

SCDE Recommendations

1. Review and possibly redesign the critical needs geographic and subject areas list.
2. Plan and implement a marketing initiative for teacher recruitment
3. Raise the overall teacher salary and make teacher salaries more competitive. Continue to add step increases.
4. Add teaching/education as an enhancement to the LIFE Scholarship.
5. Encourage partnerships between institutes of higher education and rural and/or hard to staff districts.
6. Continue to evaluate candidate performance data on the assessments approved for admission to a teacher preparation program (Praxis Core, SAT, and ACT) and recommend adjustments as warranted.
7. Encourage identification of future teachers during high school and provide support for them to meet program admission requirements including Praxis Core, SAT, and ACT.
8. Form a taskforce to review current certification grade spans and content areas.
9. Encourage the provision of adequate funding, policy support, and provide professional development to assist teachers and administrators in supporting the social emotional learning needs of students.
10. Support a statewide model for collective (teachers and principals) school leadership. Support districts, schools, and school leaders to provide meaningful teacher leadership opportunities.
11. Support high-quality mentoring and induction programs for new teachers and principals, in all districts.
12. Continue to evaluate accountability requirements.
13. Continue to monitor assessments and consider reducing when necessary

14. Professional development in classroom management as needed.
15. Continue to fund the rural teacher recruitment proviso.
16. Work with institutions of higher education or build bridge programs to identify middle and high school students to support them through pre-college and college teacher programs.

Senator John Matthews Recommendations

- Incentives for consolidation in rural districts.
- Additional funding of the Call Me Mister Program.
- Build bridge programs to identify students in underserved areas (both male and female) to entice them to go into teacher preparation programs.
- Salary increase for educators
- Specific funding for the recruitment and retention of rural educators
- Districts collaborate in a regional mentoring program

**Representative Rita Allison, Chairman, House Education &
Public Works Committee**

1. Increased pay for teachers, especially starting salaries.
2. Teachers need more time to collaborate with each other.
3. Administration must provide additional support to teachers.
4. Mentors and Department Chairs need additional time to work with mentees and department members

Superintendent Fay Sprouse, Greenwood 51

We were asked to email our top recommendations for teacher recruitment and retention. I met with our Teacher Forum group to get their thoughts, so our recommendations are as follows:

1. Raise the overall teacher salary and make teacher salaries more competitive. Continue to add step increases.
(We would like to see teachers paid the same, no matter the county or district.)
2. Student loan forgiveness for teaching in rural districts.
3. Add teaching / education as an enhancement to the LIFE scholarship.

Recommendations for Consideration by the Educator Retention and Recruitment Study Committee

Submitted by: Stephen W. Hefner – Superintendent, Lexington-Richland District 5

1. Salary:

- Provide a notable pay increase in the state salary schedule
- Remove the salary cap on working retirees
- Restore the TERI Program (or establish something comparable for teachers)
- Establish additional steps for longevity to teacher pay schedule

2. Incentives:

- Restore the State Salary Supplement for National Board Certified Teachers and double that supplement for teachers teaching in schools with a poverty rate exceeding the state average
- Fund sabbatical leave possibilities (at half-pay with a full-year of credit given toward retirement) for teachers doing research, additional study, or serving as mentor teachers for teachers at year 10 and year 20
- Increase SC teacher loan amount available for incoming freshmen who have participated successfully in the Teacher Cadet Program during their high school experience

3. Certification:

- Establish a mechanism for districts to recommend advancement of certificates for employees demonstrating competency in lieu of pass the PLT test
- Eliminate requirements 5-year renewals for those who have completed a master's level program
- Ensure that any legislation requiring teachers to take additional courses (such as the recent dyslexia and "Read to Succeed" legislation) provides sufficient funding to offset the costs of those required courses for teachers

4. Auxiliary Support:

- Fund "Behavioral Interventionists" and/or mental health specialists for all schools
- Assist Districts in establishing regional "therapeutic day treatment" programs for students with emotional disabilities

**RECRUITMENT AND RETENTION STUDY COMMITTEE
FY18 Proviso 1.92**

KEY CERRA RECOMMENDATIONS*

Mentoring and Induction

Increase allocation to school districts to \$2500 per first-year teacher in order to provide a stipend to mentors of first-year teachers and professional development for mentors and first-year teachers, pursuant to State Board Induction and Mentoring Guidelines. For the last several school years, approximately 2,700 first-year teachers were hired state-wide. If the same approximate number of first-year teachers were hired for 2018-19, the anticipated fiscal impact would be \$6,750,000.

Loan Programs

SC Teachers Loan - Increase the loan amount for junior, senior and graduate years of enrollment in a teacher education program from \$5,000 to \$7,500 and make the loan forgivable for all loan recipients who go on to teach in a SC public school. The Teacher Loan Advisory Committee is pursuing the same recommendation through the Commission on Higher Education, who will be determining the expected fiscal impact.

Teaching Fellows - Increase the Teaching Fellows award amount from \$6,000 to \$7500 (\$1,500) per year of enrollment in an undergraduate program at a Teaching Fellows Institution. With a possible 215 Fellows enrolling each year, the fiscal impact would be \$1500 x 215 Fellows x 4 years of undergraduate enrollment = \$1,290,000.

Call Me Mister – Increase the funding for the Call Me Mister Program for minority, male students pursuing a degree in teacher education, pursuant to the funding recommendation provided by the Call Me Mister Program.

PACE/CATE

For the State-sponsored Program of Alternative Certification for Educators (PACE) and the Career and Technology Education Work-based Certification Program (CATE), increase marketing efforts specifically addressed toward current district employees, substitute teachers, school volunteers, and career changers. Additionally, eliminate or reduce the remaining fees associated with completion of the program once a participant is hired by a district in a teaching position.

Rural Teacher Recruiting Proviso Funds

For eligibility to participate in the proviso program, lower the district average percentage turnover rate to greater than 10% (from 11%); this would increase the number of eligible districts from 30 to approximately 40. Increasing the number of participating districts in this manner would reach more of the districts with the greatest recruitment and retention needs. Many of the Abbeville lawsuit districts already are, or would then be, included in the proviso program; several of the remaining lawsuit districts actually have average teacher turnover rates that are lower than 10%.



*Recommendations provided to the Teacher Salary Schedule Study Committee are not included.

MEMORANDUM

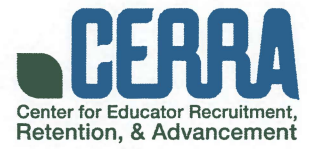
To: Dr. Karen Woodfaulk
CC: Student Loan Corporation
From: Jane Turner
Date: October 19, 2017
Re: SC Teachers Loan

As Chair of the SC Teacher Loan Advisory Committee (TLAC), I am writing to provide the Commission on Higher Education (Commission) with TLAC's recommendations related to the Loan Program. These recommendations are based on the state's critical teacher pipeline shortages and the need to recruit more students into teacher education programs, as well as the need to make the administration of the loan more cost-effective. The recommendations, to take effect no earlier than July 1, 2019, are as follows:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

The TLAC requests that the Commission move forward with seeking these changes. With the exception of the loan amounts, these recommendations involve changes to the Teacher Loan Program statutory provisions, SC Code Ann. Section 59-26-20(j). The loan amounts are not set by statute or regulation and would appear to be within the discretion of the Commission. Representatives from TLAC and the Student Loan Corporation would be happy to meet with the Commission and/or the appropriate Committee to provide information about the reasons for these changes and to develop

projected funding needs. We also would be happy to provide a draft of the proposed statutory changes for the Commission's and Committee's consideration. Thank you.



Recommendations to the Educator Retention and Recruitment Study Committee

Neil Robinson
Chairman of SC Education Oversight Committee (EOC)
November 9, 2017

A May 10, 2017 article in *Education Week* identified two ways to prevent a teacher shortage in schools:

Widen the pipeline into the profession, or plug the leaky bucket of young teachers leaving the field.¹

Regarding the teacher shortage in South Carolina, the Center for Educator Recruitment, Retention and Advancement (CERRA) has identified the following trends:

During the 2015-16 academic year, 1,898 students completed a SC teacher education program. Just three years ago in 2012-13, this number was 2,447.

25% of newly hired teachers in 2016-17 were graduates from a SC teacher education program, down from 29% in 2015-16 and 31% in 2014-15.

Nearly 6,500 teachers did not return to their teaching positions for the 2016-17 school year. This total is a 21% increase compared to the 5,352 departures reported for the 2015-16 school year.

28% of first-year teachers hired for the 2015-16 school year did not return to the same position the following year, and 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.²

¹ Sarah D. Sparks, "Teacher Residencies Can Help Curb Shortages, Studies Say". *Education Week*. May 10, 2017.

² Center for Educator Recruitment, Retention and Advancement (CERRA). *A Report on the Fall 2016 Supply and Demand Survey*. January 2017.

Since 1984 the state has operated the South Carolina Teacher Loan Program which provides loans to undergraduates and graduates. Loan recipients can have their loans forgiven by working in a critical geographic needs area or in a critical content area. Because the EOC is required to review the program annually, we know that the number of applications to the Teacher Loan Program has decreased from 2,228 in 2009-10 to 1,396 in 2015-16.³

Because only 5 percent of the 2017 graduating seniors in South Carolina's public schools expressed interest in pursuing education as a career, South Carolina must address both the number of teachers entering and leaving the teaching profession.

How does South Carolina widen the pipeline into the profession?

Recommendation 1: Like Tennessee, South Carolina must create a "roadmap" by which the state, school districts, and teacher preparation programs work together to build and sustain strong, bold partnerships and to set goals and strategies to widen the pipeline. ***South Carolina needs a similar roadmap that is data-driven and outcomes-focused.***

In April of 2017 the Tennessee Department of Education released a report *Preparation Through Partnerships – Strengthening Tennessee's New Teacher Pipeline*. Because Tennessee anticipates that half of its 65,000 teachers will retire in the next decade, the report addressed the following question: What will it take to ensure that our state has a strong and vibrant new teacher pipeline in the years to come?⁴ The bottom line recommendation was "to place renewed attention on the level of integration across systems to support novice teachers and the extent to which we are making the right demands and offering the right set of supports for both EPPs (educator preparation programs) and Tennessee school districts."⁵ The Tennessee report also:

1. Highlights the projected shortages of teachers in English as a Second language, world languages and science. The shortages are even more pronounced in districts in the highest poverty quartile – those with more than two-thirds of students qualifying as economically disadvantaged.
2. Highlights the need for teachers to have the "knowledge, skills, and abilities to provide effective instruction to students with a diverse set of needs." Tennessee

³ Education Oversight Committee. *2015-16 SC Teacher Loan Program Annual Report*. June 2017.

⁴ Preparation Through Partnership - Strengthening Tennessee's New Teacher Pipeline. April 2017. Tennessee Department of Education.

[https://tn.gov/assets/entities/education/attachments/Preparation through Partnership report final web.pdf](https://tn.gov/assets/entities/education/attachments/Preparation%20through%20Partnership%20report%20final%20web.pdf)

⁵ Ibid., p.5.

reported that less than 60 percent of districts reported that new teachers hired were prepared for the classrooms and less than one-third of districts agreed that new teachers demonstrated an understanding of key instructional competencies.

3. Encourages strong partnerships between districts and EPPs to improve the teacher quality of novice teacher through relevant and rigorous coursework, high-quality clinical experiences, and high-quality induction programs
4. Documents the state's role to provide more data and financial resources to make decisions and develop partnerships and collaboration between districts and EPPs.
5. Recommends that districts prioritize their hiring needs in advance and share the information with EPP partners.

This Study Committee also received testimony about the importance of data. EPPs in Tennessee, both traditional and alternative, receive report cards with data on teacher placement and effectiveness rates. Initially, the Tennessee Higher Education Commission published the information; however, beginning in 2015 the responsibility shifted to the State Board of Education. The new accountability system will create a set of evidence templates for each of the five standards in the Council for the Accreditation of Education Preparation (CAEP) Standards. There will be interim reports as well that document performance and support continuous improvement.

Recommendation 2: The EOC recommends that the roadmap include innovative and effective practices being implemented in other states like Louisiana to create strong partnerships between school districts and EPPs and to widen the pipeline, especially for minorities.

Are there opportunities to attract individuals with college degrees in chemistry, biology, physics, math, and computer science to careers in education, especially in middle and high schools, and then provide them with support in classroom management to bridge the experience gap? Could our current colleges of education be willing to provide training and alternative certification pathways? What incentives could we give those individuals to leave a career in the private sector for one in the public sector?

Let's look at a recent college graduate with a bachelor's degree in biology. Could we entice that individual to teach for five years in exchange for either: (1) paying off student loan debt from his or her undergraduate degree; or (2) guaranteeing at no cost a graduate degree in any program at an in-state institution of higher learning? In 2016 60 percent of students in South Carolina graduated from college with an average student loan debt of

\$30,123, the 16th highest in the nation.⁶ This incentive could be tied directly to recruiting teachers into rural and underserved districts of our states.

Any roadmap must also include increasing the number of black teachers through such initiatives as the Call Me MISTER® program. The 2017 study *Black Teachers Make A Difference* conducted by economists from Johns Hopkins University and American University documents that low-income black students who have at least one black teacher in grade 3, 4 or 5 are significantly more likely to graduate from high school and consider attending college. The statistics for poor, black males were even more dramatic. Low-income black males were 39% less likely to drop out of high school and 29% more likely to pursue college if they had one black teacher in grade 3, 4 or 5.

Another example includes the Greenville County School District's GATE program, the Greenville Alternative Teacher Education Program. GATE, created in the fall of 2016, is a three-year program that trains people who are often new to teaching and transitioning from another career. Following a three-week introduction program, GATE participants are assigned to a classroom. Currently, the district is recruiting individuals who are interested in teaching math or science in middle or high schools. Typically, GATE participants are early- or mid-career professionals with bachelor's degrees and relevant experience in the subject they want to teach. The benefit for participants is that they can avoid the time and expense of attending college a year or more before being allowed to actually teach. GATE educators not only start teaching after the brief introductory seminar but they also begin to earn a teacher's salary when they walk into the classroom.

Recommendation 3: The current statewide minimum teacher salary is broken. It needs to be replaced by a competitive salary schedule that creates a compensation system that values teaching as a profession. The more effective a teacher becomes in his or her profession, the higher the salary should be. The more responsibilities a teacher has in addition to his or her classroom duties, the higher the salary.

Finally, how does South Carolina stop the leaks?

Recommendation 4: Until we know why South Carolina teachers are leaving the profession, we as a state cannot fix the leak.

From national research and testimony provided to this committee, we know that there are many reasons why teachers leave.

⁶ <http://ticas.org/posd/map-state-data>.

“Administrative support is the factor most consistently associated with teachers’ decisions to stay in or leave a school. ...Teachers who find their administrators to be unsupportive are more than twice as likely to leave as those who feel well-supported. Many other factors that emerge from research on attrition are also associated with the quality of school leadership, including professional learning opportunities, instructional leaderships, time for collaboration and planning, collegial relationships, and decision-making input.”⁷

Currently, specific data that would address this question are not collected in an anonymous, specific manner that would provide meaningful insight. The North Carolina Teacher Working Conditions (TWC) Survey provides educators with data, tools and direct support to facilitate school improvement. The NC TWC Survey includes questions on the following topics: community engagement and support, teacher and school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support. Every school that reaches the minimum response rate threshold of 40% (and a minimum of 5 respondents) is able to use its own data in school improvement planning.

Last year the EOC recommended to the Governor and General Assembly that the state invest \$200,000 in an anonymous survey that would be administered by CERRA to provide data on the working conditions in our schools.

Recommendation 5: The EOC also recommends that educator preparation programs implement **comprehensive teacher residencies**. Comprehensive residences are partnerships between universities and local school districts to provide long-term student-teaching in exchange for teachers agreeing to work in the district for a period of time. Comprehensive teacher residencies are evidence-based models that improve the retention of teachers. A recent study found the impact of comprehensive residencies:⁸

On Recruitment: Initial research suggests that residencies bring greater gender and racial diversity into the teaching workforce. Across teacher residency programs nationally, more than a third of residents (38 percent) in 2014–15 were people of color, double the national average of new teachers of color entering the field (19 percent).

⁷Darling Hammond, Linda. “A Coming Crisis in Teaching,” September 2016.

https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

⁸ *The Teacher Residency – An Innovative Model for Preparing Teachers*. Learning Policy Institute. September 2016.

<https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf>.

On Retention: Rigorous studies of teacher residency programs have found significantly higher retention rates for graduates of these programs. A recent study of graduates of the 12 oldest and largest residency programs found 82 percent still teaching in the same district in their third and fourth year, compared with 72 percent of non-residency recruits. An in-depth study of the Boston Teacher Residency found that 80 percent of residency graduates were still teaching in Boston Public Schools in their third year compared with 63 percent of non-resident teachers; by their fifth year, 75 percent of residency graduates were still teaching in the district compared with 51 percent of nonresident teachers.

On Student Outcomes: The same study of the Boston Teacher Residency found that residency graduates surpass the effectiveness of new and veteran teachers in math after the fourth of year of teaching.

In South Carolina the Eugene T. Moore School of Education at Clemson University is proposing a post-baccalaureate-level residency program that would include both a master's-level and/or certification-only program. The program would provide candidates with multiple school and community-based experiences that integrate and build upon the subject matter content and pedagogy courses required for their degrees or certifications. Already, seven school districts in the Upstate have expressed interest in participating in the program, which would be expanded to other rural counties throughout the state.

The University of South Carolina College of Education is taking a different approach to the retention problem. On August 2, 2017, the College of Education announced the creation of a new induction support program for USC graduates. The goal of the Carolina Teacher Induction Program (CarolinaTIP) is increase teacher retention and success in the classroom by providing three additional years of support to new teachers beyond their degree. CarolinaTIP will help new teachers implement best practices in their own classrooms ranging from behavior management to instructional strategies. During its inaugural year, CarolinaTIP will focus on recent graduates who are teaching at one of the eighteen Professional Development Schools (PDS) in the Midlands area where the College of Education already has partnerships.

Traywick, Laurie

From: PEDERSEN, JON <PEDERSJE@mailbox.sc.edu>
Sent: Monday, October 23, 2017 3:30 PM
To: Spearman, Molly; Traywick, Laurie
Subject: Top 3 or 4
Attachments: PastedGraphic-1.tiff

Thank you for allowing me to serve on this Task Force. Unfortunately I will not be available for the last meeting. I will be in Chicago for a meeting. If there is an alternative for my participation, please let me know. My top 3-4 Recommendations:

1. Support high-quality mentoring and induction programs for new teachers and principals in all districts (this is the highest priority)
2. Add teaching/education as an enhancement to the LIFE Scholarship
3. Evaluate the requirements for the PRAXIS Core Exam
4. Raise the overall teacher salary and make teacher salaries more competitive
5. Hold all teacher preparation programs (regular and alternative) to the same high standards

**Senate Finance K-12 Education
School Equity Committee**



Below are suggestions from the Palmetto State Teachers Association on how to address the issues of school equity in the public schools of South Carolina.

1. Salary and Scholarship Assistance —

Salary: Compensation is a great way to attract highly skilled young adults to the teaching profession, especially in our rural areas. A career in public education must be as attractive as one in the private sector. In order to keep veteran teachers in our rural school districts, the General Assembly should increase the number of steps on the minimum salary schedule to 30 by annually funding an additional step for the next seven years.

We also suggest that teachers, who teach in school districts with 80% or higher poverty index, receive a \$3,000.00 stipend. An amount of \$1500.00 would be given at the beginning of the school year and the other \$1500.00 at the completion school year.

Lottery Funds: We must recruit students to pursue a degree in education. One suggestion would be to add education as an enhancement to the Life Scholarship in the same way math, science, and health fields are increased. This enhancement would help recruit some of our best and brightest to the education field. These additional funds could be used for scholarships to help pay for tuition at a South Carolina college or university.

2. Student Loan Forgiveness for Teaching in Rural Areas —

One of the biggest concerns we hear from teachers in South Carolina is student loan debt. Some teachers' beginning salary is significantly lower than the amount they owe in student loans. This proportion is not fair or equitable. If a teacher works in a rural school district, loans should be forgiven by the state. A commitment should be made by all parties to ensure the teachers not only stay in the districts but also receive continuous support to forgive student loans. This support would encourage teachers to stay in the district longer once loans are paid off. The General Assembly should provide for teachers who teach in schools with 80% or higher poverty index, \$3,000.00 per year.

- * Added increased funding for Call Me Mister Program and Teaching Fellows Program.
- * Eliminate \$10,000 cap for retirees.

We believe South Carolina can lead the way in recruiting teachers to high poverty districts by providing student loan forgiveness.

Teachers have expressed that repayment programs can be confusing. In order to help clear up the confusion for loan forgiveness problems, the South Carolina State Department of Education should include on their website all pertinent information about state and federal student loan forgiveness.

3. Housing and Travel Assistance for Teachers in Rural Areas ➤

Housing and Travel Assistance: Some teachers have a desire to teach in rural areas but either do not desire to live in the same area or cannot live in the area due to lack of adequate housing opportunities. The state should provide stipends for those who travel to work more than 25 miles one way and offer housing supplements for those who live within the school district. This could increase the number of qualified teachers in rural areas. There are already some school districts in South Carolina that have implemented programs, and there are other districts that have plans to do so.

Saluda County School District: The Town of Saluda partnered with Saluda County School District in 2008 to provide housing assistance to teachers. The Town contributed 10% (approx. \$20,000) matching funds for the (CDBG) Community Development Block Grant. The owner of the building had a 5 year commitment in which he had to give teachers the first right to rent the six apartments. The first year was slow, but there has been a waiting list every year since then. The owner has had 12 teachers rent from him over the years. The project has also benefited the Town of Saluda by bringing young people to live in the once abandoned downtown.

If a rural town like Saluda is having success with something like this, other small and rural towns can, too. The state could offer additional resources to help districts who have staffing issues get the program started.

Fairfield County School District is looking at an innovative way of recruiting teachers by possibly building studio homes on district land. The school district is partnering with the private sector to try and accomplish this.

<http://www.wltx.com/news/education/teacher-housing-might-come-to-fairfield-county/436133727>

4. Net Neutrality and Broadband Accessibility

School districts need strong, reliable, and dedicated (fiber) broadband and device accessibility. The broadband should be strong enough to support the number of devices needed for students to access the internet at the same time. We are in an education system and society where the effective use of technology is required for students to keep pace with what they will encounter outside of school. The geographic location of a school should not determine the quality of broadband service and reliability. The articles below provide some evidence as well as what

legislators in other states have proposed to bridge the gap of net neutrality and broadband accessibility.

Our state has moved to online testing in all of our school districts. Many of our small rural school districts do not have the broadband width or the capability to access reliable internet in their area. A residual effect of this is often that is students in districts with more resources receive more instructional time prior to testing.

Article on Broadband Access for Education from the National Conference of State Legislators

<http://www.ncsl.org/research/education/expanding-broadband-access-for-education.aspx>

5. Trained Mentors for Teachers in Rural Areas ➔

In order to keep teachers in our rural districts, new teachers should be provided trained mentors for their first three years. Current law states that only first year teachers receive a mentor. Studies have shown that beginning teachers who have mentors stay in the teaching profession longer than those that don't.

http://blogs.edweek.org/teachers/teaching_now/2017/06/new_teacher_center_mentor_study.html

http://blogs.edweek.org/teachers/teaching_now/2015/04/new-teacher-attrition-and-retention-data.html

The Palmetto State Teachers Association is thankful to the School Equity Committee for considering our input on how to make public education better for all children regardless of their zip code.

Kathy Maness
Executive Director, Palmetto State Teachers Association

Craig King
Director of Governmental Affairs, Palmetto State Teachers Association





The South Carolina Education Association Recommendations to Recruit & Retain Teachers as a Result of Proviso 1.92

This proviso directs education stakeholder organizations to examine and make recommendations building teacher recruitment, alternative certification, financial incentives; induction and mentorship, evaluation and feedback and teacher leadership.

Overview

The South Carolina Education Association (The SCEA) is pleased to submit recommendations to recruit and retain teachers as a result of Proviso 1.92. This proviso directs education stakeholder organizations to examine and make recommendations building teacher recruitment, alternative certification, financial incentives; induction and mentorship, evaluation and feedback and teacher leadership.

With the increasing numbers of educators leaving the profession annually, South Carolina must do all that it can to recruit and retain qualified and experienced teachers in the classroom. According to a supply and demand study conducted by the Center for Educator Recruitment, Retention and Advancement (CERRA) approximately **6,500** teachers left their positions in 2016-17. While some moved to different districts, more than **4,800** left South Carolina school districts. In addition, fewer students are graduating as teachers, only **1,900** in 2015-16. The state's teacher shortage is increasing every year! Our recommendations that are included in this proposal are designed to effectively address the recruitment and retention gap in our state.

The SCEA has a well-deserved reputation for defending and protecting children, as well as public education in our state. With over 135 years of service, the organization is a part of the National Education Association (NEA), the nation's largest professional employee organization. The NEA's 3 million members work at every level of education with affiliate organizations in every state and in more than 14,000 communities across the United States.

According to the Learning Policy Institute, there are five major factors that influence teachers' decisions to enter, stay in or leave the teaching profession. They include:

- Salaries and compensation
- Preparation and costs to entry
- Hiring and personnel management
- Induction and support for new teachers
- Working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning.

The SCEA utilized Tiffany Cain, Senior Policy Analysts at the NEA to assist in developing these recommendations.

Recommendation #1

Raise the minimum salary base in South Carolina to be competitive regionally and nationally.

Attracting and retaining qualified and caring teachers in South Carolina's public schools requires treating them as professionals – and paying them a professional wage. We believe an educator's starting salary must be comparable to that of other college graduates who have similar education, training, and responsibilities. The SCEA realizes that we are not just competing with other states for teachers, but South Carolina school districts are also competing against **other** in-state employers who are willing to pay more to college-educated graduates. By all standards, South Carolina's salaries are not competitive.

Based on the salary schedules contained in the South Carolina Department of Education (SCDE) FY 2015-2016 DMSS report, the average starting salary for teachers with a BS degree in SC is **\$32,367**. According to data in Salary.com, the average starting salary for workers with a BS degree in SC is **\$34,716**, a \$2,000 variance. For young people starting their careers, who probably also have loan debt - \$2,000 will make a difference. According to The Hamilton Project, a 2012 study conducted by the Brookings Institution, elementary education majors will need approximately **18%** of their first year income to repay student loans. This study also indicated that the typical debt load for education majors was between \$24,000 to \$27,000.

For the 2015-16 school year (data for 2016-17 is not yet available), South Carolina's entry level teacher salaries are lower on a national and regional basis.

- South Carolina average starting bachelor's teacher salary ranked **47th** out of 50 nationally. It is also worth noting that in the three years that the National Education Association has conducted this analysis, **South Carolina's starting salary has dropped nationally from 39th in 2014, to 45th in 2015, to 47th in 2016.**
- South Carolina's average starting salary ranks **last** in the Southeast region (defined as Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Virginia, and West Virginia¹)
- South Carolina's average maximum bachelor's degree ranks **9th** out of 12th in comparison to other states in the Southeast region and 30th nationally.

According to a report recently released by the Economic Policy Institute, on a national basis, teachers' earnings are, on average, 17 percent less than comparable professionals (data is from

¹ These states were identified by The SCEA to use in prior analyses.

2015) In South Carolina, the “teaching penalty” was 21% in 2015, up from 18% five years before. (Allegretto and Mishel, 2016)².

Recommendation #2

A strong short salary schedule provides more financial stability.

A strong, short salary schedule—offering competitive starting rates, rewards for professional development, and a snapshot of future earnings—is an effective recruitment and retention tool. It can help stem high recruiting/retraining costs, preserve “institutional memory” in the work- place, reinforce long-term relationships with students, and put more spending power into the local economy.

The example below shows how shortening a schedule can increase career earnings. In Guide A (another term for salary schedule) the maximum is reached at step/year 20, Guide B is 15 years, and Guide C is 10 years. The career earnings for Guide C are significantly higher.

GUIDE A			GUIDE B				GUIDE C			
Step	Salary	Career \$	Step	Salary	Career \$	\$ over 'A'	Step	Salary	Career \$	\$ over 'A'
1	42,000	\$ 42,000	1	42,000	\$ 42,000	\$ -	1	\$ 42,000	\$ 42,000	\$ -
2	42,789	84,789	2	43,071	85,071	282	2	43,666	85,666	877
3	43,578	128,367	3	44,142	129,213	846	3	45,332	130,998	2,631
4	44,367	172,734	4	45,213	174,426	1,692	4	46,998	177,996	5,262
5	45,156	217,890	5	46,284	220,710	2,820	5	48,664	226,660	8,770
6	45,945	263,835	6	47,355	268,065	4,230	6	50,330	276,990	13,155
7	46,734	310,569	7	48,426	316,491	5,922	7	51,996	328,986	18,417
8	47,523	358,092	8	49,497	365,988	7,896	8	53,662	382,648	24,556
9	48,312	406,404	9	50,568	416,556	10,152	9	55,328	437,976	31,572
10	49,101	455,505	10	51,639	468,195	12,690	10	56,994	494,970	39,465
11	49,890	505,395	11	52,710	520,905	15,510		56,994	551,964	46,569
12	50,679	556,074	12	53,781	574,686	18,612		56,994	608,958	52,884
13	51,468	607,542	13	54,852	629,538	21,996		56,994	665,952	58,410
14	52,257	659,799	14	55,923	685,461	25,662		56,994	722,946	63,147
15	53,046	712,845	15	56,994	742,455	29,610		56,994	779,940	67,095
16	53,835	766,680		56,994	799,449	32,769		56,994	836,934	70,254
17	54,624	821,304		56,994	856,443	35,139		56,994	893,928	72,624
18	55,413	876,717		56,994	913,437	36,720		56,994	950,922	74,205
19	56,202	932,919		56,994	970,431	37,512		56,994	1,007,916	74,997
20	56,991	989,910		56,994	1,027,425	37,515		56,994	1,064,910	75,000

²Allegretto, Sylvia A and Lawrence Mishel (2016). The teacher pay gap is wider than ever. Washington, D.C.: Economic Policy Institute. (This is the most recent data available).

Learning Policy Institute, Research Brief September 2016, Ann Podolsky, Tara Kini, Joseph Bishop, Linda Darling-Hammond

Recommendation #3

Develop creative incentive programs that will attract and retain teachers in the state to include the following:

- **Student loan forgiveness with a specified commitment to the district**
- **Tuition reimbursement towards acquisition of advanced degrees**
- **Service bonuses for years of service to school districts**
- **Home down payment assistance with a specified commitment to the school district**
- **Duty free lunch and planning period**
- **Lift the \$10,000 salary cap for retirees**
- **Compensation for working beyond the 190 day contract year**
- **Maintain attractive and competitive benefits package (i.e. pension, healthcare) for educators**
- **Provide wrap around services (i.e. school psychologist, mental health counselors, guidance counselors, school nurses and social workers)**

Policy recommendations from researchers Leib Satcher, Linda Darling-Hammond and Desiree Carver-Thomas recommend that recruitment and retention policies for teachers should focus on:

- **Creating competitive, equitable compensation packages that allow teachers to make a reasonable living across all kinds of communities**
- **Enhance the supply of qualified teachers for high-needs fields and locations through targeted training subsidies and high-retention pathways**
- **Create productive school environments, including supportive working conditions, administrative supports, and time for teachers' collaborative planning and professional development-all of which help attract and keep teachers in schools.**

Recommendation #4

Incorporate comprehensive, induction and support programs to include the following:

- **National Board Certification to include state and local stipends with a specified commitment to school districts**
- **New Teacher Mentoring Programs**
- **Teacher Residency Programs for hard to staff districts to recruit and retain talented and diverse candidates in high-need schools**
- **Increase in classroom support funding**
- **Strengthen principal training programs and district leaders who can create productive teaching and learning environments, which have a major impact on teachers' decisions to stay or leave the classroom**

- **Professional development stipends that increase based on years of service**

According to the New Teacher Center, school climate measures have been shown to be directly associated with students' opportunity to learn and educators' opportunity to maximize their impact in the classroom. Teachers working in more supportive professional environment improve their effectiveness more over time than teachers working in less supportive contexts.

On average, teachers working in schools at the 75% percentile of professional environment ratings improved 38% more than teachers in schools at the 25% percentile after ten years.

Further, teachers who work in supportive contexts stay in the classroom longer and improve at faster rates, than their peers in less-supportive environments.

SC Educator Recruitment and Retention Study Committee

Feedback from Jennie Rakestraw, Winthrop University

November 13, 2017

New recommendations for consideration:

1. Issue: IHE's need to be able to produce more teachers for the state.
Recommendation: Provide seed funding for IHE's with approved preparation programs to develop quality innovative alternative pathways to teacher certification (for those who hold baccalaureate degrees) to supplement the pathways already provided by PACE, Teach for America and other state-supported programs. This could be a collaborative initiative of several of the IHE's or individual IHEs and could be funded through a competitive state grant program coordinated by the SCDE or CERRA. (With a competitive grant, only well-developed plans that would meet SBE criteria would be funded.)
2. Issue: IHE's need to partner with school districts to meet teacher shortage demands.
Recommendation: Pave the way with policy and funding that will encourage teacher residency programs which provide a full-time, paid (stipend or reduced salary) internship in exchange for remaining with the school district for at least two years. These could focus on high-need districts and "grow your own" type programs.
3. Issue: Although there are many initiatives in progress in SC, efforts are not concerted and focused. (noted by Andy Baxter, SREB)
Recommendation: Create a South Carolina P-18 Council made up of P-12, IHE, and state agency (e.g., SCDE, OEC, CERRA, CHE) representatives to bring an integration across systems and concerted efforts to educator recruitment, retention and related key issues such as traditional and alternative educator preparation and teacher mentoring and induction. The Council will offer will collectively review data and make recommendations to the appropriate state entities so that evidence-based practices across varied aspects of educator recruitment and retention can be pursued with coherency and focus.
4. Issue: A data system is needed to inform and connect teacher preparation (all providers), recruitment and retention (all school districts) in the state. (noted by Andy Baxter, SREB and in the Tennessee Department of Education report, Preparation Through Partnership: Strengthening Tennessee's New Teacher Pipeline, 2017)
Recommendation: Develop a statewide data system to provide better staffing data to inform district and EPP decision-making. The reports would provide disaggregated data related to program completers and include information about placement, retention, and success in the classroom.
5. Issue: Too many new teachers and school leaders begin their positions with little on-the-job training.
Recommendation: Require all EPP programs (traditional and alternative for teacher and leader preparation) to have strong clinical components through effective, ongoing partnerships with school districts, including residency programs for teachers and leaders in training. Preparation for school leaders should include how to recruit, support, and retain quality teachers.

6. Issue: Teachers no longer feel valued and respected within in the general public and even within schools and districts.
Recommendation: Develop a well-coordinated marketing campaign in the state to promote teaching as a fulfilling career including how locally individuals can change the messages they are sending to others, especially teachers to students, university faculty to college students, etc. However, this will only be effective if issues related to teacher pay, work environment, principal support, etc. are addressed in advance.
7. Issue: Too many teachers are feeling burn-out and that they are expected to take on an increasing amount of work without regard for the demands on their time in the evenings and weekends.
Recommendation: Conduct a statewide study on teacher workloads and implement supports that create a more supportive job situation. This could include providing more teaching assistants or other staff, paying teachers for work undertaken that is beyond normal expectations, etc.

Recommendations already made that have merit – my feedback: (*revisions in italics*)

1. Raise the overall teacher salary and make teacher salaries more competitive.
2. Require *high quality, evidence based* mentoring and induction programs for new teachers and principals that lasts at least 3 years, if not the first 5 years (*differentiated based on needs*).
3. Support a statewide model for collective school leadership that includes avenues for teachers to grow professionally *and serve as teacher-leaders in their schools. This could include reinstating National Board Certification, developing more formalized teacher-leader roles in schools, etc. This would allow valued mid-career teachers to advance professionally, contribute to the success of the school, and earn a higher income while remaining in the classroom.*
4. SCDE evaluate accountability and testing requirements to determine the impact of the requirements on teacher professionalism/respect and work environment.
5. Review school climate and work environment issues in schools, especially hard-to-staff schools in the state, *and set up systems that will ensure safety and provide support environments for teachers and students. The review and resulting systems would focus on critical areas such as student behavior, parent engagement, teacher workload, and induction/mentoring programs that engage and are fully supported by the school leadership.* This should also include hiring of more school counselors and school psychologists to help support teachers as they deal with student issues and work directly with students who need a higher level of attention.
6. Support teachers in an ongoing manner with actions such as:
 - a. Provide time during the week and a stipend to mentors of first year teachers.
 - b. Ensure that every school district has a sufficient number of trained and effective mentors.
 - c. Increase classroom materials support so teachers will not have to continue using their own funds.
7. Review and make adjustments to existing programs so that more prospective teachers will have greater access to needed financial support. This would include:
 - a. Increase state funding to fully support the Call Me MISTER program with the intent of increasing the number of males and minorities who go into teaching and *provide higher level loan amounts (to equate with Teaching Fellows).*
 - b. Increase state funding to provide increased loan amount to Teaching Fellows.

- c. Review and adjust clinical needs and subject lists to allow more prospective teachers to qualify for loan forgiveness programs.
 - d. Increase the annual loan amount for juniors, seniors, and graduate students who qualify for the SC Student Loan.
 - e. Add education as an enhancement to the LIFE scholarship.
- 8. Provide a loan forgiveness program to prospective school counselors and school psychologists with possibly targeting needs of rural, high need districts.