts;

(5) after each administration of a universal reading screener or formative assessment as defined in this chapter, each student and his parent or guardian are informed in writing of:

  (a) the student's reading proficiency needs, progress, and ability to comprehend grade level texts;

  (b) specific actions the classroom teacher and other reading professionals have taken and will take to help the student comprehend texts; and

  (c) specific actions that the parent or guardian can take to help the student comprehend grade level texts;

(6) classroom teachers receive pre-service and in-service coursework based in the science of reading, structured literacy, and foundational literacy skills;

(7) all students develop reading and writing proficiency to prepare them to graduate and to succeed in their career and post-secondary education;

(8) each school district publishes annually a comprehensive scientifically based reading plan that includes intervention options available to students and funding for these services; and

(9) all programs focused on early childhood literacy development promote parental involvement in children's literacy and development of foundational literacy skills.

Definitions

SECTION 2.   Section 59-155-120 of the S.C. Code is amended to read:

Section 59-155-120. As used in this chapter:
(1) "Board" means the State Board of Education.
(2) "Department" means the State Department of Education.
(3) "Foundational literacy skills" means phonological and phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and excludes models based on meaning, structure, syntax, and visual cues.
(4) "Formative assessment" means nationally normed formative assessments approved by the board and aligned with state standards used during the school year to analyze general strengths and weaknesses in learning and instruction, to include reading comprehension, of students individually as to adapt instruction, make decisions about appropriate intervention services, and inform placement and instructional planning for the next grade level.
(5) "Literacy" means the mastery of foundational literacy skills and the use of those skills to comprehend texts and write proficiently to meet grade level English/Language Arts standards.
(6) "Readiness assessment" means an assessment used to analyze students' competency in prekindergarten or kindergarten.
(7) "Reading interventions" means individual or group assistance in the classroom and supplemental support based on curricular and instructional decisions made by classroom teachers who have proven effectiveness in teaching reading and a literacy endorsement or reading/literacy coaches who meet the minimum qualifications established in guidelines published by the department.
(8) "Reading proficiency" means the ability of students to meet state reading standards in kindergarten through grade five, demonstrated by readiness, formative, or summative assessments.
(9) "Reading proficiency skills" means the ability to understand how written language works at the word, sentence, paragraph, and text level and mastery of the skills, strategies, and oral and written language needed to comprehend grade level texts.
(10)   "Science of reading" means the comprehensive body of scientific research on how proficient reading develops, why some students have difficulty learning to read, and the scientifically based approaches to effectively, explicitly, and systematically teach students to read, including foundational literacy skills. The science of reading also addresses the developmental stages of reading, effective instructional strategies, the identification and support of diverse learners to include those with reading difficulties such as dyslexia, and the application of these

research findings in an educational setting to ensure effective reading instruction and literacy develops for all students.

(11) "Scientifically based" means reading instruction, interventions, programs, and other reading services provided to students that are aligned with the science of reading. These approaches and methods must be grounded in systematic and objective research conforming to established scientific principles.

(12) "Substantially fails to demonstrate third grade reading proficiency" means a student who does not demonstrate reading proficiency at the end of the third grade as indicated by scoring Does Not Meet Expectations or at the lowest achievement level on the statewide summative reading assessment.

(13) "Summative assessment" means state approved assessments administered in grades three through eight and any statewide assessment used in grades nine through twelve to determine student mastery of grade level or content standards.

(14) "Summer reading camp" means an educational program offered by each local school district or consortia of school districts for students who are unable to comprehend grade level texts and who qualify for mandatory retention.

(15) "Third grade reading proficiency" means the ability to read grade level texts by the end of a student's third grade year as demonstrated by scoring Meets or Exceeds Expectations as a result of state approved summative reading assessments administered to third grade students, or through other assessments as noted in this chapter and adopted by the board.

(16) "Universal reading screener" means a nationally normed formative assessment used to screen and monitor the progress of students in foundational literacy skills to identify or predict students at risk of not meeting grade-level proficiency and determine effectiveness of instruction and intervention. All universal reading screeners must be aligned with state standards to English/Language Arts, meet the criteria of a nationally normed formative assessment, and be recommended by the department and approved by the board.

Guidance and support

SECTION 3.   Section 59-155-130 of the S.C. Code is amended to read:

Section 59-155-130.
(A) The department shall guide and support districts and collaborate with educator preparation programs to increase reading proficiency through the following functions including, but not limited to:
(1) providing professional development to teachers, school principals, and other administrative staff based in the science of reading, structured literacy, and foundational literacy skills;
(2) working collaboratively with institutions of higher learning offering courses in reading and writing for initial certification in early childhood, elementary, and

special education, and accredited master's degrees in reading/literacy to design coursework leading to a literacy teacher endorsement by the State;

(3) providing coaching for already certified reading/literacy coaches and literacy teachers based in the science of reading, structured literacy, and foundational literacy skills;

(4) developing information and resources that school districts can use to provide workshops for parents about how they can support their children as readers and writers;

(5) assisting school districts in the development and implementation of their district reading proficiency plans as provided for in Section 59-155-140;

(6) annually reviewing and approving the reading proficiency plan of each district;

(7) monitoring and reporting to the board the yearly success rate of summer reading camps. Districts must provide the department with data to include the:

    (a) number of students enrolled in camps;

    (b) number of students by grade level who successfully complete the camps;

    (c) number of third graders promoted to fourth grade;

    (d) number of third graders retained;

    (e) total expenditures to operate the camps to include source of funds and in-kind donations;

    (f) number of third graders promoted using a good cause exemption as provided in this chapter;

    (g) number of first and second graders who are projected to score Does Not Meet and Approaches Expectations or at the lowest levels of the statewide summative reading assessment; and

(8) providing an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act to include the state's and district's progress toward ensuring at least ninety-five percent of all students are reading at grade level.

(B) Districts failing to provide reports on summer reading camps pursuant to Section 59-155-130 are ineligible to receive state funding for summer reading camps for the following fiscal year; however, districts must continue to operate summer reading camps as defined in this act.

Components

SECTION 4. Section 59-155-140 of the S.C. Code is amended to read:

Section 59-155-140.

(A) (1) The department, with approval by the board, shall develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement in public schools. The State Reading Proficiency Plan must be approved by the board annually, and must include, but not be limited to, sections addressing the following components:

(a) reading process;
(b) professional development to increase teacher reading expertise;
(c) professional development to increase reading expertise and literacy leadership of principals and assistant principals;
(d) reading instruction;
(e) reading assessment;
(f) support for struggling readers;
(g) early childhood interventions;
(h) family support of literacy development;
(i) district guidance and support for reading proficiency;
(j) state guidance and support for reading proficiency;
(k) accountability; and
(l) urgency to improve reading proficiency.

(2) The state plan must be based on research and evidence-based practices, aligned to the science of reading, structured literacy, and foundational literacy skills, and applied to the conditions prevailing in reading/literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies. The plan must present and explain the scientifically based rationale for state level actions to be taken. The plan must be updated annually and incorporate a state reading proficiency progress report.

(3) The state plan must include specific details and explanations for all substantial uses of state, local, and federal funds promoting reading/literacy and best judgment estimates of the cost of scientifically based, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department for incorporation into the plan.

(B)   (1) Each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through fifth grade.

(2) Each district reading proficiency plan shall:

(a) document how reading and writing assessment and instruction for all PK-5 students are aligned to the science of reading, structured literacy, and foundational literacy skills;

(b) document scientifically based interventions being provided to students who have failed to demonstrate grade level reading proficiency;

(c) include a system for helping parents understand how they can support the student as a reader at home;

(d) provide for the monitoring of reading achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data; and

(e) explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills from an approved list provided by the department.

(3)   (a) The department shall develop the format for the plan and the deadline for districts to submit their plans for approval. A district that does not submit a plan or whose plan is not approved shall not receive any state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the department. The department shall provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.

(b) The department shall monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.

(c) The department may direct a district that is persistently unable to prepare an acceptable PK12 reading proficiency plan or to help all students comprehend grade level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.

(C)   Each school serving students in grades kindergarten through fifth grade must prepare, submit to the district, and post on its website prior to the start of each year an implementation plan aligned with the district reading proficiency plan to enable the district to monitor and support implementation at the school level. The school plan must be a component of the school's strategic plan required by Section 59-18-1310. A school implementation plan shall be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its implementation plan the training and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.

(D)   The department shall identify schools serving students in sixth through eighth grade with fifty percent or more of its students scoring at the lowest achievement level on the statewide summative assessment. Each year identified, the school shall prepare, submit to the district, and post on its website prior to the start of the school year a school implementation plan aligned with the district's reading proficiency plan to enable the district to monitor and support implementation at the school level. The school implementation plan shall be sufficiently detailed to provide classroom teachers and instructional staff with strategies based in the science of reading, structured literacy, and foundational literacy skills for assessments, instruction, and other activities related to the critical reading and writing needs of students. In consultation with the School Improvement Council, the implementation plan shall include training and supports provided to parents as

needed to maximize the promotion of reading and writing by students at home and in the community.

Assessment administration

SECTION 5.   Section 59-155-150 of the S.C. Code is amended to read:

Section 59-155-150.
(A)   The State Superintendent of Education shall ensure every student entering publicly funded prekindergarten and kindergarten will be administered a board approved readiness assessment within the first forty-five days of school. The approved assessments of academic readiness must be aligned with first and second grade standards for English/language arts and mathematics. The purpose of the assessment is to provide teachers and parents or guardians with information to address the readiness needs of each student by identifying early language and literacy development, physical wellbeing, and cognitive development to inform and assist appropriate instruction for each child. The results of the assessment and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language skills are assessed to be below the norm of their peers in the State must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The results of each assessment with the date of when the assessment was administered must be reported to the department.
(B)   A district superintendent or charter school authorizer may submit a request to the department to waive the minimum one hundred eighty day school attendance requirement for kindergarten and South Carolina Child Early Reading Development and Education Program (CERDEP) students for the purpose of scheduling readiness assessments. Upon approval of the waiver request, the approved school may allow kindergarten and CERDEP students to be administered the assessments during a shortened school day within the first five days of the academic year.

Universal reading screeners

SECTION 6.   Chapter 155, Title 59 of the S.C. Code is amended by adding:

Section 59-155-155.
(A)   Beginning with the 2025-2026 School Year, the board shall approve no more than five reliable and valid universal reading screeners for selection and use by districts for kindergarten through fifth grade and shall use the same process as required by Section 59-18-310 to ensure the validity and reliability of the instruments and to periodically reevaluate approved instruments. All districts shall use one of the approved universal reading screeners.

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(B)   Each approved universal reading screener must:
(1) provide screening and diagnostic capabilities for monitoring student progress in reading;
(2) measure, at minimum, foundational literacy skills;
(3) identify students who have a reading deficiency, including identifying students with characteristics of dyslexia; and
(4) meet the criteria of a nationally normed formative assessment.

(C)   In determining which instrument to approve, the board shall consider the following factors:
(1) the time required to conduct the assessments with the intention of minimizing the impact on instructional time;
(2) the level of integration of assessment results with instructional supports offered to teachers and students;
(3) the timeliness in reporting assessment results to teachers, administrators, and parents; and
(4) the recommendation of the department.

(D)   In order to determine student progression in reading, a district shall administer a universal reading screener three times per school year with the first administration occurring within the first forty five days of school, the second administration occurring at the midpoint of the school year, and the third administration occurring by the end of the school year. Within fifteen days of each administration, the district shall notify the parent or guardian regarding the performance of their student and whether the student may be considered for retention. For each student demonstrating literacy deficiencies and not meeting grade level proficiencies based on the data received from the administration of the universal reading screeners, the district shall create an individualized reading plan and include a copy in the notification to the parent or guardian.

(E)   The department shall:
(1) provide technical assistance and support to districts and classroom teachers in administering universal reading screeners and in understanding the results so teachers are able to provide appropriate, scientifically based interventions;
(2) require districts and approved universal reading screeners to annually submit data as requested by the department for purposes of determining whether the screening instruments are accurately identifying students in need;
(3) reimburse districts for the cost of the universal reading screener upon receipt of the data as requested by the department as funding allows;
(4) annually report, on a grade level basis, data received from districts and approved universal reading screeners; and
(5) implement an online reporting system to monitor the effectiveness of universal reading screeners which must:
    (a) track, screen, and monitor the reading progress of students in kindergarten through third grade toward reading proficiency;

(b) create a consistent statewide reporting mechanism to identify students with a reading deficiency to include students with characteristics of dyslexia; and

(c) be used to receive the annual reporting requirements pursuant to Section 59-33-540.

(F)   Administration of a universal reading screener may be replaced with an alternative assessment and progress monitoring tool for students who qualify for an alternative assessment based on a cognitive disability in kindergarten through third grade.

Mandatory retention

SECTION 7.   Section 59-155-160 of the S.C. Code is amended to read:

Section 59-155-160.

(A)   Beginning with the 2024-2025 School Year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring Does Not Meet Expectations or at the lowest achievement level on the state summative reading assessment. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:

(1) with limited English proficiency and less than two years of instruction in English as a Second Language program;

(2) with disabilities whose Individualized Education Program indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individualized Education Program or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;

(3) who successfully participate in a summer reading camp at the conclusion of third grade and demonstrate reading proficiency by achieving Approaches Expectations, or at least a level above the lowest level, on the state summative reading assessment;

(4) who demonstrate third grade reading proficiency by scoring the equivalent of Approaches Expectations, or the level above the lowest level, on the statewide summative assessment or a norm referenced alternative assessment approved by the board for use in summer reading camps; or

(5) who have received two years of reading intervention and were previously retained.

(B)   The superintendent of the local district may determine whether a student in the district may be exempt from the mandatory retention by taking all of the following steps:

(1) The teacher of a student eligible for retention must submit to the principal documentation on the proposed exemption and evidence that promotion of the

student is appropriate based on the student's academic record. This evidence must be limited to the student's Individualized Education Program, performance on the statewide summative assessment, or performance on an alternative assessment.

(2) The principal must review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal must submit a written recommendation for promotion, to include an individualized reading plan providing additional supports to be offered to the student to ensure reading proficiency is achieved, to the district superintendent for final determination.

(3) The district superintendent's acceptance or rejection of the recommendation, as well as the individualized reading plan provided by the principal, must be in writing and a copy must be provided to the parent or guardian of the child.

(4) A parent or legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. A parent or legal guardian must appeal, in writing, within two weeks after the notification of retention. The letter must be addressed to the district superintendent and specify the reasons why the student should not be retained. The district superintendent shall render a decision in writing to the parent or legal guardian and the principal.

(C)   Prior to the decision for a student to be retained, if the student is not demonstrating third grade reading proficiency by the end of the second grading period of the third grade:

(1)   (a) his parent or guardian timely must be notified, in writing, that the student is being considered for retention and a conference with the parent or guardian must be held prior to a determination regarding retention is made, and conferences must be documented;
(b) within two weeks following the parent/teacher conference, copies of the conference form must be provided to the principal, parent or guardian, teacher and other school personnel who are working with the child on literacy, and summary statements must be sent to parents or legal guardians who do not attend the conference; and
(c) following the parent/teacher retention conference, the principal, classroom teacher, and other school personnel who are working with the child on literacy must review the recommendation for retention and provide suggestions for supplemental instruction.

(2) The parent or guardian may designate another person as an education advocate also to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child. The parent or guardian of a retained student must be offered supplemental tutoring for the retained student in scientifically based services outside the instructional day.

(D)   Retained students must be provided intensive instructional services and support, including a minimum of ninety minutes of daily reading instruction, supplemental

foundational literacy skill instruction, and other strategies grounded in the science of reading prescribed by the district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual foundational literacy skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, high dose low ratio tutoring or mentoring as prescribed by the department, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The delivery of additional supports and interventions shall not result in a student losing access to regular instruction in subject areas identified in the defined program for grades K-5 as established by the board. The school must report to the department on the progress of students in the class at the end of the school year and at other times as required by the department based on the reading progression monitoring requirements of these students.

(E)   (1) For students in kindergarten through second grade who are not demonstrating reading proficiency, additional support in foundational literacy skills shall be provided. These interventions must be based in the science of reading, be at least thirty minutes daily, and be in addition to the minimum of ninety minutes of daily reading and writing instruction provided to all students in kindergarten through second grade. The delivery of additional supports and interventions shall not result in a student losing access to regular instruction in subject areas identified in the defined program for grades K5 as established by the board. The district must continue to provide intensive interventions until the student is meeting grade level reading proficiency.
(2) To ensure early interventions, districts are encouraged to retain students in kindergarten through second grade who are not demonstrating grade level reading proficiency. In making retention decisions, districts shall seek recommendations from the student's teacher(s) and principal.

(F)   For students in grades four and above who are not demonstrating reading proficiency shall be provided additional reading interventions which may include services from a reading interventionist in the classroom or supplementally by teachers with a literacy teacher endorsement or reading/literacy coaches. This supplemental support will be provided during the school day and, as appropriate, before or after school, as documented in the district reading plan, and may include high dose low ratio tutoring or mentoring as prescribed by the department, or in summer reading camps.

(G)   Students eligible for retention pursuant to this section shall enroll in a summer reading camp provided by their district or a summer reading camp consortium to which their districts belong prior to being retained the following school year. Summer reading camps must be at least the equivalent of ninety-six hours of instruction. The camps must be taught by compensated teachers who have at least a literacy endorsement or who have documented and demonstrated substantial success in helping students achieve proficiency of grade-level reading standards.

The department shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not demonstrate reading proficiency for his grade level shall make the final decision regarding the student's participation in the summer reading camp.

(H)   A district shall include in the summer reading camps first and second grade students who are not exhibiting grade-level reading proficiency. This shall be implemented beginning with the 2025-2026 School Year by including first grade students not exhibiting grade-level reading proficiency and beginning with the 2026-2027 School Year by including second grade students not demonstrating grade-level reading proficiency. Students at any other grade who are not exhibiting reading proficiency may be included in summer reading camps at the discretion of the district. Districts may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first through third grade and does not meet the good cause exemption.

Literacy skills training for educators

SECTION 8.   Section 59-155-170 of the S.C. Code is amended to read:

Section 59-155-170.
(A)   The department shall establish a set of essential competencies describing what certified teachers in early childhood, elementary, middle and secondary levels, and special education must know and be able to do so that all students can comprehend grade-level texts. These competencies, developed collaboratively with the faculty of higher education institutions and based on the science of reading, must then be incorporated into the coursework required by Section 59-155-180. The department shall provide professional development courses to ensure that educators have access to multiple avenues of receiving endorsements.
(B)   (1) The department shall deliver professional development that has demonstrated success in establishing deep knowledge of foundational literacy skills grounded in the science of reading and promoting student reading achievement. Each district shall participate in the implementation of this foundational literacy skills training with the goal of statewide implementation to include all kindergarten through third grade teachers certified in early childhood, elementary, or special education, and

elementary administrators. This training shall be offered at no cost to the district or teacher.

(2) Successful completion of this training shall satisfy the requirements of the literacy endorsement provided for in Section 59-155-180.

Literacy coaches

SECTION 9.   Section 59-155-180(C) of the S.C. Code is amended to read:

(C)   (1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children in becoming proficient readers, multiple pathways are needed for developing this capacity.

(2) A reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(b) facilitate study groups;

(c) train teachers in data analysis and using data to differentiate instruction;

(d) coaching and mentoring colleagues;

(e) work with teachers to ensure that scientifically based reading programs are implemented with fidelity;

(f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and

(g) help lead and support reading leadership teams.

(3) The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments. The department must publish guidelines that define the minimum qualifications for a reading coach. Districts must provide to the department information on the name and qualifications of reading coaches funded by the state appropriations.

(4) The board is authorized to approve guidelines on an annual basis for professional development, coursework, certification, and endorsement requirements for teachers of early childhood and elementary education, including special education teachers, interventionists, reading specialists, and

administrators, whose responsibilities, either directly or indirectly, substantially relate to reading and literacy instruction, support, or interventions as provided in this section. The guidelines approved by the board shall also include the issuance of appropriate credit to individuals who have completed a department approved intensive and prolonged professional development program. Local school districts, working with the department, shall offer the required professional development, coursework, certification, and endorsements at no charge to teachers. Inservice hours earned through professional development must be used for renewal of teaching certificates in all subject areas.

(5) Beginning September 1, 2026, early childhood, elementary, and special education teacher candidates seeking their initial certification in South Carolina must earn a passing score on a rigorous test of scientifically based reading instruction and intervention and databased decision-making principles as approved by the board. The objective of this item is to ensure that teacher candidates understand the foundations of reading and are prepared to teach reading to all students.

(6) The board shall approve guidelines and procedures to allow in-service teachers the option of utilizing the test in item (5) to exempt requirements established by the board pursuant to item (4). As part of this process, the board shall set a minimum cut score for an in-service teacher to achieve to take advantage of this provision. A teacher's score on this assessment may not be used for evaluation purposes. Contingent upon funding by the General Assembly, this test shall be provided at no cost to the teacher.

(7) Teachers, administrators, and other certified faculty and staff are exempt from having to earn the literacy endorsement to maintain certification only if they are not educating or serving students in a school or other educational setting. The literacy endorsement must be earned before an individual who was previously exempt pursuant to this item returns to a position where they educate or otherwise serve students.

(8) Annually by August first, the department shall publish guidelines and procedures used in evaluating all courses offered to teachers, including virtual courses and professional development, leading to the literacy endorsement. The department shall publish the approved courses and professional development leading to the literacy endorsement no later than January first, annually.

(9) Prior to August 1, 2026, and continuing every five years thereafter, the department will conduct an evaluation of approved courses used for compliance of this section. The evaluation should include survey data from prior course participants. The department shall remove any courses receiving an unsatisfactory evaluation from the list of approved courses and professional development under this section.

Reading and writing habits and skills development

SECTION 10. Section 59-155-200 of the S.C. Code is amended to read:

Section 59-155-200. The department and each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the reading habits and skills development of their children. With support from the department, districts and individual schools shall provide families with information about how children progress as readers and writers and how they can support this progress.

Standards, practices, and procedures for program implementation

SECTION 11. Section 59-155-210 of the S.C. Code is amended to read:

Section 59-155-210. The department shall translate the statutory requirements for reading and writing specified in this chapter into guidance for districts, boards, and other organizations as appropriate. In this effort, they shall solicit the advice of education stakeholders who have a deep understanding of the science of reading, as well as school boards, administrators, and others who play key roles in facilitating support for and implementation of effective reading instruction.

Education Improvement Act assessment requirements

SECTION 12. Section 59-18-310(D) of the S.C. Code is amended to read:

(D)   (1) Beginning with the 2025-2026 School Year, the State Board of Education shall create a statewide adoption list of no more than five nationally normed formative assessments for use in kindergarten through eighth grade aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. Subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans.
(2) Districts shall ensure all students in kindergarten through eighth grade are assessed using a state-approved, nationally normed formative assessment tool during the fall, winter, and spring each year. School districts shall provide all formative assessment data and scores by grade level and school to the department from the prior school year. The department is directed to compile the information received and submit a comprehensive report regarding performance on the formative assessments to the General Assembly by June 1, annually. Any school

district failing to provide this data to the department shall have ten percent of their State Aid to Classroom funding withheld until the data is provided.

(3) The state-approved, nationally normed formative assessments shall be periodically reevaluated pursuant to a timeline established by the department not to exceed four years.

Time effective

SECTION 13. This act takes effect upon approval by the Governor.

Ratified the 7th day of March, 2024.

Approved the 11th day of March, 2024.

Appendix B: SC Literacy Competencies for PreK-5ᵗʰ Grade Teachers

The South Carolina Literacy Competencies for PreK-5 Teachers exist to define what teachers should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Literacy Teacher Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Teacher Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Standard 1: Foundational Knowledge
Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Indicators and Competencies:
1.1 Understand the major theories of reading and writing processes and development.
The teacher will be able to...
   a. Identify major theories of reading and writing processes and development including The Simple View of Reading (Gough and Tumner 1986) and Ehri's 4 Phases of Word Recognition (Ehri 1996, 2014).
   b. Identify scientifically based reading models including Scarborough's Reading Rope (Scarborough, 2001) and The Four-Part Processing Model for Word Recognition (Seidenberg & McClelland,1989).
   c. Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
   d. Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
   e. Demonstrate an understanding that children learn about language through using language and communicating with others.

1.2 Understand the major theories of reading and writing processes and development.
The teacher will be able to...

a. Identify major theories of reading and writing processes and development including The Simple View of Reading (Gough and Tumner 1986) and Ehri's 4 Phases of Word Recognition (Ehri 1996, 2014).
b. Identify scientifically based reading models including Scarborough's Reading Rope (Scarborough, 2001) and The Four-Part Processing Model for Word Recognition (Seidenberg & McClelland,1989).
c. Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
d. Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
e. Demonstrate an understanding that children learn about language through using language and communicating with others.

1.3 Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.
The teacher will be able to...
a. Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.
b. Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
c. Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.
d. Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading.

1.4 Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.
The teacher will be able to...
a. Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.
b. Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
c. Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.

d. Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading.

1.5 Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.

The teacher will be able to...

a. Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicators and Competencies:

2.1 Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.

The teacher will be able to...

a. Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.

b. Use the components of structured literacy to organize daily classroom schedules, routines and structures.

c. Use the Gradual Release of Responsibility model (Pearson & Gallagher, 1983) to scaffold instruction.

d. Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:
   - background knowledge (facts, concepts, prior knowledge);
   - language structures (morphology and syntax);
   - vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);
   - verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
   - knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).

e. Provide explicit and systematic instruction in word recognition skills including:
   - phonemic and phonological awareness (phonemes, syllables, etc.);
   - phonics (alphabetic principle and letter to sound connections); and

- sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).
- knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.

    f. Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)

    g. Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.

    h. Read various genres of interesting and conceptually rich stories to children. Support students as they learn to express themselves by writing narrative and expository texts such as letters, stories, essays, reports, emails, and summaries using rich language (content vocabulary and literary language) to support comprehension.

    i. Explicitly teach students to use features of written communication (spelling, punctuation, grammar/sentence framing, handwriting) that support comprehension.

    j. Provide opportunities for students to be engaged in and create a variety of texts.

    k. Integrate the instruction of literacy across all content areas.

    l. Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.

    m. Use mentor texts to note how authors demonstrate skills used for reading and writing.

    n. Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.

    o. Teach children to pursue knowledge, gather information, and share what they learn.

    p. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.

2.2 Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.
The teacher will be able to...

    a. Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

    b. Teach using whole group, small group, and individual student instruction.

c. Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
d. Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.
e. Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
f. Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
g. Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

2.3 Demonstrate an understanding of text complexity.
The teacher will be able to...
a. Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
b. Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
c. Integrate texts from other content areas when appropriate.
d. Select developmentally appropriate and progressively complex texts to help students build reading stamina.
e. In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
f. Use texts that represent all learners.

2.4 Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.
The teacher will be able to...
a. Create an environment that emphasizes reading as a meaning making process where students think critically about text.
b. Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
c. Provide opportunities for children to observe, question, search, record, and retrieve important information.
d. Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
e. Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

f. Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.

g. Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

2.5 Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.

The teacher will be able to...

a. Engage students in conversations that support the use and comprehension of inferential language.

b. Explicitly engage students in developing narrative language skills.

c. Support reading and writing by developing oral vocabulary through student discussion opportunities.

d. Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.

e. Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.

f. Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.

g. Develop instruction in language and vocabulary appropriate to the age and grade level of the students.

h. Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.

i. Encourage the use of students' full linguistic repertoire.

j. Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

2.6 Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.

The teacher will be able to...

a. Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.

b. Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)

c. Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.

d. Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding

of known and unknown words.(Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)

    e. Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings.

    f. Model language intentionally when speaking with students.

    g. Provide multiple exposures to new vocabulary.

    h. Teach academic vocabulary in the context of other reading activities.

2.7 Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.

The teacher will be able to...

    a. Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.

    b. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.

    c. Provide opportunities for children to hear a range of texts read fluently.

    d. Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).

    e. Provide opportunities for students to reread text.

    f. Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).

    g. Model using punctuation to guide fluent reading.

2.8 Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.

The teacher will be able to...

    a. Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.

    b. Integrate and blend content and language instruction.

    c. Use student proficiency levels to guide language needs and growth.

    d. Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.

    e. Know and understand how to support multilingual learners and immigrant students in learning to read in English.

    f. Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content.

    g. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.

h. No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.). Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).

i. Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.

j. Scaffold both interpretive and expressive academic language.

k. Use native languages to leverage success in the target language and encourage parallel growth in both languages.

l. Use diverse and multicultural texts.

m. Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.

n. Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.

o. Include cultural representations of all students.

p. Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

2.9 Demonstrate an understanding of providing instructional support through technology. The teacher will be able to...

a. Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.

b. Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring
Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicators and Competencies:
3.1. Understand types of assessments and their purposes, strengths, and limitations. The teacher will be able to...

a. Demonstrate an understanding of formal and informal assessments.

b. Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).

c. Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).

d. Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

3.2 Select/develop and administer assessments for specific purposes.
The teacher will be able to...
   a. Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.
   b. Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
   c. Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
   d. Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

3.3 Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.
The teacher will be able to...
   a. Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
   b. Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection. Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
   c. Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
   d. Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
   e. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
   f. Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.
   g. Use assessment data to reflect on teaching as well as student learning, where appropriate.

3.4 Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.
The teacher will be able to...
   a. Provide substantive and dynamic feedback to students, families, and vested others.
   b. Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCCR Standards.
   c. Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.

d. Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
e. Interpret patterns in students' data.
f. Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Indicators and Competencies:
4.1 Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.
The teacher will be able to...
a. Embed perspectives of those with individual differences within instruction.
b. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
c. Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

4.2 Demonstrate an understanding of how individual differences influence reading and writing development.
The teacher will be able to...
a. Engage in professional learning on how personal beliefs impact reading and writing development.
b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.
c. Recognize the ways in which personal beliefs interact with reading and writing development.

4.3 Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.
The teacher will be able to...
a. Recognize the multiple influences of culture and environment on student learning.

4.4 Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).
The teacher will be able to...
a. Include and engage families and the community in classroom life.
b. Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.

c. Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic, and cultural experiences.

4.5 Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.
The teacher will be able to...
a. Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
b. Recognize the relationship between first and second language acquisition and literacy development.

4.6 Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.
The teacher will be able to...
a. Create an inclusive environment that values the assets that each student brings to the community.
b. Differentiate and accommodate instruction to meet the needs of multilingual learners.
c. Emphasize characteristics of multilingual learners that may influence their success in school.

4.7 Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.
The teacher will be able to...
a. Differentiate instruction to meet the needs of all students.
b. Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
c. Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment
Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicators and Competencies:
5.1 Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.
The teacher will be able to...
a. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

5.2 Recognize the importance of an emotionally safe environment.

The teacher will be able to...
   a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
   b. Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).
   c. Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
   d. Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
   e. Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
   f. Develop learning experiences where curiosity and exploration are valued.
   g. Reinforce and reward effort.
   h. Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.

5.3 Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy
The teacher will be able to...
   a. Provide an environment that ensures student access to traditional print and digital text.
   b. Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.
   c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.
   d. Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.
   e. Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration
Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.

Indicators and Competencies:
6.1 Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.
The teacher will be able to...
   a. Apply learning from professional inquiry and research.

6.2 Demonstrate an understanding that collaborating with educators is important to professional growth.

The teacher will be able to...
    a. Participate and collaborate with educators within Professional Learning Communities (PLCs).
    b. Participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).
    c. Collaborate with instructional leaders and colleagues in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.
    d. Collaborate with instructional leaders and colleagues in professional learning communities to create daily lesson plans and long-range curriculum plans.

6.3 Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.
The teacher will be able to...
    a. Reflect on student progress towards learning goals and expectations to make instructional decisions.
    b. Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.
    c. Demonstrate effective use of technology as an instructional practice for improving student learning.
    d. Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

6.4 Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.
The teacher will be able to...
    a. Demonstrate professionalism on technology and social media platforms.
    b. Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.
    c. Identify personal attitudes toward family involvement.
    d. Acquire knowledge of why families may or may not participate in school activities.
    e. Recognize that engagement may look different for each family.
    f. Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.
    g. Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.
    h. Ensure the communication system includes translation and interpretation services as needed.
    i. Invite families into the classroom to share their expertise.

Appendix C: SC Literacy Competencies for Reading Coaches

The South Carolina Reading Coach Competencies exist to define what reading coaches should know and be able to do in order to ensure all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Reading Coach Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia.

Standard 1: Foundational Knowledge
Reading Coaches understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Indicators and Competencies:
1.1 Understand the major theories of reading and writing processes and development. The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Identify major theories of reading and writing processes and development including The Simple View of Reading (Gough and Tumner 1986) and Ehri's 4 Phases of Word Recognition (Ehri 1996, 2014).
   b. Identify scientifically based reading models including Scarborough's Reading Rope (Scarborough, 2001) and The Four-Part Processing Model for Word Recognition (Seidenberg & McClelland,1989).
   c. Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
   d. Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
   e. Demonstrate an understanding that children learn about language through using language and communicating with others.

1.2 Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.

b. Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
c. Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.
d. Activate and build on students' background knowledge prior to reading and extension of existing background knowledge during and after reading.

1.3 Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction
Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicators and Competencies:
2.1 Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.
b. Use the components of structured literacy to organize daily classroom schedules, routines and structures.
c. Use the Gradual Release of Responsibility model (Pearson & Gallagher, 1983) to scaffold instruction.
d. Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:
   • background knowledge (facts, concepts, prior knowledge);
   • language structures (morphology and syntax);
   • vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);

- verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
- knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).

e. Provide explicit and systematic instruction in word recognition skills including:
- phonemic and phonological awareness (phonemes, syllables, etc.);
- phonics (alphabetic principle and letter to sound connections); and
- sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).
- knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.

f. Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)

g. Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.

h. Read various genres of interesting and conceptually rich stories to children. SC Literacy Competencies for Reading Coaches Page 7 Revised May 2024

i. Support children in writing messages, stories, and informational texts using rich language (content vocabulary and literary language) to support the development of knowledge about spelling, word features, and written communication.

j. Provide opportunities for students to be engaged in and create a variety of texts.

k. Integrate the instruction of literacy across all content areas.

l. Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.

m. Use mentor texts to note how authors demonstrate skills used for reading and writing.

n. Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.

o. Teach children to pursue knowledge, gather information, and share what they learn.

p. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.

2.2 Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).
b. Teach using whole group, small group, and individual student instruction.
c. Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
d. Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.
e. Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
f. Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
g. Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

2.3 Demonstrate an understanding of text complexity.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
b. Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
c. Integrate texts from other content areas when appropriate.
d. Select developmentally appropriate and progressively complex texts to help students build reading stamina.
e. In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
f. Use texts that represent all learners.

2.4 Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Create an environment that emphasizes reading as a meaning making process where students think critically about text.

b. Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
c. Provide opportunities for children to observe, question, search, record, and retrieve important information.
d. Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
e. Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
f. Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.
g. Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

2.5 Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Engage students in conversations that support the use and comprehension of inferential language.
b. Explicitly engage students in developing narrative language skills.
c. Support reading and writing by developing oral vocabulary through student discussion opportunities.
d. Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.
e. Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.
f. Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.
g. Develop instruction in language and vocabulary appropriate to the age and grade level of the students.
h. Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.
i. Encourage the use of students' full linguistic repertoire.
j. Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

2.6 Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.
   b. Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)
   c. Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.
   d. Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words.(Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)
   e. Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings. SC Literacy Competencies for Reading Coaches Page 10 Revised May 2024
   f. Model language intentionally when speaking with students.
   g. Provide multiple exposures to new vocabulary.
   h. Teach academic vocabulary in the context of other reading activities.

2.7 Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.
   b. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.
   c. Provide opportunities for children to hear a range of texts read fluently.
   d. Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).
   e. Provide opportunities for students to reread text.
   f. Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).
   g. Model using punctuation to guide fluent reading.

2.8 Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.
The reading coach will be able to collaborate with and support instructional leaders and support instructional leaders and teachers as they...

a. Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.
b. Integrate and blend content and language instruction.
c. Use student proficiency levels to guide language needs and growth.
d. Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.
e. Know and understand how to support multilingual learners and immigrant students in learning to read in English.
f. Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.
g. No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.).
h. Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).
i. Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.
j. Scaffold both interpretive and expressive academic language.
k. Use native languages to leverage success in the target language and encourage parallel growth in both languages.
l. Use diverse and multicultural texts.
m. Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.
n. Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.
o. Include cultural representations of all students.
p. Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

2.9 Demonstrate an understanding of providing instructional support through technology. The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.
b. Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring
Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicators and Competencies:
3.1 Understand types of assessments and their purposes, strengths, and limitations.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Demonstrate an understanding of formal and informal assessments.
   b. Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).
   c. Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).
   d. Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

3.2 Select/develop and administer assessments for specific purposes.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.
   b. Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
   c. Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
   d. Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

3.3 Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
   b. Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection.
   c. Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
   d. Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.

e. Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
f. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
g. Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.
h. Use assessment data to reflect on teaching as well as student learning, where appropriate.

3.4 Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Provide substantive and dynamic feedback to students, families, and vested others.
b. Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCCR Standards.
c. Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
d. Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
e. Interpret patterns in students' data.
f. Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Indicators and Competencies:
4.1 Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Embed perspectives of those with individual differences within instruction.
b. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
c. Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

4.2 Demonstrate an understanding of how individual differences influence reading and writing development.

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The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Engage in professional learning on how personal beliefs impact reading and writing development.
b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.
c. Recognize the ways in which personal beliefs interact with reading and writing development.

4.3 Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Recognize the multiple influences of culture and environment on student learning.

4.4 Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Include and engage families and the community in classroom life.
b. Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.
c. Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic and cultural experiences.

4.5 Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
b. Recognize the relationship between first and second language acquisition and literacy development.

4.6 Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

a. Create an inclusive environment that values the assets that each student brings to the community.

b. Differentiate and accommodate instruction to meet the needs of multilingual learners.
c. Emphasize characteristics of multilingual learners that may influence their success in school.

4.7 Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Differentiate instruction to meet the needs of all students.
   b. Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
   c. Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment
Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicators and Competencies:
5.1 Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

5.2 Recognize the importance of an emotionally safe environment.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
   b. Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).
   c. Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
   d. Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
   e. Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
   f. Develop learning experiences where curiosity and exploration are valued.

g. Reinforce and reward effort.
h. Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.

5.3 Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
   a. Provide an environment that ensures student access to traditional print and digital text.
   b. Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.
   c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.
   d. Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.
   e. Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration
Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting

Indicators and Competencies:
6.1 Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.
The reading coach will be able to...
   a. Apply learning from professional inquiry and research.

6.2 Demonstrate an understanding that collaborating with educators is important to professional growth.
The reading coach will be able to...
   a. Lead, participate in, and collaborate with educators within Professional Learning Communities (PLCs).
   b. Lead and participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).
   c. Collaborate with instructional leaders and colleagues to lead or participate in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.
   d. Collaborate with instructional leaders and colleagues to lead or participate in professional learning communities to create daily lesson plans and long-range curriculum plans.

e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.
f. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
g. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning aligned with school and district goals.

6.3 Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Reflect on student progress towards learning goals and expectations to make instructional decisions.
b. Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.
c. Demonstrate effective use of technology as an instructional practice for improving student learning.
d. Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

6.4 Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.
The reading coach will be able to collaborate with and support instructional leaders and teachers as they...
a. Demonstrate professionalism on technology and social media platforms.
b. Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.
c. Identify personal attitudes toward family involvement.
d. Acquire knowledge of why families may or may not participate in school activities.
e. Recognize that engagement may look different for each family.
f. Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.
g. Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.
h. Ensure the communication system includes translation and interpretation services as needed.
i. Invite families into the classroom to share their expertise.

6.5 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
The reading coach will be able to...

a. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
b. Use knowledge of students and teachers to build effective professional learning opportunities and communities. SC Literacy Competencies for Reading Coaches Page 21 Revised May 2024.
c. Demonstrate active listening, reflective questioning, and explicit feedback that moves teaching practice forward, supports goal-setting, and builds trustworthiness.
d. Demonstrate the ability to effectively coach individuals and groups of teachers (e.g., for planning, goal-setting and reflective problem solving), work collaboratively with teachers and administrators, and facilitate group meetings.

Appendix D: SC Literacy Competencies for Administrators

The [South Carolina Literacy Competencies for Administrators](#) exist to define what administrators should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Standard 1: Foundational Knowledge
Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Indicators and Competencies:
1.1 Understand the major theories of reading and writing processes and development.

The administrator will be able to...

a. Identify major theories of reading and writing processes and development including The Simple View of Reading (Gough and Tumner 1986) and Ehri's 4 Phases of Word Recognition (Ehri 1996, 2014).
b. Identify scientifically based reading models including Scarborough's Reading Rope (Scarborough, 2001) and The Four-Part Processing Model for Word Recognition (Seidenberg & McClelland,1989).
c. Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
d. Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
e. Demonstrate an understanding that children learn about language through using language and communicating with others.

1.2 Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.

1.3 Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.
The administrator will be able to collaborate with and support reading coach and teachers as they...

- a. Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicators and Competencies:

2.1 Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.

The administrator will be able to collaborate with and support reading coach and teachers as they...

- a. Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.
- b. Use the components of structured literacy to organize daily classroom schedules, routines and structures.
- c. Use the Gradual Release of Responsibility model (Pearson & Gallagher, 1983) to scaffold instruction.
- d. Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:
  - o background knowledge (facts, concepts, prior knowledge);
  - o language structures (morphology and syntax);
  - o vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used); o verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
  - o knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).
- e. Provide explicit and systematic instruction in word recognition skills including:

- o phonemic and phonological awareness (phonemes, syllables, etc.);
- o phonics (alphabetic principle and letter to sound connections); and
- o sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).
- o knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.

f. Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)

g. Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.

h. Read various genres of interesting and conceptually rich stories to children.

i. Support children in writing messages, stories, and informational texts using rich language (content vocabulary and literary language) to support the development of knowledge about spelling, word features, and written communication.

j. Provide opportunities for students to be engaged in and create a variety of texts.

k. Integrate the instruction of literacy across all content areas.

l. Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.

m. Use mentor texts to note how authors demonstrate skills used for reading and writing.

n. Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.

o. Teach children to pursue knowledge, gather information, and share what they learn.

p. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.

2.2 Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.
The administrator will be able to collaborate with and support reading coach and teachers as they…

a. Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

b. Teach using whole group, small group, and individual student instruction.

c. Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
d. Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.
e. Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
f. Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
g. Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

2.3 Demonstrate an understanding of text complexity.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
b. Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
c. Integrate texts from other content areas when appropriate.
d. Select developmentally appropriate and progressively complex texts to help students build reading stamina.
e. In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
f. Use texts that represent all learners.

2.4 Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Create an environment that emphasizes reading as a meaning making process where students think critically about text.
b. Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
c. Provide opportunities for children to observe, question, search, record, and retrieve important information.
d. Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.

e. Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
f. Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.
g. Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

2.5 Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Engage students in conversations that support the use and comprehension of inferential language.
b. Explicitly engage students in developing narrative language skills.
c. Support reading and writing by developing oral vocabulary through student discussion opportunities.
d. Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.
e. Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.
f. Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.
g. Develop instruction in language and vocabulary appropriate to the age and grade level of the students.
h. Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.
i. Encourage the use of students' full linguistic repertoire.
j. Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

2.6 Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.
b. Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)

c. Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.
d. Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words.(Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)
e. Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings. SC Literacy Competencies for Reading Coaches Page 10 Revised May 2024
f. Model language intentionally when speaking with students.
g. Provide multiple exposures to new vocabulary.
h. Teach academic vocabulary in the context of other reading activities.

2.7 Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.
b. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.
c. Provide opportunities for children to hear a range of texts read fluently.
d. Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).
e. Provide opportunities for students to reread text.
f. Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).
g. Model using punctuation to guide fluent reading.

2.8 Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.
b. Integrate and blend content and language instruction.
c. Use student proficiency levels to guide language needs and growth.
d. Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.

e. Know and understand how to support multilingual learners and immigrant students in learning to read in English.
f. Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.
g. No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.).
h. Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).
i. Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.
j. Scaffold both interpretive and expressive academic language.
k. Use native languages to leverage success in the target language and encourage parallel growth in both languages.
l. Use diverse and multicultural texts.
m. Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.
n. Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.
o. Include cultural representations of all students.
p. Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

2.9 Demonstrate an understanding of providing instructional support through technology. The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.
b. Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring
Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicators and Competencies:
3.1 Understand types of assessments and their purposes, strengths, and limitations.

The administrator will be able to collaborate with and support reading coach and teachers as they...

    a. Demonstrate an understanding of formal and informal assessments.
    b. Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).
    c. Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).
    d. Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

3.2 Select/develop and administer assessments for specific purposes.
The administrator will be able to collaborate with and support reading coach and teachers as they...

    a. Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.
    b. Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
    c. Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
    d. Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

3.3 Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.
The administrator will be able to collaborate with and support reading coach and teachers as they...

    a. Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
    b. Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection.
    c. Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
    d. Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
    e. Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
    f. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
    g. Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.

h. Use assessment data to reflect on teaching as well as student learning, where appropriate.

3.4 Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.
The administrator will be able to collaborate with and support reading coach and teachers as they...
   a. Provide substantive and dynamic feedback to students, families, and vested others.
   b. Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCCR Standards.
   c. Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
   d. Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
   e. Interpret patterns in students' data.
   f. Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Indicators and Competencies:
4.1 Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.
The administrator will be able to collaborate with and support reading coach and teachers as they...
   a. Embed perspectives of those with individual differences within instruction.
   b. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
   c. Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

4.2 Demonstrate an understanding of how individual differences influence reading and writing development.
The administrator will be able to collaborate with and support reading coach and teachers as they...
   a. Engage in professional learning on how personal beliefs impact reading and writing development.
   b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.

c. Recognize the ways in which personal beliefs interact with reading and writing development.

4.3 Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Recognize the multiple influences of culture and environment on student learning.

4.4 Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Include and engage families and the community in classroom life.
b. Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.
c. Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic and cultural experiences.

4.5 Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
b. Recognize the relationship between first and second language acquisition and literacy development.

4.6 Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.
The administrator will be able to collaborate with and support reading coach and teachers as they...
a. Create an inclusive environment that values the assets that each student brings to the community.
b. Differentiate and accommodate instruction to meet the needs of multilingual learners.
c. Emphasize characteristics of multilingual learners that may influence their success in school.

4.7 Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.

The administrator will be able to collaborate with and support reading coach and teachers as they...

a. Differentiate instruction to meet the needs of all students.
b. Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
c. Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment

Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicators and Competencies:

5.1 Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.

The administrator will be able to collaborate with and support reading coach and teachers as they...

Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

5.2 Recognize the importance of an emotionally safe environment.

The administrator will be able to collaborate with and support reading coach and teachers as they...

a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
b. Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).
c. Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
d. Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
e. Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
f. Develop learning experiences where curiosity and exploration are valued.
g. Reinforce and reward effort.
h. Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.

5.3 Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.

The administrator will be able to collaborate with and support reading coach and teachers as they...

    a. Provide an environment that ensures student access to traditional print and digital text.

    b. Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.

    c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.

    d. Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.

    e. Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration

Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.

Indicators and Competencies:

6.1 Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.

The administrator will be able to...

    a. Apply learning from professional inquiry and research.

6.2 Demonstrate an understanding that collaborating with educators is important to professional growth.

The administrator will be able to collaborate with and support reading coach and teachers as they...

    a. Lead, participate in, and collaborate with educators within Professional Learning Communities (PLCs).

    b. Lead and participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).

    c. Collaborate with instructional leaders and colleagues to lead or participate in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.

    d. Collaborate with instructional leaders and colleagues to lead or participate in professional learning communities to create daily lesson plans and long-range curriculum plans.

    e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.

    f.   Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).

    g.   Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning aligned with school and district goals.

6.3 Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.
The administrator will be able to collaborate with and support reading coach and teachers as they...

    a.   Reflect on student progress towards learning goals and expectations to make instructional decisions.

    b.   Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.

    c.   Demonstrate effective use of technology as an instructional practice for improving student learning.

    d.   Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

6.4 Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.
The administrator will be able to...

    a.   Demonstrate professionalism on technology and social media platforms.

    b.   Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.

    c.   Identify personal attitudes toward family involvement.

    d.   Acquire knowledge of why families may or may not participate in school activities.

    e.   Recognize that engagement may look different for each family.

    f.   Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.

    g.   Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.

    h.   Ensure the communication system includes translation and interpretation services as needed.

    i.   Invite families into the classroom to share their expertise.

6.5 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
The administrator will be able to ...

    a.   Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.

b. Use knowledge of students and teachers to build effective professional learning opportunities and communities. SC Literacy Competencies for Reading Coaches Page 21 Revised May 2024

c. Demonstrate active listening, reflective questioning, and explicit feedback that moves teaching practice forward, supports goal-setting, and builds trustworthiness.

d. Demonstrate the ability to effectively coach individuals and groups of teachers (e.g., for planning, goal-setting and reflective problem solving), work collaboratively with teachers and administrators, and facilitate group meetings.

Appendix E: SC Literacy Competencies for Middle and High School Teachers

The South Carolina Literacy Competencies for Middle and High School Content Area Teachers exist to define what middle and high school content area teachers should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Teacher Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Standard 1: Foundational Knowledge
Middle and High School Content Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Indicators and Competencies:
1.1 Understand the major theories of reading and writing processes and development.
The teacher will be able to...

> a. Identify major theories of reading and writing processes and development including The *Simple View of Reading* (Gough and Tumner 1986) and *Ehri's 4 Phases of Word Recognition* (Ehri 1996, 2014).
> b. Identify scientifically based reading models including *Scarborough's Reading Rope* (Scarborough, 2001) and *The Four-Part Processing Model for Word Recognition* (Seidenberg & McClelland,1989).
> c. Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
> d. Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
> e. Demonstrate an understanding that children learn about language through using language and communicating with others.

1.2 Understand language and reading development across middle and secondary years, including the sequencing of skills that students can be expected to acquire as they develop as readers and writers.

The teacher will be able to...

    a. Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.

    b. Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading.

1.3 Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.

The teacher will be able to...

    a. Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicators and Competencies:

2.1 Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.

The teacher will be able to...

    a. Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.

    b. Use the components of structured literacy to organize daily classroom schedules, routines and structures.

    c. Use the Gradual Release of Responsibility model (Pearson & Gallagher, 1983) to scaffold instruction.

    d. Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:

- background knowledge (facts, concepts, prior knowledge);
- language structures (morphology and syntax);
- vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);
- verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and

- knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).
  e. Provide explicit and systematic instruction in word recognition skills including:
  - sight recognition of familiar words
  - knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.
  f. Use different types of texts for specific purposes when teaching
  g. Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.
  h. Read various genres of interesting and conceptually rich stories to children.
  i. Explicitly teach students to use features of written communication (spelling, punctuation, grammar/sentence framing, handwriting) that support comprehension.
  j. Provide opportunities for students to be engaged in and create a variety of texts.
  k. Integrate the instruction of literacy across all content areas.
  l. Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.
  m. Use mentor texts to note how authors demonstrate skills used for reading and writing.
  n. Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.
  o. Teach children to pursue knowledge, gather information, and share what they learn.

2.2 Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.
The teacher will be able to…
  a. Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).
  b. Teach using whole group, small group, and individual student instruction.
  c. Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
  d. Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.

e. Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
f. Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
g. Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

2.3 Demonstrate an understanding of text complexity.
The teacher will be able to...
a. Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
b. Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
c. Integrate texts from other content areas when appropriate.
d. Select developmentally appropriate and progressively complex texts to help students build reading stamina.
e. In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
f. Use texts that represent all learners.

2.4 Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.
The teacher will be able to...
a. Create an environment that emphasizes reading as a meaning making process where students think critically about text.
b. Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
c. Provide opportunities for children to observe, question, search, record, and retrieve important information.
d. Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
e. Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
f. Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.
g. Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through

collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

h. Plan and provide a variety of opportunities to develop the concept of rhetoric.
i. Engage students in evaluating and critiquing how an author uses words, phrases, and text structures to craft text.
j. Explicitly engage students in developing the skills needed to write arguments to support claims with clear reasons and relevant evidence.
k. Support students' understanding of rhetorical appeals.

2.5 Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.
The teacher will be able to...

a. Engage students in conversations that support the use and comprehension of inferential language.
b. Explicitly engage students in developing narrative language skills.
c. Support reading and writing by developing oral vocabulary through student discussion opportunities.
d. Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.
e. Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.
f. Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.
g. Develop instruction in language and vocabulary appropriate to the age and grade level of the students.
h. Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.
i. Encourage the use of students' full linguistic repertoire.
j. Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

2.6 Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.
The teacher will be able to...

a. Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.
b. Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)
c. Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.

d. Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words.(Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)
e. Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings.
f. Model language intentionally when speaking with students.
g. Provide multiple exposures to new vocabulary.
h. Teach academic vocabulary in the context of other reading activities.

2.7 Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.
The teacher will be able to...
a. Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.
b. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.
c. Provide opportunities for children to hear a range of texts read fluently.
d. Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).
e. Provide opportunities for students to reread text.
f. Recognize and systematically teach fluency at various levels (e.g. word, phrase, sentence, paragraph).
g. Model using punctuation to guide fluent reading.

2.8 Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.
The teacher will be able to...
a. Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.
b. Integrate and blend content and language instruction.
c. Use student proficiency levels to guide language needs and growth.
d. Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.
e. Know and understand how to support multilingual learners and immigrant students in learning to read in English.
f. Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content.

g. Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.
h. No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.). Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).
i. Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.
j. Scaffold both interpretive and expressive academic language.
k. Use native languages to leverage success in the target language and encourage parallel growth in both languages.
l. Use diverse and multicultural texts.
m. Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.
n. Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.
o. Include cultural representations of all students.
p. Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

2.9 Demonstrate an understanding of providing instructional support through technology. The teacher will be able to...
a. Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.
b. Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring
Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicators and Competencies:
3.1 Understand types of assessments and their purposes, strengths, and limitations. The teacher will be able to...
a. Demonstrate an understanding of formal and informal assessments.
b. Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).
c. Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).

    d. Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

3.2 Select/develop and administer assessments for specific purposes.
The teacher will be able to...
    a. Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.
    b. Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
    c. Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
    d. Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

3.3 Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.
The teacher will be able to...
    a. Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
    b. Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection.
    c. Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
    d. Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
    e. Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
    f. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
    g. Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.
    h. Use assessment data to reflect on teaching as well as student learning, where appropriate.

3.4 Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.
The teacher will be able to...
    a. Provide substantive and dynamic feedback to students, families, and vested others.

b. Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCCR Standards.
c. Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
d. Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
e. Interpret patterns in students' data.
f. Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Indicators and Competencies:
4.1 Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.
The teacher will be able to...
a. Embed perspectives of those with individual differences within instruction.
b. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
c. Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

4.2 Demonstrate an understanding of how individual differences influence reading and writing development.
The teacher will be able to...
a. Engage in professional learning on how personal beliefs impact reading and writing development.
b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.
c. Recognize the ways in which personal beliefs interact with reading and writing development.

4.3 Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.
The teacher will be able to...
a. Recognize the multiple influences of culture and environment on student learning.

4.4 Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).

The teacher will be able to...
    a. Include and engage families and the community in classroom life.
    b. Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.
    c. Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic, and cultural experiences.

4.5 Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.
The teacher will be able to...
    a. Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
    b. Recognize the relationship between first and second language acquisition and literacy development.

4.6 Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.
The teacher will be able to...
    a. Create an inclusive environment that values the assets that each student brings to the community.
    b. Differentiate and accommodate instruction to meet the needs of multilingual learners.
    c. Emphasize characteristics of multilingual learners that may influence their success in school.

4.7 Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.
The teacher will be able to...
    a. Differentiate instruction to meet the needs of all students.
    b. Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
    c. Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment
Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicators and Competencies:
5.1 Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.
The teacher will be able to...

a. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

5.2 Recognize the importance of an emotionally safe environment.
The teacher will be able to…

    a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
    b. Include opportunities for community building (i.e. read aloud, collaboration).
    c. Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
    d. Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other as readers and writers.
    e. Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
    f. Develop learning experiences where curiosity and exploration are valued.
    g. Reinforce and reward effort.

5.3 Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.
The teacher will be able to…

    a. Provide an environment that ensures student access to traditional print and digital text.
    b. Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.
    c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.
    d. Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.
    e. Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration
Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.

Indicators and Competencies:
6.1 Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.
The teacher will be able to…

    a. Apply learning from professional inquiry and research.

6.2 Demonstrate an understanding that collaborating with educators is important to professional growth.
The teacher will be able to...
   a. Participate and collaborate with educators within Professional Learning Communities (PLCs).
   b. Participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).
   c. Collaborate with instructional leaders and colleagues in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.
   d. Collaborate with instructional leaders and colleagues in professional learning communities to create daily lesson plans and long-range curriculum plans.

6.3 Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.
The teacher will be able to...
   a. Reflect on student progress towards learning goals and expectations to make instructional decisions.
   b. Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.
   c. Demonstrate effective use of technology as an instructional practice for improving student learning.
   d. Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

6.4 Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.
The teacher will be able to...
   a. Demonstrate professionalism on technology and social media platforms.
   b. Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.
   c. Identify personal attitudes toward family involvement.
   d. Acquire knowledge of why families may or may not participate in school activities.
   e. Recognize that engagement may look different for each family.
   f. Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.
   g. Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.
   h. Ensure the communication system includes translation and interpretation services as needed.
   i. Invite families into the classroom to share their expertise.

Appendix F: Course Evaluation Rubric

Criteria	Acceptable	Unacceptable	Missing
Course Description	Description of proposed professional development or coursework indicates clearly and specifically 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.	Component not included
Research and Theory	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. Course materials are aligned with this research.	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.	Component not included
Outline of Course Topics and Related Competencies	Outcomes of proposed professional development or coursework are clearly aligned to the appropriate set(s) of SC Literacy Competencies. The outline demonstrates a planned and thoughtful selection of competencies from standards identified for this course.	Outcomes of proposed professional development or coursework are not clearly aligned to the appropriate set(s) SC Literacy Competencies.	Component not included
Description of Assessments	Proposed assessments clearly and specifically target designated competencies. Assessments are designed to demonstrate mastery of indicated competencies.	Proposed assessments may not target designated competencies. Targeting may be off or unclear.	Component not included
Qualifications of Instructors	Instructors facilitating or teaching the proposed professional development or coursework have earned a graduate degree or recognized certification related to literacy and 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.	Component not included
Cost	All potential costs to participants are outlined, including books and/or materials. The submission shows that effort will be made to limit costs to educators.	Costs to participants are unclear or seem partial.	Component not included

Criteria	Acceptable	Unacceptable	Missing
Delivery Method	Delivery method of proposed professional development or coursework is clear.	Delivery method of proposed professional development or coursework is unclear.	Component not included

This rubric assesses the design of the course. Delivery will be assessed based on performance and feedback.

For approval, proposed professional development or coursework must earn **Acceptable** for each component. A proposal scoring **Unacceptable** on any component will not be approved. Submissions missing a required component will not be scored.

The determination for each component of the proposal is as follows:

Criteria	Acceptable	Unacceptable	Evidence/Comments
Course Description			
Research and Theory			
Outline of Course Topics and Related Competencies			
Description of Assessments			
Qualifications of Instructors			
Cost			
Delivery Method			