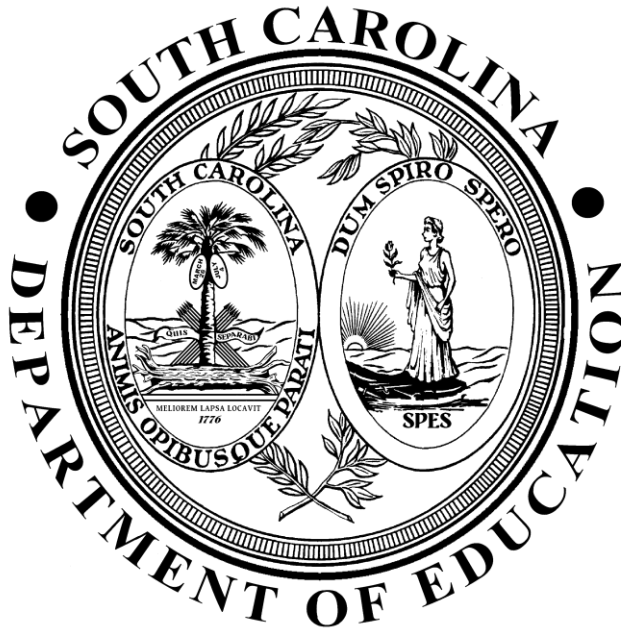


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN WEAVER
STATE SUPERINTENDENT OF EDUCATION



2022–23 Annual Reading Coach Report

Provided to the General Assembly

Pursuant to Provisos 1.59 and 1A.53 of the 2022–23 Appropriations Act
and S.C. Code Ann. § 59-155-180

January 15, 2023

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Summary

In 2014, Governor Nikki Haley signed Act 284, the Read to Succeed (R2S) Act, into law. The South Carolina legislature designed Read to Succeed with the intention of increasing the number of students statewide who can proficiently read and comprehend grade-level text, particularly in the early grades.

A core component of the Read to Succeed Act is the inclusion of school-based reading/literacy coaches. Reading coaches support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in literacy, and also work in classrooms alongside teachers to support all students. Coaches receive regular virtual and face-to-face professional development from regionally-assigned Literacy Specialists through professional learning opportunities (PLOs) and site visits. Literacy Specialists also work directly each week with coaches and teachers in classrooms at Palmetto Literacy Project Tier 3 schools to analyze data and problem-solve, and help coaches facilitate professional learning labs for educators.

This year, 700 state-funded reading coaches were placed in districts and charter schools across the state. Coaches' core responsibilities are teacher-focused: they model lessons and strategies and assist teachers with developing high-quality lesson plans, making adjustments to instruction, and analyzing student data.

The following report includes statewide coach qualification data, funding allocations for 2022–23, information on reading coach responsibilities, and school-level placements by district.

Reporting Requirement

According to S.C. Code Ann. § 59-155-180, 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 research-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.

Funding and further guidance for the state’s reading coach program is provided in Provisos 1.59 and 1A.53 of the 2022–23 Appropriations Act (see Appendix B). Under the provisos, districts with schools receiving state funding for reading/literacy coaches are required to report to the South Carolina Department of Education (SCDE) the name and qualifications of the funded reading/literacy coaches, the schools in which coaches are assigned, and specific amounts and uses of proviso funds.

Using data reported by the school districts, the SCDE is required to report to the General Assembly by January 15th of the current fiscal year on the hiring of and assignment of reading/literacy coaches. The SCDE must also report the amount of unspent or unallocated funds that will be used for Summer Reading Camps.

Reading Coach Research

Reading coaches directly benefit the most important factor in a classroom: the teacher. Research suggests that school-based reading coaches impact students by improving the level of literacy instruction given by teachers (Bright and Hensley, 2010). The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction and promote the retention of highly effective teachers.

Additionally, the Annenberg Foundation for Education Reform (2004) released a comprehensive study detailing the core benefits of coaching. These findings suggest that coaching:

- Promotes positive cultural change within a school;
- Increases teachers’ use of data to inform practice;
- Promotes the implementation of learning; and
- Supports collective leadership across a school system.

South Carolina-specific research emphasizes the positive impact of coaches on instruction and teacher beliefs. A study following the introduction of school-based reading coaches in districts found that teachers’ beliefs and classroom practices became more consistently aligned with the

best practices set forth by the SCDE after working with coaches (Stephens et al., 2011). A recent survey of South Carolina teachers found that 88 percent of teachers agree that their schools reading coach provides support that helps improve their reading instruction (RMC Research Corporation, 2017).

2022–23 Coach Qualifications and Assignments

Coach Qualification Requirements

On August 2, 2022, school districts received the Reading/Literacy Coach Memorandum of Agreement (MOA), which outlines the necessary qualifications and requirements for school-based reading coaches (Appendix C). Per the MOA, any licensed/certified teacher is qualified to serve as a coach if he or she:

- (1) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (2) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (3) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Additional qualifications for reading coaches include:

- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;
- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;
- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

Provisos 1.59 and 1A.53 of the 2022–23 Appropriations Act also permitted select schools to request a waiver to expend their reading coach funds on interventionists who spend 50 percent or more of their time providing direct support to struggling readers in grades kindergarten through grade five. Schools with a third or more of third grade students scoring Does Not Meet on the 2017–18 or 2018–19 administration of SC READY English language arts (ELA) were not permitted to apply for the waiver. Twenty schools applied for and were granted flexibility to use their funds for an interventionist position or a 50/50 interventionist and literacy coach.

Statewide Qualification Data

There are 700 state-funded reading coaches statewide for the 2022–23 school year as of January 2023. Qualifications and assignment data for the current year were provided by coaches and district staff in the Specific Parties Agreement as required by the MOA and through a survey of reading coaches conducted by the Office of Early Learning and Literacy (OELL).

Education Level

Research suggests that high-quality reading coaches often have significant classroom teaching experience and possess graduate degrees and training in literacy (Bright and Hensley, 2010). Ninety-two percent of state-funded reading coaches surveyed in 2022–23 have an advanced degree at the master’s level or beyond.

Table 1: Percentage of Reading Coaches by Education Level, 2020–21, 2021–22, and 2022–23

Education Level	2020–21	2021–22	2022–23
Bachelors	2.1	2.1	2.8
Bachelors + 18	5.1	4.0	4.8
Masters	35.3	45.4	42.0
Masters + 18	9.9	7.1	8.1
Masters + 30	34.1	29.3	30.9
Education Specialist	7.2	5.3	5.4
Doctorate	6.0	6.9	5.9
Not Reported	0.3	0.0	0.0

Source: Annual Reading Coach Surveys, 2020, 2021, and 2022

Teaching and Coaching Experience

The percentage of coaches with significant classroom teaching experience remained similar to previous schools years, with a slight increase in the percentage of coaches with 21–25 years of teaching experience.

Table 2: Percentage of Reading Coaches by Years of Teaching Experience, 2020–21, 2021–22, and 2022–23

Teaching Experience	2020–21	2021–22	2022–23
1–5 Years	6.6	6.1	7.0
6–10 Years	26.2	28.0	26.8
11–15 Years	28.0	28.0	26.4
16–20 Years	19.0	19.8	19.2
21–25 Years	10.5	9.8	12.9
26+ Years	9.6	8.4	7.8

Source: Annual Reading Coach Surveys, 2020, 2021, and 2022

Approximately 77 percent of 2022–23 reading coaches also served as a state-funded coach in South Carolina during the prior school year, and 60 percent have five or more years of coaching experience.

Table 3: Percentage of Reading Coaches by Years of Coaching Experience, 2020–21, 2021–22, and 2022–23

Coaching Experience	2020–21	2021–22	2022–23
1 Year	7.2	13.2	11.3
2 Years	8.1	9.8	12.2
3 Years	15.7	7.1	7.0
4 Years	11.7	14.0	9.2
5 Years	10.8	8.7	11.1
6–10 Years	32.8	32.7	35.9
11–15 Years	7.5	7.4	6.5
16+ Years	6.0	17.1	6.8

Source: Annual Reading Coach Surveys, 2020, 2021, and 2022

School Level Assignment

Provisos 1.59 and 1A.53 of the 2022–23 Appropriations Act gave districts greater flexibility in reading coach school-level assignment. Prior to 2019–20, state-funded coaches could only serve in elementary schools. Beginning with the 2019–20 school year, districts were given the option to place coaches in primary, elementary, or middle schools or a combination of these schools depending on the area of highest need for the district. As in prior years, approximately a third of districts chose to use this flexibility and placed coaches at primary, middle, or multiple schools.

Table 4: Percentage of Reading Coaches by School Level Assignment, 2020–21, 2021–22, and 2022–23

School Level Assignment	2020–21	2021–22	2022–23
Primary	6.3	7.9	7.8
Elementary	65.4	66.2	67.8
Middle	2.1	3.2	2.2
Primary and Elementary	19.0	17.4	13.1
Elementary and Middle	4.2	2.1	6.1
Primary, Elementary, and Middle	3.0	3.2	3.1

Source: Annual Reading Coach Surveys, 2020, 2021, and 2022

State Support for Reading Coaches

South Carolina reading coaches offer job-embedded professional development to teachers that are centered on students’ needs. Coaches are the connecting link between statewide literacy best practices and classroom-level implementation. According to the Research Making Change (RMC) analysis of Read to Succeed, “[b]ecause of the intense professional development and coaching provided to teachers, students who are struggling are identified early and provided timely, intensive interventions to prevent future failure” (RMC Research Corporation, 2017).

State support for reading coaches has adapted to best meet the needs of students and staff statewide. Literacy Specialists from the OELL now offer tiered support to coaches that is based on the Multi-Tiered System of Supports (MTSS) model.

For more information on the SCDE’s ongoing support of literacy instruction and interventions statewide, see the annual [Reading Plan and Proficiency Report](#).

State Palmetto Literacy Project Support, 2019–20 to 2022–23

Beginning with the 2019–20 school year, Literacy Specialists primarily supported schools in the Palmetto Literacy Project (PLP). PLP schools are those in which one third or more of third grade students scored at the lowest achievement level of DNM on SC READY ELA in 2017–18 and/or 2018–19. The 2019–20 school year was the first year of the PLP. In June, August, and December 2019, the SCDE hosted school teams for a conference led by researchers from Regional Education Laboratory (REL) Southeast on evidence-based practices in literacy instruction.

Beginning with the 2020–21 school year, the OELL narrowed the focus of support to Tier 3 schools in the PLP. These are schools in which one half or more of third grade students scored DNM on SC READY ELA in 2018–19. All Tier 3 schools and primary feeder schools have an assigned Literacy Specialist who provides support to reading coaches and teachers through on-site and virtual coaching in addition to regional and state PLOs. A list of support schools may be found in Appendix F.

Science of Reading Professional Development

In order to assist teachers and instructional staff in delivering research-based literacy instruction and interventions, the SCDE is supporting approximately 5,500 K–3 educators, coaches, and administrators via Language Essentials for Teachers of Reading and Spelling (LETRS) literacy professional learning. The LETRS training provides sustained, job-embedded professional development for Tier 2 and Tier 3 PLP schools. The first cohort of schools began LETRS training in August 2021, and currently all three LETRS cohorts are engaged in on-going training. For more information on South Carolina’s LETRS initiative, please visit: <https://www.lexialearning.com/southcarolina-letrs>.

K–5 Literacy Curriculum

During the 2020–21 school year, the SCDE conducted collaborative curriculum audits alongside reading coaches in Tier 3 PLP schools. The audit results indicated a statewide need for a high-quality, core curriculum, particularly in the early grades. The SCDE then requested materials from publishers in the areas of K–5 literacy, specifically those addressing the Science of Reading, and a team of local and state educators selected five approved curricula.

The SCDE provided one of the five approved K–5 base curricula at no cost to PLP schools. Schools selected a curriculum in January 2022, and began implementation and professional development between spring 2022 to fall 2022.

Funding Allocation and Spending

For the sixth year, the state received more requests for reading coach funding than could be accommodated at the maximum reimbursement rates. Per Provisos 1.59 and 1A.53, schools could receive up to \$62,730 for each eligible full-time employee (FTE) position. Due to the expansion of eligible schools and change in proviso requirements, the state provided \$53,759 for

each full-time position. Districts with vacant positions are still eligible to receive funding if they complete the hiring process.

During the 2021–22 school year, the SCDE was able to send an additional allocation near the end of the school year, raising the amount to \$59,110.25 per FTE. The SCDE will determine later this school year (spring 2023) if a similar adjustment is possible again.

Due to the full use of reading coach funds, there are currently no unallocated funds to go toward Summer Reading Camps.

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Appendix A: Excerpt from Act 284, the Read to Succeed Act

Section 59-155-180 (C)(1)-(3) states:

(C)(1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents 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 research-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. By August 1, 2014, the department must publish guidelines that define the minimum qualifications for a reading coach. Beginning in Fiscal Year 2014-2015, reading/literacy coaches are required to earn the add-on certification within six years, except as exempted in items (4) and (5), by completing the necessary courses or professional development as required by the department for the add-on. During the six-year period, to increase the number of qualified reading coaches, the Read to Succeed Office shall identify and secure courses and professional development opportunities to assist educators in becoming reading coaches and in earning the literacy add-on endorsement. In addition, the Read to Succeed Office will establish a process through which a district may be permitted to use state appropriations for reading coaches to obtain in-school services from department-approved consultants or vendors, in the event that the school is not successful in identifying and directly employing a qualified candidate. Districts must provide to the Read to Succeed Office information on the name and qualifications of reading coaches funded by the state appropriations.

Appendix B: Proviso 1.59 (SDE: Reading/Literacy Coaches) and Proviso 1A.53 (SDE-EIA: Reading/Literacy Coaches), 2022–23 Appropriations Act

(A) For the current fiscal year, of the funds appropriated for Reading/Literacy Coaches, the Department of Education shall retain up to \$14,000,000 to be expended for the Palmetto Literacy Project. The Department shall identify schools in the Palmetto Literacy Project that have one-third or more of its third grade students scoring at the lowest achievement level on the statewide summative English language arts assessment. For each school identified and participating in the Palmetto Literacy Project in the prior school year, the Department of Education shall provide, at a minimum, the following support: provision of reading specialists, professional learning, and curriculum resources based on the science of reading. The reading specialist/coaches provided to the Palmetto Literacy Project schools shall be hired and evaluated annually by the Department of Education.

(B) The balance of funds appropriated to the Department for Reading/Literacy Coaches shall be allocated to school districts for schools not included in the Palmetto Literacy Project to support reading instruction and interventions which may include, but not be limited to, hiring reading/literacy coaches, interventionists, or professional development based on the science of reading. Expenditure of funding must be included in the district reading plan approved by the Department of Education.

(C) These funds must be allocated to school districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

(D) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district except in the event that the district can request and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(E) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

(F) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they must withhold that districts remaining balance of funds allocated pursuant to this proviso.

(G) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or

(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate.

(H) The Department of Education shall require:

(1) any school district receiving funding to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

(2) any school district receiving funding to account for the specific amounts and uses of such funds.

(I) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(J) Any unspent or unallocated funds may be carried forward and expended for Summer Reading Camps.

Appendix C: 2022–23 Memorandum of Agreement

The SCDE distributed the following document to school districts in August 2022. Each superintendent’s signature was required in order for a district to receive reading coach funding. Districts seeking waivers for funding flexibility noted this request in the Specific Parties Agreement form completed for each employee.

MEMORANDUM OF AGREEMENT FOR SCHOOL-BASED LITERACY COACHES

I. BACKGROUND

The South Carolina Department of Education (SCDE) provides training for Read to Succeed (R2S) state-funded, school-based reading/literacy coaches employed by the district to serve primary and elementary schools and monitors the district’s utilization of literacy coaches to ensure state funding is applied in a manner consistent with the requirements set forth in the Read to Succeed Act and the 2022–23 Appropriations Act.

The district agrees to employ an appropriately qualified and endorsed school-based reading/literacy coach who works directly with teachers to bring about improvements in the classrooms that impact student achievement in literacy. The work of the literacy coach is shaped by evidence-based research, content knowledge, and knowledge of appropriate reading strategies to enhance learning.

For the 2022–23 school year, select schools may apply for a waiver to use their allocation towards a literacy interventionist (see Section VI).

II. DISTRICT REQUIREMENTS FOR FUNDING AND USE OF FUNDS

For each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time school-based reading/literacy coach (Proviso 1.59 for FY 2022–23). For the 2022–23 school year, the Office of Finance expects the final allocation to be \$53,759.42 per coach. School districts may use existing local funds currently used for reading assistance as the local support.

A district may only utilize these funds to employ school-based reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the SCDE. In order to receive and/or maintain funding in accordance with this program, the district agrees to and assures the SCDE of the following:

Pursuant to S.C. Code § 59-155-180(C),

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

- (2) “A reading/literacy coach shall be employed in each elementary school [or primary or middle school as amended by Proviso 1.59 for FY 2022–23]. 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 research-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.” Schools and districts accepting funding to support a coaching position agree that the literacy coach must not serve as a full- or part-time administrator.

Additionally,

- The district accounts for the specific amounts and uses of all funds provided pursuant to this agreement and agrees not to use these funds for any purpose except in accordance with this agreement.
- The district requires the attendance of principals and other appropriate administrative staff at schools participating in the Palmetto Literacy Projects at the initial SCDE meeting related to the roles and responsibilities of the literacy coach as well as any other scheduled meetings or professional learning opportunities (PLOs) for principals and administrators.
- The district provides information on the names, certification numbers, and qualifications/endorsements of reading coaches funded by the state appropriations to the SCDE.
- By accepting the funds, a school district agrees the funds will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for literacy coaches with local funds.
- Funds appropriated for reading/literacy coaches must be used to provide primary, elementary, and/or middle schools with school-based reading/literacy coaches who shall serve according to the provisions in R2S Act. The district agrees to cooperate with any

compliance and technical assistance visits from the SCDE during the 2022–23 school year.

- If the SCDE finds the district is using these funds for a coach to perform administrative functions contrary to the statute, the SCDE shall withhold the remaining balance of funds and seek recoupment of the funds spent in an unauthorized manner.

III. JOB QUALIFICATIONS

The SCDE must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- (4) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (5) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (6) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Within these guidelines, the SCDE must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

IV. ALTERNATIVE COACH PROGRAM

If a district is deemed to have the personnel and financial capacity to provide the support and training for school-based reading/literacy coaches, a district may elect to have state-funded coaches obtain the endorsements and receive support through a means other than the SCDE R2S Coach Institute. This alternative training must be rigorous and focused on using data and evidence-based practices. If a district elects to have coaches participate in an alternative training, it must be at the district's expense. All courses provided to coaches to fulfill the R2S Teacher and Coach endorsements must be approved through the R2S approval process in the Office of Early Learning and Literacy.

Districts that wish to provide alternative training for coaches must have courses approved prior to offering courses and must submit both a written request and a detailed plan for providing courses as well as support that will be provided to the coaches.

A written request to provide alternative training must be received by September 15, 2022. Plans for providing alternative training must be received by September 30, 2022.

The SCDE has the final approval for the alternative training.

V. ADDITIONAL AGREEMENTS

The SCDE and the district agree to minimum additional qualifications and responsibilities for a school-based reading/literacy coach. The additional qualifications are as follows:

- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;
- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;
- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

The additional responsibilities include:

- Assist with the development of the school's annual Reading Plan submission;
- Must participate in the SCDE R2S Coach Institute or in an alternate coach program approved by the SCDE;
- Attend all monthly sessions;
- Attend all virtual meeting/training sessions;
- Meet monthly with administration to discuss progress (review data), issues, and concerns based on goals;
- Serve as job-embedded, stable resources for PLOs that adhere to professional learning standards;
- Continue to participate in job-embedded professional development. This professional development will be based on the needs of coaches; and
- Complete documentation and surveys related to job functions.

VI. LITERACY INTERVENTIONIST WAIVER

In prior years, districts have requested flexibility for reading coaches to serve students. The current provisos allow select schools to request a waiver to expend their reading/literacy coach funds on interventionists who spend fifty percent or more of their time providing direct support to struggling readers in grades kindergarten through grade five. Schools in which fewer than a third of third grade students scored at the lowest achievement level in SC READY English language arts (ELA) may request a waiver. Districts requesting a waiver will complete information in the survey linked in the next section.

Schools participating in the Palmetto Literacy Project may not apply for this waiver. Palmetto Literacy Project schools are defined as schools in which one third or more of third grade students scored at the lowest achievement level in SC READY ELA during the 2018–19 school year.

Districts seeking a waiver for this allocation certify that their schools meet the necessary criteria for this funding flexibility.

VII. SPECIFIC PARTIES AGREEMENT DOCUMENT

This link should be provided to each participating school and the survey completed by the appropriate parties by the same date the original Memorandum of Agreement is signed and submitted.

VIII. TERMS AND TERMINATION

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

Appendix D: Number of Coaches by District and Main School Level, 2022–23

District Name	Elementary Schools	K-12 Combination Schools	K-8 Combination Schools	Middle Schools	Middle and High Schools	Primary Schools	2022–23 District Total	2021–22 District Total
Abbeville			1				1	5
Aiken	18						18	19
Allendale	1						1	2
Anderson 1	7					1	8	8
Anderson 2	3					1	4	4
Anderson 3	3						3	3
Anderson 4	4						4	4
Anderson 5	10					1	11	11
Bamberg 3	2						2	2
Barnwell 45	1					1	2	2
Barnwell 48	1		1				2	2
Beaufort	16		3			1	20	19
Berkeley	21		2	2		2	27	28
Calhoun			2				2	2
Charleston	38	1	9	1		3	52	52
Charter Institute at Erskine	3	7	6				16	14
Cherokee	8					1	9	9
Chester	5		1				6	6
Chesterfield	8			2	1	1	12	9
Clarendon	3					3	6	7
Colleton	5						5	5
Darlington	8		1			1	10	9
Dillon 3	1			1			2	2
Dillon 4	1					3	4	5
Dorchester 2	14						14	15
Dorchester 4	3						3	3
Edgefield	4						4	4
Fairfield	4						4	6

District Name	Elementary Schools	K-12 Combination Schools	K-8 Combination Schools	Middle Schools	Middle and High Schools	Primary Schools	2022–23 District Total	2021–22 District Total
Florence 1	13						13	12
Florence 2			1				1	1
Florence 3	3					1	4	5
Florence 5	1						1	2
Georgetown	9		1			1	11	10
Greenville	49		2				51	51
Greenwood 50	8						8	8
Greenwood 51	1			1			2	2
Greenwood 52						1	1	2
Hampton 3	4					2	6	6
Horry	25		3	1		2	31	31
Kershaw	9						9	9
Lancaster	12			1			13	13
Laurens 55	4		2				6	6
Laurens 56	3						3	1
Lee	3						3	3
Lexington 1	17						17	17
Lexington 2	6						6	6
Lexington 3	1					1	2	2
Lexington 4	1			1		2	4	3
Lexington/ Richland 5	13			1			14	14
Limestone Charter		1					1	0
Marion	2		1			2	5	5
Marlboro	2		2			1	5	5
McCormick	1						1	1
Newberry	8						8	8
Oconee	9			1			10	10
Orangeburg	13		1			2	16	13

District Name	Elementary Schools	K-12 Combination Schools	K-8 Combination Schools	Middle Schools	Middle and High Schools	Primary Schools	2022–23 District Total	2021–22 District Total
Pickens	13					1	14	15
Richland 1	29						29	29
Richland 2	19		1	1		1	22	22
Saluda	2					0	2	3
SC Public Charter District	2	7	11	1	2	2	25	27
Spartanburg 1	4		1			1	6	6
Spartanburg 2	9						9	9
Spartanburg 3	3						3	3
Spartanburg 4	1						1	1
Spartanburg 5	6			2			8	8
Spartanburg 6	9						9	9
Spartanburg 7	6						6	6
Sumter	12		1			1	14	15
Union	3		1				4	4
Williamsburg	3					3	6	4
York 1	5			1			6	6
York 2	7						7	6
York 3	13					1	14	15
York 4	11						11	11
Total	566	16	54	17	3	44	700	705

Source: District reporting of coaches and main school-level assignment to the SCDE Finance Office.
 *Elementary schools include schools that serve grades PK–4, PK–5, PK–6, K–4, K–5, K–6, and 3–5. Primary schools include those that serve grades PK–2, PK–3, K–2, and K–3. K–8 Combination Schools include schools that serve students from both elementary and middle grades (e.g. PK–7, K–8). K–12 schools served a combination of elementary, middle, and high schools. Middle schools include schools that serve grades 5–8, 6–8, and 6–9. Middle and high schools include schools that serve grades 6–12.

Appendix E: SC Coaching Competencies

Standard 1: Foundational Knowledge

Coaches understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Elements	Competencies: The coach will be able to...
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	<ul style="list-style-type: none"> • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> • Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> • Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2: Curriculum and Instruction

Coaches use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Elements	Competencies: The coach will be able to...
<p>2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all PreK–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across PreK–12.
<p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge.]</p>	<ul style="list-style-type: none"> • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • Adapt instructional materials and approaches to meet the language- proficiency needs of English learners and students who struggle to learn to read and write as needed.
<p>2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.] • Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Standard 3: Assessment and Evaluation

Coaches use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Elements	Competencies: The coach will be able to...
<p>3.1: Understand types of assessments and their purposes, strengths, and limitations.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
<p>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
<p>3.3: Use assessment information to plan and evaluate instruction.</p>	<ul style="list-style-type: none"> • Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions. • Plan and evaluate professional development initiatives using assessment data.
<p>3.4: Communicate assessment results and implications to a variety of audiences.</p>	<ul style="list-style-type: none"> • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences.

Standard 4: Diversity

Coaches create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Elements	Competencies: The coach will be able to...
<p>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second- language acquisition and literacy development. • Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.
<p>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</p>	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. • Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
<p>4.3: Develop and implement strategies to advocate for equity.</p>	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the content areas and literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Standard 5: Literate Environment

Coaches create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Elements	Competencies: The coach will be able to...
<p>5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p>	<ul style="list-style-type: none"> • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small- group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.
<p>5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>	<ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.
<p>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p>	<ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.
<p>5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>	<ul style="list-style-type: none"> • Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students.

Standard 6: Professional Learning and Leadership

Coaches recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Elements	Competencies: The coach will be able to...
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"> • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, school-wide professional development program.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	<ul style="list-style-type: none"> • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs	<ul style="list-style-type: none"> • Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, complaining, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.
6.4: Understand and influence local, state, or national policy decisions.	<ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Appendix F: Palmetto Literacy Project Weekly Support Schools, 2022–23

District	School	Notes
Aiken	J.D. Lever Elementary	
Aiken	Ridge Spring-Monetta Elementary	
Allendale	Allendale Fairfax Elementary	
Anderson 5	New Prospect Elementary	
Anderson 5	Varennes Elementary	
Anderson 5	Homeland Park Primary	Feeds Varennes
Bamberg	Denmark-Olar Elementary	
Barnwell 48	Macedonia Elementary-Middle	
Beaufort	Robert Smalls International Academy	
Beaufort	St. Helena Elementary	
Beaufort	Whale Branch Elementary	
Berkeley	Goose Creek Elementary	
Charleston	Chicora Elementary	
Charleston	E.B. Ellington Elementary	
Charleston	Edith L. Frierson Elementary	
Charleston	Mary Ford Elementary	
Charleston	Matilda Dunston Elementary	
Charleston	Pepperhill Elementary	
Charleston	Sanders-Clyde Elementary	
Charleston	St. James Santee Elementary	
Cherokee	B.D. Lee Elementary	
Cherokee	Luther L. Vaughan Elementary	
Chester	Chester Park Elementary School of Literacy	
Chester	Chester Park School for the Arts	
Chesterfield	Pageland	
Clarendon	Dr. Rose Wilder Elementary	Formerly St. Paul
Clarendon	Summertown Early Childhood Center	Feeds R.W. Elementary
Colleton	Northside Elementary	
Colleton	Hendersonville Elementary	
Colleton	Black Street Early Childhood	
Darlington	Bay Road Elementary	Formerly Washington Street Elementary
Darlington	Rosenwald Elementary/Middle	
Darlington	Southside Early Childhood Center	
Fairfield	Fairfield Elementary	
Florence 1	Brockington Elementary	

District	School	Notes
Florence 3	Olanta Elementary	
Hampton	Fennell Elementary	
Horry	Academy of Hope Charter	
Jasper	Ridgeland Elementary	
Kershaw	Bethune Elementary	
Lancaster	Brooklyn Springs Elementary	
Lancaster	Clinton Elementary	
Laurens 55	Ford Elementary	
Laurens 55	E.B. Morse Elementary	
Lee	Dennis Elementary	
Lee	West Lee Elementary	
Lexington 2	Cayce Elementary	
Lexington 4	Sandhills Elementary	
Lexington 4	Sandhills Primary School	
Marion 10	Easterling Primary	Feeds Marion Intermediate
Marion 10	Creek Bridge STEM Academy	
Marion 10	Marion Intermediate	
Marion 10	McCormick Elementary	
Marion 10	North Mullins Primary	Feeds McCormick Elementary
Marlboro	Bennettsville Primary	
Marlboro	Clio Elementary/Middle	
Marlboro	McColl Elementary/Middle	
McCormick	McCormick Elementary	
Newberry	Newberry Elementary	
Orangeburg	Mellichamp Elementary	
Orangeburg	Bethune-Bowman Elementary	
Orangeburg	Holly Hill Elementary	
Orangeburg	Rivelon Elementary	Feeds Mellichamp Elementary
Orangeburg	Edisto Primary	
Pickens	Pickens Elementary	
Richland 1	Annie Burnside Elementary	
Richland 1	E.E. Taylor Elementary	
Richland 1	Carolina School for Inquiry	
Richland 1	Carver-Lyon Elementary	
Richland 1	Forest Heights Elementary	
Richland 1	South Kilbourne Elementary	
Richland 1	Burton Pack Elementary	
Richland 1	Horrell Hill Elementary	

District	School	Notes
Richland 1	Logan Elementary	
Richland 2	Center for Achievement	Housed at Kelly Mill Middle
SCPCSD	Bettis Preparatory Leadership Academy	
SCPCSD	Lakes and Bridges Charter School	
Spartanburg 6	Jessie Bobo Elementary	
Spartanburg 7	Drayton Mills Elementary	
Spartanburg 7	Mary H. Wright Elementary	
Spartanburg 7	Cleveland Academy of Leadership	
Sumter	Cherryvale Elementary	
Sumter	Rafting Creek Elementary	
Sumter	Willow Drive Elementary	
Union	Buffalo Elementary	
Union	Foster Park Elementary	
Williamsburg	Kenneth Gardner Elementary	
Williamsburg	W.M. Anderson Primary	Feeds Kenneth Gardner