

# Report on Implementation of the SC State Plan for the Equitable Distribution of Excellent Educators

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# State Equity Plan

- Led by Office of School Transformation.
- Developed by Internal Equity Team which included representatives from CERRA, ORDA, OFSA, OEE, OSL, and OES.
- Stakeholder input gathered primarily through four regional meetings held 2/27, 3/12, 3/13, and 3/27/2015.

# Equity/ESSA Timeline

- State Equity Plan approved by USED on September 10, 2015, for implementation.
- First annual progress report planned for Fall 2017 (reporting on 2016-17 implementation).
- ESSA signed into law December 10, 2015. States told to implement equity plans through 2016-17, then sunset.
- South Carolina's ESSA Consolidated State Plan submitted to USED in Fall 2017.
- SCDE implemented State Equity Plan in 2015-16 and 2016-17, with all strategies complete by Spring 2017.

# Reporting Requirements

“Beginning in 2016-17, the Office of School Transformation, in collaboration across appropriate offices within the SEA and the Internal Equity Team, will evaluate implementation.... This evaluation will be published in an annual progress report.

First, the annual progress report will be posted on the SEA’s website with opportunity for public comment. Second, the annual progress report will be discussed with the SC Transformation Team. Third, the annual report will be publicly presented to the South Carolina Board of Education for review” (p. 14).

# Strategy 1

## Increase teacher pipeline.

- 1.1 Survey districts for recruitment and retention practices. (COMPLETE SEPT 2016)
- 1.2 Work with IHEs and rural districts to build meaningful connections and collaborative opportunities. (PARTIALLY COMPLETE FEB 2017 + NOV 2017)
- 1.3 Continue support of current efforts to introduce potential people into the profession (CERRA, alternative licensure, streamlining licensure, etc.). (ONGOING)

District Survey: If you use any of the following methods to recruit new teachers, please rate the method on its recruitment effectiveness.

<b>Recruiting Method</b>	<b>District Rating of Effectiveness</b>
District Website	315
CERRA Website	306
Word of Mouth	302
Alt Routes to Certification	290
IHE	273
Career Fair (State)	231

Least effective = signage, radio and television ads, and national career fair

District Survey: If you use any of the following incentives to recruit new teachers, please rate the method on its recruitment effectiveness.

Recruiting Incentive	District Rating of Effectiveness
Community	264
Professional Development	261
Teacher Loan Forgiveness	256
Working Conditions	254
Technology	242
School Facilities	233

Least effective = signing bonuses, teacher housing, transportation costs

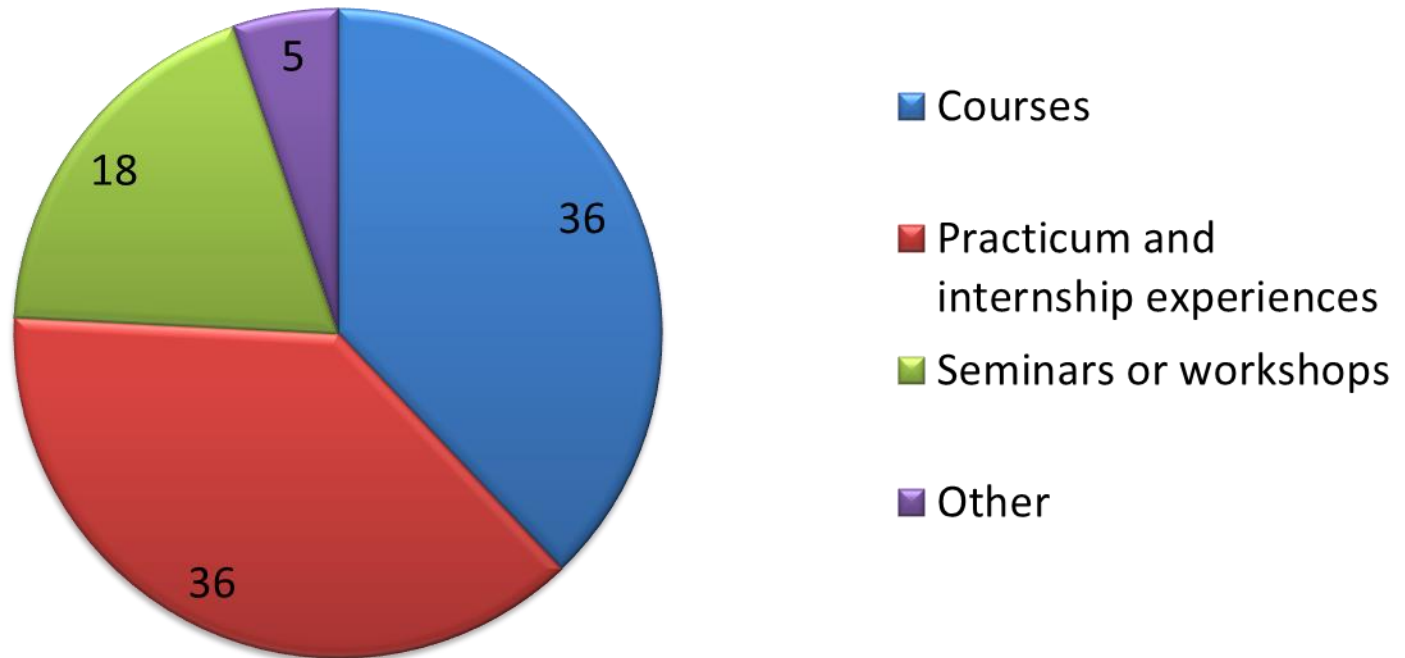
District Survey: If you use any of the following incentives to retain teachers, please rate the method on its effectiveness on teacher retention.

<b>Retention Incentive</b>	<b>District Rating of Effectiveness</b>
Collaboration Time	281
Professional Development	270
Instructional Coaching	268
Teacher Leadership Opportunities	266
Career Advancement Opportunities	255
Collaboration Time	253

Least effective = tuition reimbursement, performance bonuses, other

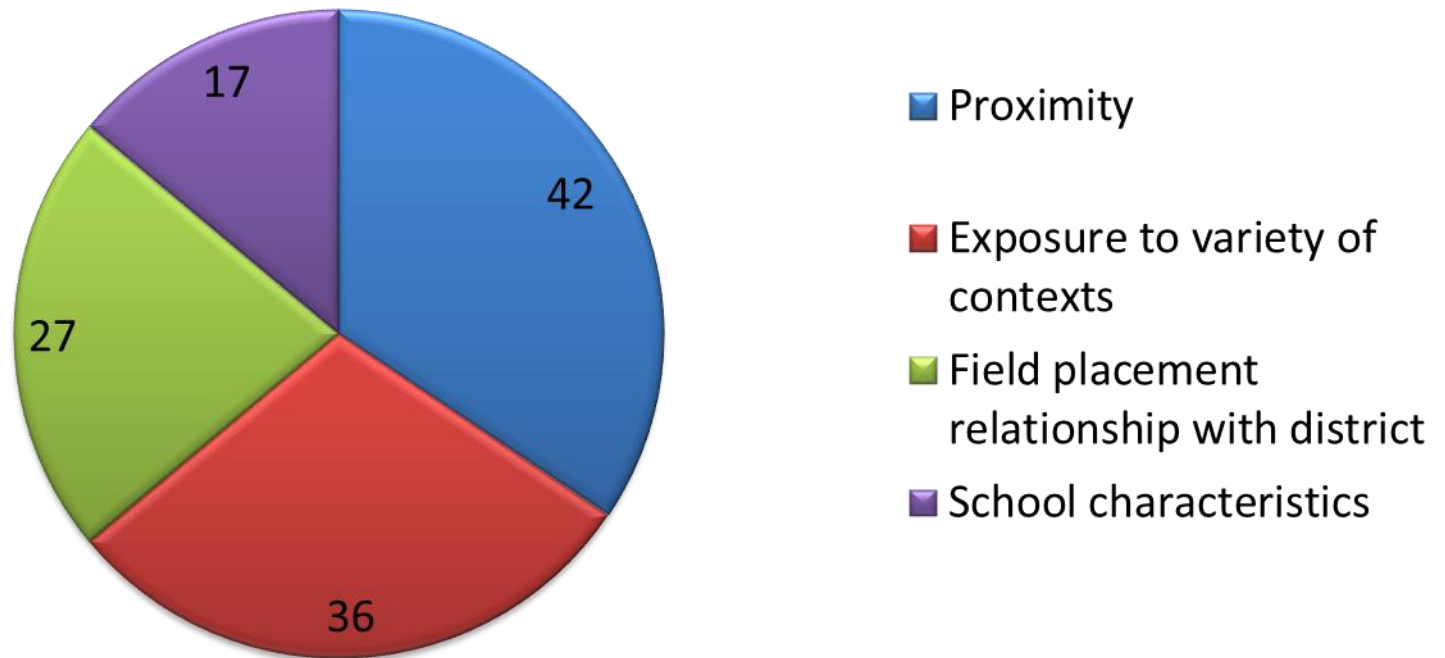
IHE Survey Question 3: How are candidates being prepared to plan for, teach, and assess learning in high-poverty, high-minority, and/or rural communities?

**Number of Responses (n = 45)**



# IHE Survey Question 8: How are schools selected for teacher candidate placement?

**Number of Responses (n = 45)**



IHE Survey Question 9: What attracts you to place teacher candidates in particular districts/schools?

- Partnerships
- Strong administrative leadership support and relationships
- Quality of the cooperating teachers
- Exposure to diversity
- Proximity

IHE Survey Question 10: What deters you from placing teacher candidates in particular districts/schools?

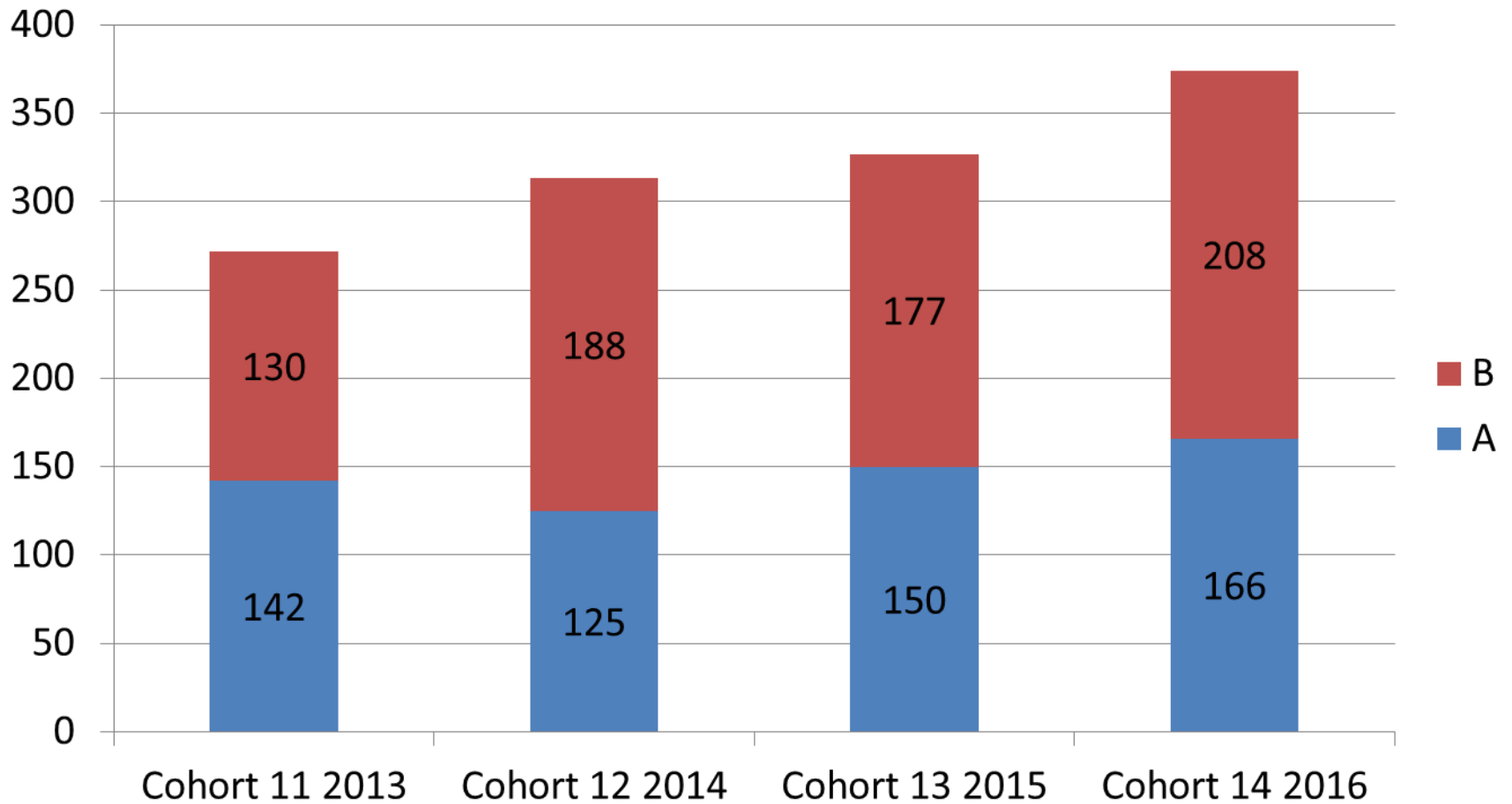
- Difficulty in placing candidates, including lack of responsiveness
- Distance
- Unsupportive cooperating teachers

# IHE-District Partnerships

- Revision of PADEPP Standard 5 (SCDE, February 2017)
- *Working Better Together: A Continuum Rubric for Self-Assessing and Strengthening Partnerships* (NTEP/CCSSO, October 2017)

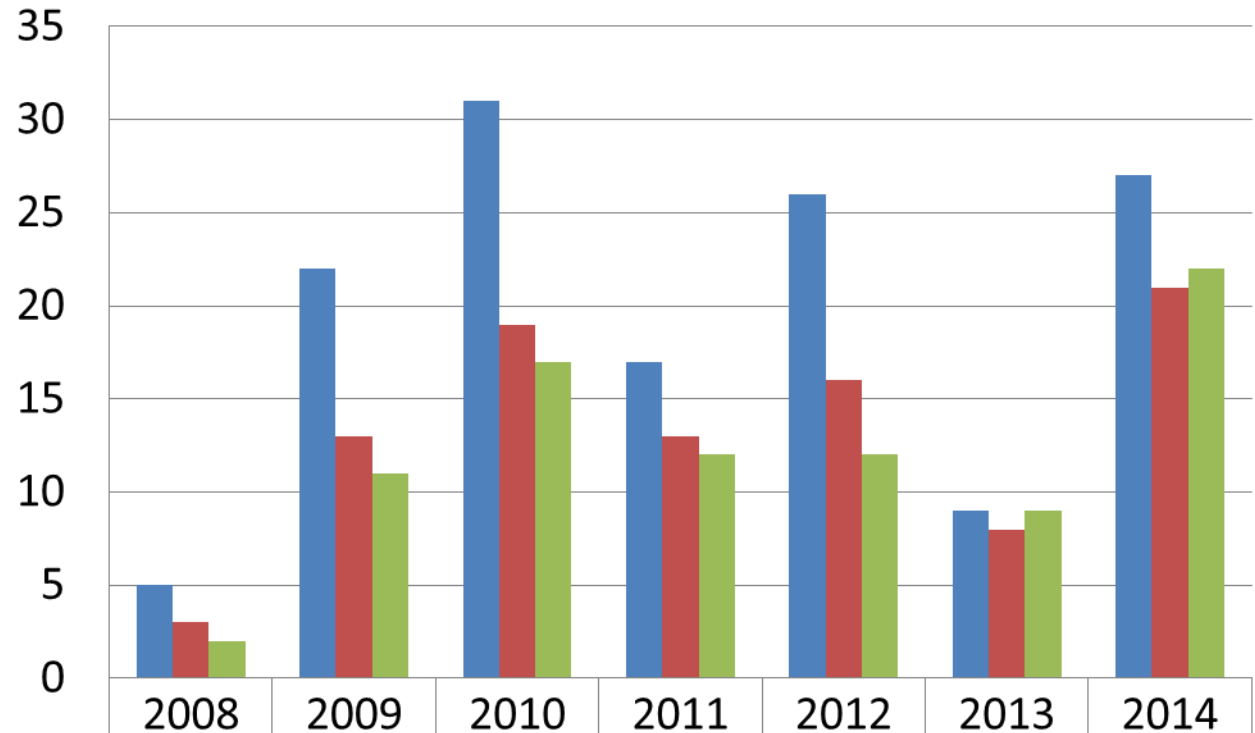


# Number of PACE Participants Who Advanced to Year 1 Certificate



# American Board

## Participants with Opportunity to Complete Three Years



	2008	2009	2010	2011	2012	2013	2014
Participants	5	22	31	17	26	9	27
Professional Certificate	3	13	19	13	16	8	21
Still Teaching	2	11	17	12	12	9	22

# Strategy 2

## Increase opportunity.

- Implement a principal performance standard related to distributed leadership. (COMPLETE FEB 2017)
- Provide opportunities for principals to engage in assessments and professional learning around distributed leadership. (ONGOING)

# Leadership Professional Learning

- Office of Educator Effectiveness and Leadership Development created in Summer 2017.
- 2017-18 SCDE Strategic Plan Objective 3.3.2 = Update the leadership continuum programs. These include Principal Induction Program (PIP).

# Collective Leadership Design Team

Oct 2016 – Feb 2017

- 15 field interviews were conducted prior to launch.
- 510 SC educators attended 9 presentations statewide.
- Team met 4 times.
- Focus was on beginning development of South Carolina Collective Leadership Model.

Session 2 Survey: List three statements to address "why" teacher leadership is needed in your school and/or district.

- Access credibility, front line knowledge, and capacity.
- Provide bigger presence/voice in policy and school-wide decision-making.
- Serve as "link" or "bridge" between teachers and administrators to meet the needs of students.
- Share school workload.
- Impact retention.

# Collective Leadership Pilot

Begun Summer 2017

- Two-year process (2017-18 and 2018-19)
- Contract partnership with the Center for Teacher Quality
- 10+ participating schools
- Baseline data collected

# Strategy 3

## Increase salary equity.

- Meet with members of The Teacher Salary Project. (COMPLETED)
- Pull together an internal working group to consider revision of the state salary schedule and minimum salary for new teachers. (COMPLETED)

# Do we have equitable distribution of excellent educators in South Carolina?

- 2013-14 data showed patterns of inequity related to out-of-field, unqualified, and inexperienced teachers.
- 2016-17 data still show some inequity in Title I schools (see ESSA Appendix E).

# ESSA Title I, Part A

- Focus on supporting district work to reduce disproportionality in all schools in South Carolina.
- Publish minimum standards for reporting (inexperienced, out-of-field, and ineffective).
- Publish an annual report, called the *Access to Educators Report*, beginning in Fall 2018.
- Continue work of multi-agency State Human Capital Team.
- Notify/Support districts with Title I schools that show significant discrepancies.

# Next Steps

- Establish district reporting requirements (data and report cards).
- Finalize Human Capital Team strategies for 2018-19 and beyond.
- Trial *Access to Educators* reporting.
- Establish triggers for notification/support.
- Develop support structures and expectations.