

# Teacher Turnover: Why It Matters and What We Can Do About It

Desiree Carver-Thomas and Linda Darling-Hammond

## Abstract

Without changes in current policies, U.S. teacher shortages are projected to grow in the coming years. Teacher turnover is an important source of these shortages. About 8% of teachers leave the profession each year, two-thirds of them for reasons other than retirement. Another 8% shift to different schools each year. In addition to aggravating teacher shortages, high turnover rates lower student achievement and are costly for schools. This brief examines turnover trends and causes. It concludes that policies to stem teacher turnover should target compensation, teacher preparation and support, and teaching conditions.

For the full report on which this brief is based, go to <https://learningpolicyinstitute.org/product/teacher-turnover>.

## External Reviewers

The full report on which this brief is based benefited from the insights and expertise of two external reviewers: Li Feng, Brandon Dee Roberts Excellence Assistant Professor at Texas State University; and Jesse Rothstein, Professor of Public Policy and Economics, and Director of the Institute for Research on Labor and Employment at University of California, Berkeley.

Core operating support for the Learning Policy Institute is provided by the Sandler Foundation, the Hewlett Foundation, and the Ford Foundation.

As students return to school this fall, many will be taught by teachers untrained for the classes they are teaching. Last year, more than 100,000 classrooms were filled with underprepared teachers, and that number is expected to rise.<sup>1</sup> Other students will face course cancellations, and some will attend larger classes because qualified teachers could not be found. Teacher shortages, which have been growing since 2015, compromise student learning in these and other ways.

Many policymakers have focused on recruiting new teachers to address the national shortage, but curbing teacher turnover is equally important. Unlike Finland and Singapore, where 3–4% of teachers leave the profession each year, usually for retirement, in the United States annual teacher attrition is about 8% and accounts for roughly 90% of the demand for new teachers. Teacher attrition in the United States has increased steeply since the 1990s, when it was only 5%, and two-thirds of those who leave the profession each year do so for reasons other than retirement. Another 8% of teachers shift to different schools each year, bringing the total turnover rate—the combination of those who move schools or leave the profession—closer to 16% of the total teacher workforce.

In addition to aggravating teacher shortages, high turnover rates create extra costs for schools, with estimates reaching \$20,000 or more for every teacher who leaves an urban district. Although some teacher turnover is expected and can be beneficial, high turnover rates reduce student achievement—not only for students whose classrooms are directly affected, but also for other students in the school.<sup>2</sup>

Although some teacher turnover is expected and can be beneficial, high turnover rates reduce achievement for students whose classrooms are directly affected and for other students in the school.

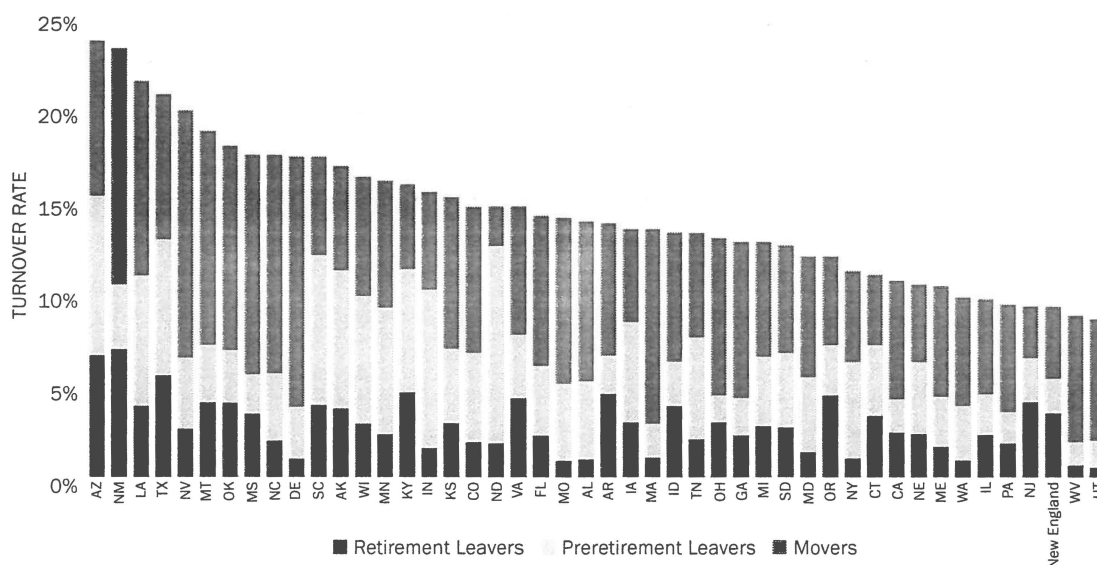
This brief summarizes a report using data from the most recent nationally representative survey of U.S. teachers—the 2012 Schools and Staffing Survey and the 2013 Teacher Follow-up Survey—to investigate how turnover trends vary across regions, schools, teachers, and subject areas, and what factors predict teachers' decisions to leave their school or the profession.<sup>3</sup>

## Variations in Turnover Rates

The survey data reveal that teacher turnover rates vary markedly across the country. Annual turnover rates are highest in the South (16%) and lowest in the Northeast (10%), where states tend to offer higher pay, support smaller class sizes, and make greater investments in education. For most regions, turnover is higher in cities than in any other district type. In the West, however, turnover is highest in towns and rural areas.

Turnover also varies widely across states (see Figure 1), with rates above 20% annually in Arizona, Louisiana, New Mexico, and Texas, and rates below 10% in Illinois, New Jersey, Pennsylvania, Utah, Washington, West Virginia, and a set of New England states (New Hampshire, Rhode Island, and Vermont) combined for this analysis because of their individual size. These differentials tend to be associated with salaries and working conditions.<sup>4</sup>

**Figure 1**  
**Teacher Turnover Varies Widely by State**



Note: States with fewer than 25 teachers surveyed were excluded (DC, HI, and WY). Three small New England states with similar data patterns were combined (NH, RI, VT).

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011–12 and Teacher Follow-up Survey, 2012–13.



Turnover rates also vary by subject area. Across the nation, districts have faced severe shortages of qualified teachers in mathematics, science, special education, and English language development. The survey data show that teachers in these fields (along with foreign languages) are more likely to leave their school or the profession than are teachers in other fields. These teachers often have better paying opportunities outside of education. High turnover rates can intensify these subject area shortages, especially in hard-to-staff schools with limited resources. Holding constant several student, teacher, and school characteristics, mathematics and science teachers have a predicted turnover rate that is 37% greater than the rate for elementary teachers. For special education teachers, the turnover rate is 46% higher, and for foreign language teachers, the rate is 87% higher.

School characteristics are also associated with high turnover rates. Teachers are more likely to leave schools that have lower salaries and less-desirable working conditions. Too often, these conditions exist in schools with more students of color and more student from low-income households. Turnover rates are 70% higher for teachers in schools serving the largest concentrations of students of color and nearly 50% higher for teachers in Title I schools, which serve more low-income families.

High turnover rates can intensify shortages of qualified teachers in mathematics, science, special education, and English language development, especially in hard-to-staff schools with limited resources.

These schools are staffed by teachers with fewer years of experience and, in many cases, significantly less training. Turnover rates in these schools are even higher in key shortage fields, such as mathematics, science, and special education. Turnover rates for mathematics and science teachers are nearly 70% greater in Title I schools than in non-Title I schools. Mathematics and science teacher turnover is 90% greater in the top quartile of schools serving students of color than in the bottom quartile.

Turnover rates are also extremely high for alternatively certified teachers in schools serving the greatest concentration of students of color; 20% of teachers in these schools leave annually.

About one in four of the first-year teachers surveyed—and about 15% of all teachers surveyed—had entered teaching through an alternative pathway, which typically requires that teachers train on the job while they are teaching, often with little or no opportunity for student teaching prior to entry.

Most of these teachers work in the quartile of schools serving the most students of color, and they are 150% more likely to leave these schools than those teachers in schools with the fewest students of color. All in all, students in schools with mostly students from low-income households and students of color are more likely to experience a revolving door of underprepared and less experienced teachers.

Teachers of color, who made up 18% of the public school workforce in 2012 and are twice as likely to enter teaching through an alternative pathway, have higher turnover rates than White teachers overall. This difference is substantially due to the high-need schools in which they work. Three in four teachers of color teach in the quartile of schools with the most students of color, which are often under-resourced and contend with challenging teaching conditions. When teachers of color and White teachers work in schools with the same proportion of students of color, their turnover rates are comparable.

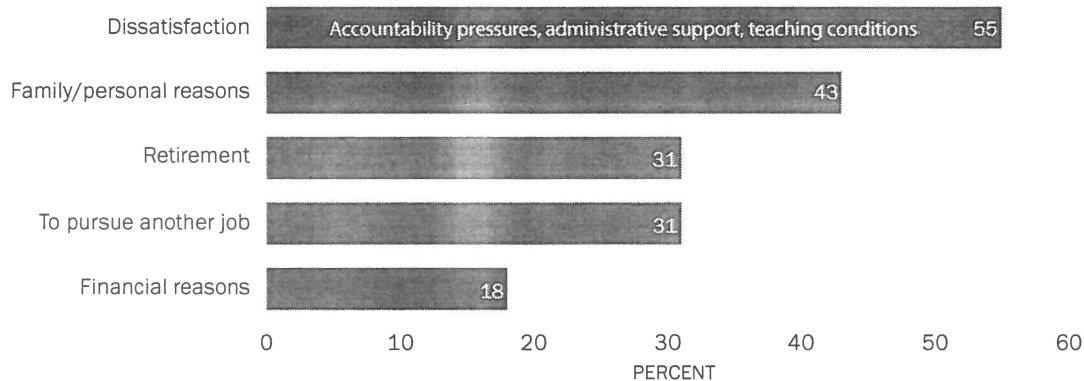
## Why Do Teachers Leave Their Jobs?

When asked, teachers cited numerous reasons for leaving their schools or the profession (see Figure 2).

Various dissatisfactions with teaching were cited by 55% of those who left the profession and 66% of those who switched to another school. The most frequently cited reasons were:

- **Dissatisfaction with testing and accountability pressures** (listed by 25% of those who left the profession). With the advent of No Child Left Behind, which often included sanctions such as school closures or staff firing for schools whose scores did not improve rapidly enough, teachers in low-performing schools were especially subject to pressures to “teach to the test” and threatened with loss of their schools or jobs, which produced disincentives for those teaching students in need of more academic support.
- **Lack of administrative support** (listed by 21% of those who left the profession). Holding all else constant, when teachers strongly disagreed that their administration was supportive, they were more than twice as likely to leave their school than when they strongly agreed that their administration was supportive.
- **Dissatisfaction with the teaching career** (listed by 21% of those who left). Specific dissatisfactions included their teaching assignments, lack of opportunities for input, and lack of opportunities for advancement.
- **Dissatisfaction with working conditions**, including large class sizes (10%) and lack of other resources and facilities (9%).

**Figure 2**  
**Factors Teachers Report as Being Very Important for Leaving Teaching**



Note: Percentages do not add to 100 as teachers may select more than one reason for leaving.

Source: Learning Policy Institute analysis of National Center for Education Statistics Teacher Follow-up Survey, 2012–13.

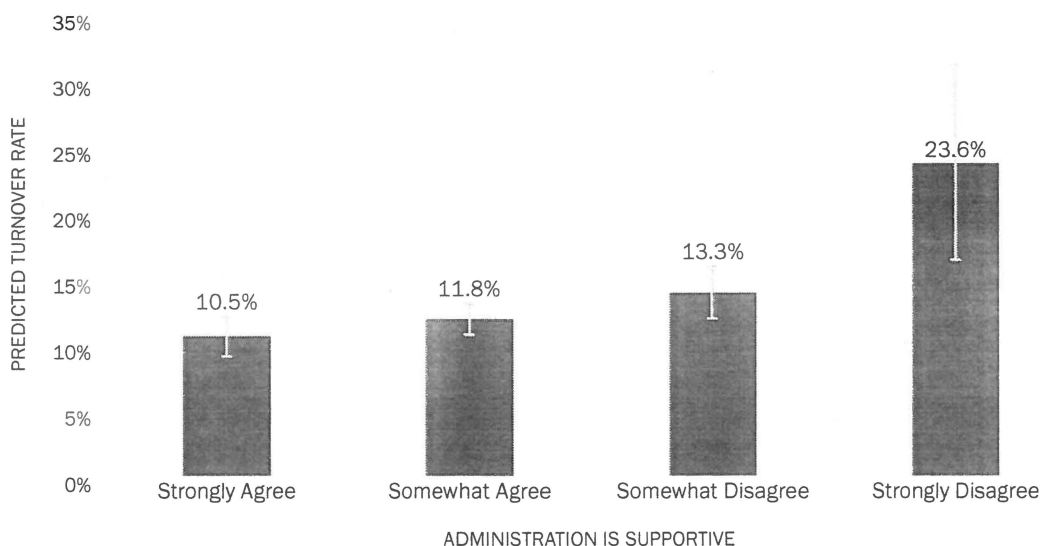
Multiple reasons could be cited in the survey. Beyond the dissatisfactions noted above, personal and financial reasons were also cited by 43% of leavers, along with desires to take another kind of job or to retire (31% in each case).

When we looked at predictors of teacher turnover after controlling for a wide range of student, teacher, and school factors, we found that teacher preparation, administrative support, and salaries were important factors predicting turnover. Those who entered the profession through an alternative certification program were 25% more likely to leave their schools than were full-time teachers who entered through a regular certification program, holding all else constant. Mathematics and science teachers, as well as teachers of color, were more likely to enter teaching through an alternative route, which exacerbates their higher turnover rates.

In addition, those who strongly disagreed that they had supportive administrations were more than twice as likely to leave as those who felt supported (see Figure 3). While beginning salaries were not a significant factor, teachers in districts with the highest maximum salaries were significantly less likely to leave their schools.

In sum, teachers in districts with the strongest salary scales, those who are better prepared, and those who feel the most supported by their school leaders are least likely to leave their schools or teaching altogether.

**Figure 3**  
**Predicted Turnover Rate by Teacher Reports of Administrative Support**



Note: Brackets represent 95% confidence interval of the estimate.

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011–12 and Teacher Follow-up Survey, 2012–13.

## Policy Recommendations

To stem teacher attrition, policymakers should consider improving the key factors associated with turnover: compensation, teacher preparation and support, and school leadership that influences teaching conditions.

### Compensation

Almost one in five teachers who leave the profession cites financial reasons as very important or extremely important. Teacher salaries have declined since the 1990s, and one report found that in 30 states, a teacher with 10 years of experience who supported a family of four would qualify for several forms of government assistance.<sup>5</sup> To address this issue, policymakers should provide compensation packages that are equitable across districts and competitive with those of other occupations requiring similar levels of education.

With almost one in five teachers who leave the profession citing financial reasons, policymakers should provide compensation packages that are equitable across districts and competitive with those of other occupations requiring similar levels of education.

Policymakers could also offer service scholarship and loan forgiveness programs that reduce the debt burden of becoming a teacher. Research shows that potential debt burdens influence college students' decisions about which professions to enter.<sup>6</sup> It also shows that these kinds of incentives are effective in recruiting and retaining individuals in teaching and other professions. Loan forgiveness and service scholarships can be particularly useful when targeted to the schools and subject areas in which shortages and turnover are greatest: schools serving students of color, schools serving students in poverty, and teachers specializing in mathematics, science, and special education.

### Teacher preparation and support

Given that teacher shortages are expected to grow, policymakers may wish to expand the pool of prospective teachers to fill current and future vacancies. Although states often lower standards for teacher training in order to boost supply, evidence shows that shortcutting preparation leads to greater churn in the teaching force and, hence, to more ongoing problems with shortages. Supporting high-retention pathways into teaching that provide comprehensive preparation can curb shortages by both increasing teacher supply in the specific fields needed and reducing turnover.

In addition to offering forgivable loans and scholarships for preparation in high-need fields and locations, as described above, policymakers can

- establish new high-retention pathways into teaching, such as teacher residency programs that target high-need communities;
- develop “Grow-Your-Own” teacher preparation models for hard-to-staff schools; and
- provide high-quality induction programs for beginning teachers in high-need schools.



Teacher residency programs represent one high-retention pathway into teaching. These programs allow prospective teachers to train under master teachers in high-needs schools for 1 year, while earning a credential and master's degree from a partnering university. Most programs offer tuition assistance, a stipend for living expenses, and 2 years of mentoring after the training year. In exchange, residents commit to teaching in the district for 3–5 years. Research shows that well-designed programs have produced effective teachers who stay in high-needs schools in both urban and rural areas at much higher rates than other teachers.<sup>7</sup>

Grow-Your-Own teacher preparation models recruit and support local high school students, paraprofessionals, or other local community members through teacher training and then into teaching within the community. These models capitalize on the fact that teachers are more likely to continue teaching in their own communities. One such program is California's Paraprofessional Teacher Training Program, which was funded from 1995 to 2011 and renewed in 2016. It paid for the community college, bachelor's degree, and teacher preparation expenses for more than 2,200 racially and linguistically diverse paraprofessionals who became fully certified teachers by 2014. By the 13th year of the program's operation, program sponsors reported that 92% of graduates continued to be California public school teachers.<sup>8</sup>

High-quality induction programs, which also have been found to improve teacher effectiveness and retention, include mentoring, a reduced teaching load, more time for collaborative planning with colleagues,<sup>9</sup> and development of a professional growth plan.

### **School leadership**

Effective leadership drives high-quality support for new teachers, improves teaching conditions, and increases teacher retention. Yet few states have focused on developing strong pipelines and training programs for principal preparation. To enhance principals' knowledge about how to create strong learning communities for students and teachers, policymakers can develop rigorous accreditation and licensure standards for principal training programs.

These programs should align with research on effective school leadership and include systems for regular program review by qualified experts.

To enhance principals' knowledge about how to create strong learning communities for students and teachers, policymakers can develop rigorous accreditation and licensure standards for principal training programs.

Policymakers can also fund residencies for principal training and can create state leadership academies. These academies, in turn, can coordinate mentoring and professional learning to enable leaders to create school settings that encourage teacher learning and retention. Title II of the Every Student Succeeds Act (ESSA) allows states to dedicate funding to this kind of leadership development.

Finally, policymakers can create systems and resources for developing robust leadership pipelines within districts. These pipelines should fill positions districtwide and target those schools in greatest need.

## Conclusion

With high turnover rates driving teacher shortages and undermining student learning, policymakers should pursue strategies that can improve teacher retention in all schools, but especially in those where turnover rates are most extreme—namely, schools serving students of color and students in poverty. By addressing the key factors that drive teachers from their schools, tailored policy interventions can, over time, stabilize and improve the teacher workforce and better serve all students.

## Endnotes

1. A 2016 analysis of national teacher supply and demand data projected that the United States could experience a shortage of as many as 100,000 teachers by 2017. See Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute. This estimate appears close to the reality experienced by districts. A recent LPI review of state teacher workforce reports reveals that, in 35 states that reported such data in either 2015–16 or 2016–17, at least 80,000 positions were not filled by a fully certified teacher. Assuming the same rates of shortages in the remaining 15 states and the District of Columbia (3.5% of teaching positions), the national total of uncertified teachers in 2015–16 or 2016–17 would be approximately 110,000. State laws typically specify that such teachers can only be hired or so assigned if a fully certified teacher is not available. This number understates total shortages because some states only report undercertified teachers in core academic areas, not in all subjects, and because districts also address shortages by canceling courses, increasing class sizes, or starting school with substitute teachers. For example, Florida does not report the number of uncertified teachers in the state, but reported 2,111 vacancies on the first day of school in 2016–17 and projects 6,628 vacancies at the start of school in 2017–18.
2. Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36.
3. Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute.
4. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute. See also the web page *Understanding teacher shortages: A state-by-state analysis of the factors influencing teacher supply, demand, and equity* (2016, September 9). Retrieved from <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>.
5. Boser, U., & Straus, C. (2014). *Mid- and late-career teachers struggle with paltry incomes*. Washington, DC: Center for American Progress.
6. Podolsky, A., & Kini, T. (2016). *How effective are loan forgiveness and service scholarships for recruiting teachers?* Palo Alto, CA: Learning Policy Institute.
7. Guha, R., Hyler, M. E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Palo Alto, CA: Learning Policy Institute.
8. Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Palo Alto, CA: Learning Policy Institute.
9. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.

## **PREPARATION THROUGH PARTNERSHIP**

### **Strengthening Tennessee's New Teacher Pipeline**

APRIL 2017



# CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>5</b>
<b>THE EDUCATOR PREPARATION CONTEXT IN TENNESSEE .....</b>	<b>6</b>
<b>TENNESSEE'S NOVICE TEACHER LANDSCAPE .....</b>	<b>8</b>
Staffing Needs in Tennessee Schools .....	8
New Teacher Effectiveness .....	10
<b>WHERE DO WE GO FROM HERE? .....</b>	<b>13</b>
The State Role .....	13
<i>Better Data for Better Decisions</i> .....	13
<i>Resources for Partnership, Collaboration, and Enhancing the Pipeline</i> .....	14
District and EPP Strategies .....	15
<i>Addressing Teacher Shortages: Identifying the Teachers We Need</i> .....	15
<i>Addressing Novice Teacher Quality: Developing High-Quality Teachers for Every Classroom</i> .....	16
<b>NOTES .....</b>	<b>19</b>



# EXECUTIVE SUMMARY

More than 65,000 teachers show up each day to work in Tennessee's public schools. At the current rate, half of these teachers will leave or retire in the next decade. The positions they vacate will be filled primarily by novice educators.

## **What will it take to ensure that our state has a strong and vibrant new teacher pipeline in the years to come?**

### **This report looks at the landscape of new teachers in Tennessee to understand more about state needs around teacher preparation.**

We investigate both the level of demand for teachers with particular subject-area specializations and the effectiveness and comfort level with which new teachers enter the classroom. We argue that we must continue to improve our systems to ensure that prepared teachers find their ways into the schools and districts that need them most and that they continue to develop their skills once they reach the classroom.

This is not simply a call for increased effort on the part of Tennessee's educator preparation providers (EPPs). Preparation providers are as dependent upon pre-K–12 schools as these schools are on EPPs. The two groups are intricately linked through a progression from the identification of areas of need to the initial recruitment of students into EPPs and continuing through clinical placement and teacher induction programs.

To improve the pipeline, we will need 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 and Tennessee school districts.

This next step will be challenging. Districts and EPPs have historically struggled to engage in deep and sustained partnerships, despite having generally positive relationships, in part because most districts interact with

a significant number of EPPs, and EPPs send teachers to a wide variety of districts. Developing meaningful, data-informed, and sustained partnerships will require substantial commitment on the part of both districts and EPPs.

To get there, we offer several next steps, each of which places specific requirements on our state agencies, districts, and EPPs. Only with coordinated action and a shared definition of success will we succeed in our efforts to ensure that new educators are equipped to deliver effective instruction to all Tennessee students.

### **To this end, we describe state efforts to:**

- provide better data for better decisions and
- new resources for partnership, collaboration, and enhancing the pipeline.

### **And we offer a series of recommendations for districts and EPPs aimed at:**

- addressing teacher shortages and
- developing high-quality teachers for every classroom.

# THE EDUCATOR PREPARATION CONTEXT IN TENNESSEE

Our state has made significant policy changes in recent years aimed at strengthening accountability systems for educator preparation providers and connecting educator preparation programs more closely to the needs of Tennessee's classrooms.

**Eight years ago, the Tennessee Higher Education Commission began publicly releasing an educator preparation report card that shared data on teacher placement and effectiveness rates for each individual EPP in the state.**

In 2015, the responsibility for this report card moved to the State Board of Education, reflecting the philosophy that the data reports needed to incorporate more information from Tennessee's public K–12 schools and focus on higher education and K–12 audiences.

Most recently, the state board revised the EPP comprehensive review process for ongoing state approval, requiring that EPPs demonstrate that they meet Tennessee state standards that are in alignment with the 2013 Council for the Accreditation of Education Preparation (CAEP) Standards.<sup>1</sup> This program approval framework promotes continuous improvement of EPPs to ensure that all new teachers are prepared to effectively educate a diverse group of students.

The state board's new program approval framework places significantly more attention on the outcomes and impacts of program completers than ever before. While it is based in standards that were developed by a national organization, Tennessee has worked with stakeholders from EPPs and districts to create a set of required evidence templates related to each of the five standards. By collecting standardized evidence, the department will implement a review process that is grounded in clear expectations for performance through tools like rubrics and identified performance thresholds.

This process relies on educator preparation provider and completer data that the department will generate reports from and provide to EPPs annually. These EPP Annual Reports both assess provider effectiveness and serve as a source of data to drive annual EPP improvement. If a provider falls below expectations on multiple annual reports, the EPP will be required to engage in an interim review. During an interim review, providers must develop a plan that includes clear action steps and expected outcomes that are designed to address the areas of deficiency. The purpose of interim reviews is to support continuous improvement and help the provider prepare for the comprehensive review, although the interim reviews can eventually lead to program closure if improvement milestones are not met. The comprehensive review takes place once every seven years and requires each provider to demonstrate evidence related to each CAEP standard.

The policy also called for the creation of a task force to advise the department on the implementation of a program approval progression integrated with the Annual Reports.<sup>2</sup> For each of the five CAEP standards, the implementation working group set a series of Tennessee-specific expectations; standardized evidence collection, including tools and procedures; and a set of metrics to assess outcomes and impacts through the EPP Annual Reports process. In 2017, the Educator Preparation Working Group will work to develop rubrics to assess presented evidence and, through a standard-setting process, recommend expectations for the EPP Annual Report metrics.

# Educator Preparation Program Standards

## CAEP Standard 1—Content and Pedagogical Knowledge

Standard 1 focuses on ensuring that educators have the knowledge and skills needed to provide effective instruction.

*Specific to Tennessee:* All Tennessee EPPs will be required to complete the same template. This standardized evidence collection process will support our understanding of the types of coursework, assessments, and clinical experiences that lead to the preparation of effective educators.

## CAEP Standard 2—Clinical Partnership and Practice

Standard 2 focuses on expectations regarding partnerships between key stakeholder groups and specifically addresses expectations related to clinical educators and clinical experiences.

*Specific to Tennessee:* All Tennessee EPPs will be required to complete the primary partnership templates that identify how partners collaborate and the outcomes of that collaboration.

## CAEP Standard 3—Candidate Quality, Recruitment, and Selectivity

Standard 3 focuses on expectations related to candidates, including cohort diversity, candidate dispositions and academic credentials. In addition, the standard sets expectations for selection throughout the program, including entrance, progression, and exit requirements.

*Specific to Tennessee:* In addition to considering candidate data through the annual reports, all Tennessee EPPs will be expected to work with primary partners to develop specific recruitment goals. Finally, beginning January 1, 2019, all candidates will be required to complete a performance assessment called edTPA. This assessment considers candidates' preparedness in the areas of planning, instruction, and student assessment.

## CAEP Standard 4—Program Impact

Standard 4 considers outcomes and impact data, including employment statistics, satisfaction results and measures of educator effectiveness.

*Specific to Tennessee:* All Tennessee EPPs will receive an annual report generated by the department that will address the required components of this standard and additional Tennessee-specific expectations. The department will work with the educator preparation working group during 2017 to complete a standard setting process based in the first iteration of the annual reports, which were published in March 2017.

## CAEP Standard 5—Provider Quality, Continuous Improvement, and Capacity

Standard 5 sets the expectation that providers implement a system that allows them to assess the effectiveness of their programs and to support continuous improvement.

*Specific to Tennessee:* All Tennessee EPPs will be required to complete the same template. This standardized evidence collection process will support our understanding of the ways in which providers collect and use data to support continuous improvement of their programs.

# TENNESSEE'S NOVICE TEACHER LANDSCAPE

The recent policy shifts around educator preparation raise the question of how we as a state are actually doing in readying new teachers for the classroom. Tennessee districts need to be able to count on a steady supply of teachers trained across subjects and grade levels with the knowledge and skills to deliver effective instruction to a diverse group of students. Our new teachers must be able to count on strong support, especially in their beginning years, to refine their craft and improve in areas of weakness. Are we succeeding?

In the next sections, we summarize the set of available data on the novice teacher landscape in Tennessee. We begin with what we know about teacher supply and demand in the state and then move to the expertise that our new teachers bring to the classroom.

## STAFFING NEEDS IN TENNESSEE SCHOOLS

Staffing challenges—in Tennessee and elsewhere—have contributed to a growing national narrative on the insufficient supply of teachers to meet classroom needs. Most recently, the Learning Policy Institute's report, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*, launched a variety of news articles on the subject that focused on the looming crisis related to the lack of teachers being prepared for our nation's schools.

Yet important nuances of the story seem to be getting left out of the discussion.

The national report points out, “teacher shortages are not felt uniformly across all communities and classrooms, but instead affect some states, subject areas, and student populations more than others, based on differences in wages, working conditions, concentrations of teacher preparation institutions, as well as a wide range of policies that influence recruitment and retention.”<sup>3</sup>

Tennessee's teacher labor markets are similarly complex. At the state level, we have seen some decline in the number of overall graduates from Tennessee EPPs each year; however, the bulk of this decline has been in the

number of veteran teachers obtaining additional degrees rather than in the number of new teachers entering the profession. In fact, teachers in certain subject areas such as English language arts graduate from Tennessee EPPs at such high rates that a report from the Center for Business and Economic Research at the University of Tennessee Knoxville characterized teaching in general as an “over-supplied” career path within the state.<sup>4</sup>

There is less evidence that we face widespread shortfalls in the quantity of available teachers than that we face particular challenges in certain subject areas, types of districts, and demographic categories of teachers.

We see the greatest need in the areas of English as a Second Language (ESL), world languages, and science. Although the number of ESL-licensed teachers graduating from Tennessee EPPs has grown substantially, the growth has been outpaced by the increase in students identified as needing English Learner (EL) services across the state. We see similar patterns in world languages and science, where relatively few teachers obtain Tennessee licenses in comparison with levels of demand in the state.



It is also notable that few of our Tennessee EPP graduates come from minority subgroups. Only 14 percent of EPP completers self-identified as not white in the 2015-16 cohort, compared with 36 percent of Tennessee's student population. This issue was recently called out in a report by Tennessee State Collaborative On Reforming Education (SCORE)—*Prepared for Day One: Improving the Effectiveness of Early-Career Teaching*—that offered a series of strategies for improving the racial and ethnic diversity of Tennessee's teaching population.

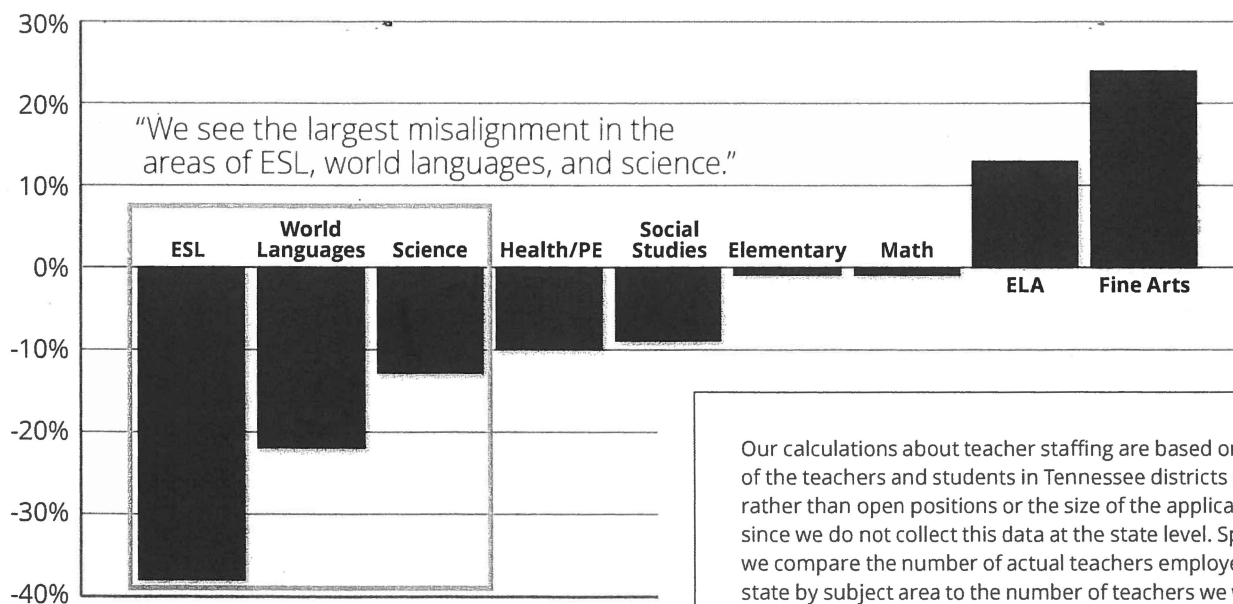
Constrained production of teachers in certain areas is compounded by the fact that not all graduates from Tennessee EPPs go on to teach in Tennessee public schools, and the rates at which this takes place differ by subject area. Ninety-one percent of elementary education program completers get Tennessee licenses with elementary endorsements in the two years following program completion, whereas only 65 percent of world languages program completers and 71 percent of secondary science program completers go on to get a Tennessee license in their area of study.

The patterns on the teacher supply side align with districts' reported needs. In a central office survey conducted by the department, more than half of districts reported the perception that EPPs are not producing enough teachers to meet staffing needs in world languages, math, science, and ESL. State data

on staff placement tells a similar story.<sup>5</sup> When we compare the number of actual teachers employed in the state by subject area to the number of teachers we would expect to see working in our schools, based on state course taking requirements and class size guidance tied to funding guidelines, **we see the largest misalignment in the areas of ESL, world languages, and science.**

However, the overall statewide issues we face are not uniformly experienced by all districts. Districts each have their own distinct challenges. For example, the ESL gaps we see tend to be driven by many of our urban districts, while many of our smaller, rural districts have small, if any, populations of ELs. In contrast, our rural districts tend to have the greatest difficulty attracting world languages teachers. We also see some districts facing challenges in areas where we did not find overall statewide shortages, such as fine arts and social studies.

This means that simply producing more ESL, world languages, and science teachers will not be enough to ensure all districts have an adequate supply of teachers. Instead, we must focus on how to get the properly prepared and endorsed teachers into the schools and districts that need them most. Different schools and districts face different challenges in finding the teachers they need to serve their students.

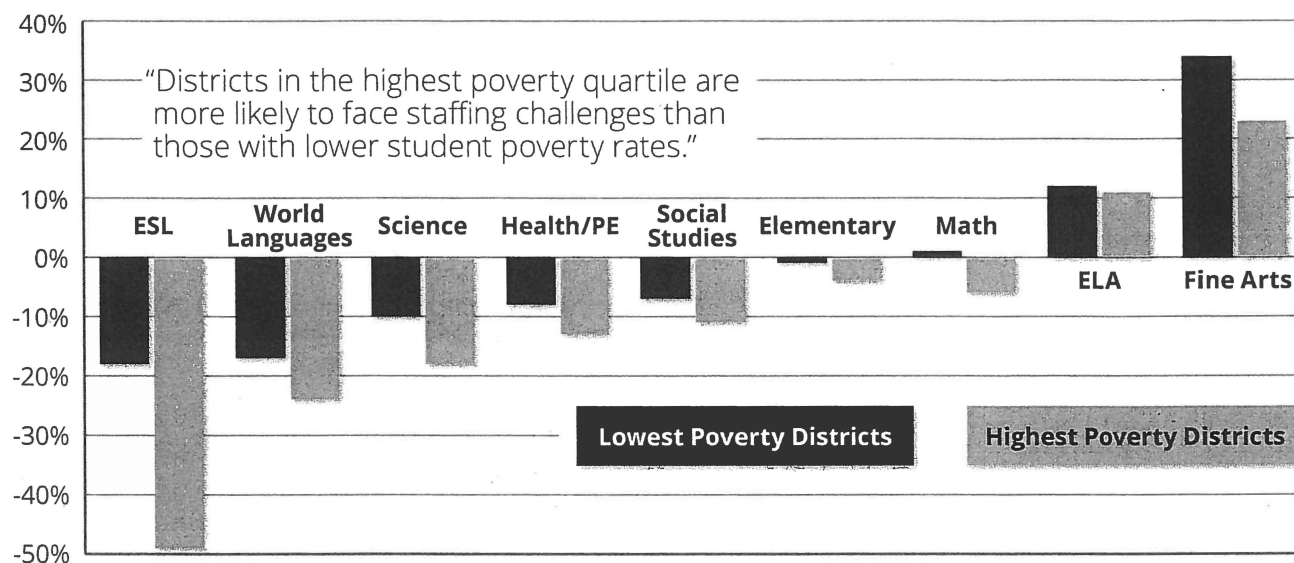


Our calculations about teacher staffing are based on counts of the teachers and students in Tennessee districts each year rather than open positions or the size of the applicant pool, since we do not collect this data at the state level. Specifically, we compare the number of actual teachers employed in the state by subject area to the number of teachers we would expect to see, based on state course taking requirements and class size guidance tied to funding guidelines.

Figure 1

### Rates of Overstaffing and Understaffing in Tennessee Schools

Figure 2

**Staffing Rates by Subject, Comparing Lowest and Highest Poverty Districts**

We also see ways that shortages contribute to the state's equity challenges. **Districts in the highest poverty quartile—those with more than two-thirds of their students qualifying as economically disadvantaged—are more likely to face staffing challenges than those with lower student poverty rates.**

Schools and districts that face staffing challenges employ a variety of strategies to deal with their deficits. Some strategies include increasing class sizes, assigning teachers outside of their endorsement area, and, at the high school level, offering fewer course options. This results in constrained student pathways. Even more

concerning, there is evidence that schools with teacher shortages in a particular content area have smaller gains in student achievement in that area compared to similar schools without shortages. When we compare schools that are understaffed in a particular subject area to those with a larger staff pool, the understaffed schools average lower school-level value-added scores in the affected subject areas.

Addressing our supply issues represents the first critical step to ensuring quality teachers for all students, especially since we have evidence that an inadequate supply of teachers has real consequences for our schools and our students.

## NEW TEACHER EFFECTIVENESS

Filling positions is not only about finding teachers with the appropriate endorsements in the subjects needed. Districts and schools face an equal if not greater set of hurdles in finding teachers who possess the knowledge, skills, and abilities to provide effective instruction to students with a diverse set of needs.

Identifying classroom-ready teachers presents a challenge for most districts. In 2015, less than 60 percent of districts reported that “the new teachers our district hires are prepared for our district's classrooms,” and just under one-third of districts agreed that new teachers

demonstrated an understanding of the key instructional competencies measured by Tennessee's teacher evaluation rubric.

In Tennessee, as is true across the country, new teachers tend to enter the classroom somewhat less effective than their more experienced peers; evaluation ratings for new teachers average about half a point lower than for veterans. In particular, new teachers tend to be flagged by administrators as weaker in instructional practices such as questioning and on classroom environmental measures such as managing student behavior.

But we also see tremendous variation across new teachers that enter the workforce in any given year. **While novice teachers are on average rated less effective than veteran teachers, there is tremendous variation in effectiveness within both groups.** In 2014-15, nearly 60 percent of novice teachers earned an overall level of effectiveness of 4 or 5. At the same time 13 percent of novice teachers scored a 1 or 2. New teachers enter the classroom with different sets of strengths and weaknesses and varying levels of preparedness. Treating them as a block makes it challenging to determine how to best target improvement efforts.

A growing body of evidence shows that some of the variation in new teacher effectiveness can be traced back to the preparation program the new teacher completed.<sup>6</sup> Ongoing research in Tennessee continues to explore how EPPs vary in their ability to provide high-quality teachers to school districts. Researchers at the University of Michigan are analyzing observation data to try to understand the particular strengths and weaknesses across Tennessee EPPs.<sup>7</sup>

As a state, Tennessee has tracked and publicly released measures of program effectiveness since 2010 through the Teacher Preparation Report Card.<sup>8</sup> This report card

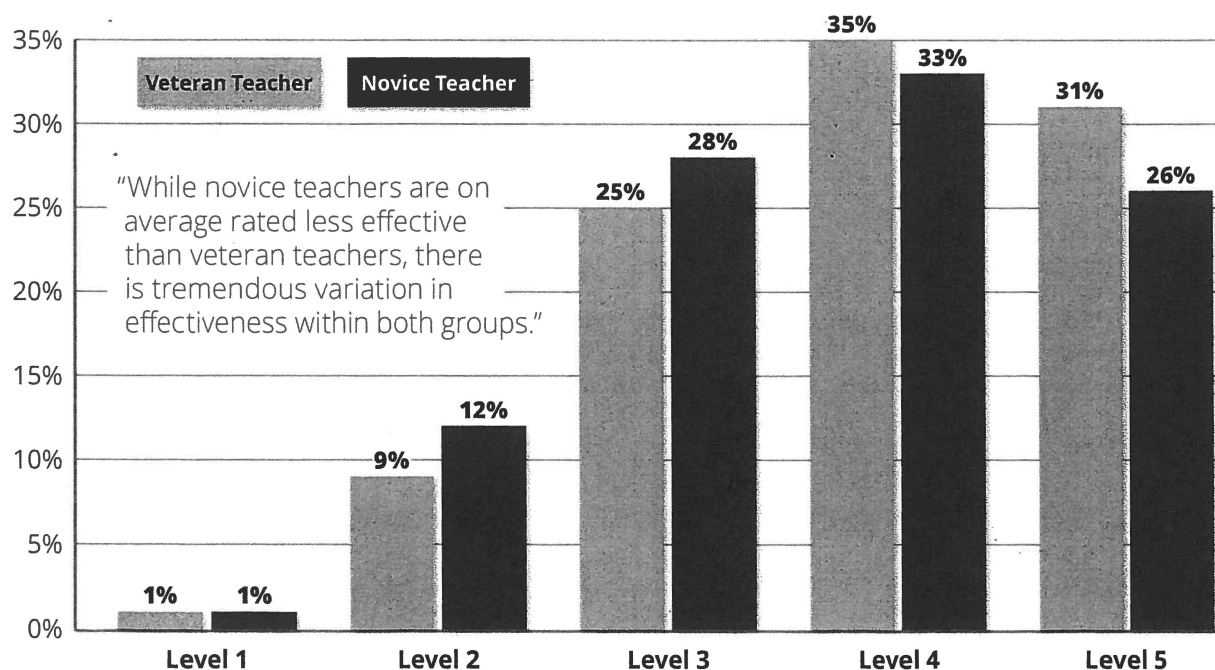
evaluates EPPs on the rates of teacher employment in Tennessee public schools, retention among completers who enter Tennessee public schools, and these teachers' effectiveness as measured by Tennessee Value-Added Assessment System (TVAAS) and observation ratings. In addition to the Teacher Preparation Report Card, the department's new EPP Annual Reports highlight variation across programs within every provider on multiple measures of program effectiveness including the evidence of its candidates' impact on student growth. By examining this data over time, we will be able to identify programs within Tennessee EPPs as well as the elements of program design that are related to preparing teachers who thrive in Tennessee schools.

The data also shows how teachers' perceptions are informed by their school and district placement. When we survey new teachers about their preparation experiences, we find that their views about their own classroom readiness are significantly informed both by the EPP they attended and by the district and school where they took a job.

The data from new teacher survey results is particularly intriguing when it comes to the effects of induction on bridging the distance between preparation and

Figure 3

### Novice and Veteran Teacher Levels of Overall Effectiveness (2014-15)



comfort in the classroom. **Teachers who reported participating in a district-based induction program viewed their EPP coursework more favorably than those who did not, and they felt more prepared for the expectations of the classroom.** Specifically, about 73 percent of new teachers reported participating in a district led induction program, with 54 percent of these teachers saying they were very satisfied with the quality of the preparation they received from their EPP. Just 46 percent of teachers who did not participate in an induction program

responded that they were very satisfied with their EPP preparation.

One possible interpretation of this finding is that induction—under the right circumstances—can actually reinforce the effects of preparation by ensuring that new teachers quickly find their footing within their new context. By linking effective preparation with high quality induction, EPPs and districts can collaborate to improve the overall quality of our educator workforce.

“Teachers who reported participating in a district-based induction program viewed their EPP coursework more favorably than those who did not, and they felt more prepared for the expectations of the classroom.”

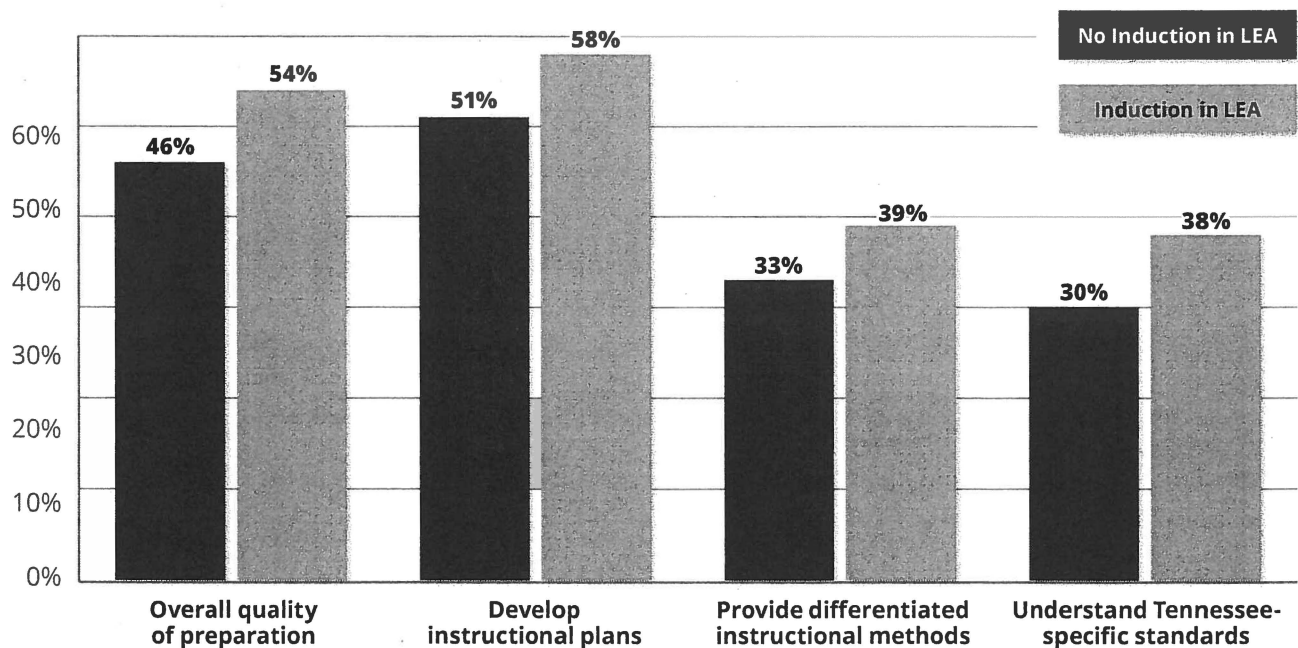


Figure 4

**Percent of New Teachers Feeling “Well Prepared”**



# WHERE DO WE GO FROM HERE?

This report highlights two key challenges facing our state: **shortages in certain subject areas and new teacher quality**. To address these challenges, key stakeholders must work together to achieve shared goals. Because we know that this work is complex, we must develop a coherent statewide strategy that capitalizes on the most efficient use of limited resources while offering flexibility to meet the specific needs of individual districts and schools.

We begin by describing our view of **the state's role** in this work and then we list a series of specific **recommendations for districts and EPPs** to collaboratively support this work going forward. These next steps build on a growing momentum across the state to continue to improve our new teacher pipeline, and they align well with recommendations and next steps from other advocacy groups across the state.<sup>9</sup>

## THE STATE ROLE



### Better Data for Better Decisions

In the past few years, the department has initiated several major efforts to provide better staffing data to inform district and EPP decision-making. First, the department is providing **Annual Reports** on Educator Preparation directly to EPPs. These reports provide disaggregated data related to program completers and include information about placement and retention.<sup>10</sup> This information should help EPPs consider which of their individual programs are producing the teachers that Tennessee public schools need and whether their completers are staying in the positions into which they are placed. In addition, these reports offer significant information about the quality of novice educators following placement in Tennessee public schools. EPPs can use this information to better understand how they can support the development of effective novice teachers. For example, the new reports offer EPPs highly detailed information about how completers are assessed during observations. This type of information provides EPPs with clear indicators of areas of strength and opportunities for improvement.

Along with the development and release of Annual Reports, the department is in the process of building an **EPP Portal application**, a data collection and reporting system that will streamline and standardize the program review process, produce and disseminate Annual Reports (including stakeholder surveys), and serve as a platform for conducting research on the impact of program design characteristics (e.g., the impact of clinical practice type on completer effectiveness). Through this application, clear, efficient standards will be set and used for preliminary reports from the department and, as part of the program approval process, to understand the quality of the educators that are produced by EPPs at the program level. This application will significantly improve the state's ability to provide transparent, accurate, and timely information to EPPs.

Beginning January 1, 2019, all pre-service teacher candidates will be required to complete the **edTPA**, a performance assessment that considers candidates' preparedness in the areas of planning, instruction, and student assessment. The edTPA is generally completed during the candidate's clinical practice (e.g., student teaching, internship, or job-embedded preparation

experience). EPPs can use this data as a capstone measure to understand the preparedness of their completers as they exit the EPP. Even more beneficial is the use of data in the aggregate to inform program changes to support the development of candidates with stronger skills in the areas of greatest need.

On the district side, the department began providing districts with district-specific **Human Capital Data Reports** in 2015 to help districts think strategically about their workforce. The reports include a series of guiding questions to help districts reflect on evaluation data, retention rates, equitable access to effective educators, and where the district gets its new teachers. Data analysts located in each of the department's Centers of Regional Excellence (CORE) offices are using the reports to guide conversations with district leaders about improving their human capital strategies.



### Resources for Partnership, Collaboration, and Enhancing the Pipeline

The state will be making a **\$200,000 investment in innovation grants provided to EPPs** striving for gains in recruitment and training of new candidates and focused on early literacy training. The purpose of the innovation grants is to incentivize approved EPPs to design new approaches and/or strategies as a part of educator preparation that will support the development of a diverse educator workforce, increase production of educators with preparation in high-demand endorsement

areas, and promote collaboration to improve preparation in the area of literacy.

The revised educator preparation policy requires all EPPs to establish partnerships with districts where their enrolled candidates complete clinical experiences. This revision stemmed from a need expressed by both EPPs and districts for improved communications and collaboration. In response, the department began coordinating a district-EPP partnership network to establish a systematic process for developing meaningful partnerships. The state chartered its inaugural **Network for Educator Preparation Partnerships (NEPP)** in June of 2016, with the goal of fostering effective, mutually beneficial partnerships between and among EPPs and school districts in support of improved teacher effectiveness. Through the NEPP, the state, districts, and EPPs are working to develop a shared understanding of what an effective partnership looks like. Districts and EPP partners are using data to set shared goals and identify responsibilities and strategies for working together to achieve these goals (see pull box with a description of the ETSU partnership with Johnson City and Kingsport). The state is providing tools to help districts and EPPs evaluate their partnership work.

Since 2013, the state has contracted with **Teachers-Teachers.com**, one of the largest educator databases available in the country, in order to provide Tennessee school districts with access to job seekers nationwide. This resource expands support to districts by automating the application, outreach, and screening processes,

## Partnerships

In August 2016, leadership teams from Johnson City Schools (JCS), Kingsport City Schools (KCS), and East Tennessee State University (ETSU) began transforming their long-standing relationship into a partnership as part of the department's inaugural Network for Educator Preparation Providers (NEPP). The network seeks to substantially reshape and strengthen how candidates are prepared and supported as they become teachers. To grow relationships into partnerships involves moving beyond attending job fairs or requesting mentor teachers. Partnerships require working hand-in-hand to develop the pathways from preparation into teachers' early careers. Recognizing that district partners play an important role in the preparation of teachers, the

team is examining ETSU's admissions requirements by actively involving principals from JCS and KCS in teacher education admissions interviews. The team is also examining feedback from mentor teachers, principals, and teacher candidates about the content and rigor of curriculum, programs of study, and the year-long clinical experiences of teacher candidates to identify ways to better meet the needs of district partners. Through this process of continuous review, the teams have identified opportunities to improve the preparation of teachers. ETSU, JCS, and KCS are transforming a good relationship into a strong partnership that will benefit Tennessee educators and ultimately students in Tennessee's public schools.

and helping them to develop proactive recruitment strategies. Over the last few years, the functionality of the tool continues to improve. For example, new data integrations with job aggregators, including Indeed.com, allow one job posting to reach significantly more qualified candidates. In 2016, 134 Tennessee districts and 34 charter schools posted more than 5,600 job postings which resulted in over 48,000 applications, nearly eight applicants per posting. In the coming year, the state plans to offer additional trainings and webinars in recruitment best practices, understanding millennial job seekers and improved functionality of Teachers-Teachers.com.

Districts share in the challenge of recruiting, hiring, and retaining educators who reflect the racial, ethnic, and linguistic diversity of their student population. The state will focus on cultivating the educator pipeline to address diversity, equity, and teacher shortages in multiple ways in 2017. First, working closely with the department's college, career and technical education team, districts will be supported in developing more **"Grow Your Own" programs** via increased course offerings in "Teaching as a Profession" and expanding student

interest groups such as Educators Rising. The team will prioritize expansion in districts with significant shortages in key academic areas and significant mismatches in teacher and student demographics.

Second, the state plans to make a **\$100,000 investment in grants for targeted districts** to develop plans to increase diversity of the teaching force. The department has done some preliminary analysis to identify the districts with the largest gaps between teacher and student demographics. The initial analysis of 2014 data showed 122 districts without a single Hispanic teacher and 27 districts without a single African American teacher.

Lastly, Tennessee is partnering with seven other states to learn from each other on key state-level talent management challenges and solutions that directly impact districts' and states' abilities to find and keep great talent in their schools. The result of this alliance will be a state-specific toolkit with practical materials and best practices to share with districts and schools in 2018.

## DISTRICT AND EPP STRATEGIES

### Addressing Teacher Shortages Identifying the Teachers We Need

**Districts should prioritize determining their hiring needs in advance and share this information with EPP partners.** Districts face different challenges in recruiting the right candidates, and many face budget and other resource constraints that limit their ability to attract and retain the strongest candidates who might be swayed by other compensation packages offered in other districts. At the same time, we see opportunities for more strategic recruitment via better forecasting of the positions districts expect to need to fill in coming years. The most helpful forecasting is subject and grade level specific. Districts should confirm and post job openings earlier, giving them a longer time to find high quality candidates. EPPs then can work with this information to steer candidates into areas of need. According to reports on the district survey, less than half of Tennessee districts conduct regular forecasting of what positions they will have open in future years. Most districts not only post but identify open positions in the spring with only a few districts starting the hiring process as early as winter. A handful of districts reported not confirming and posting vacancies until summer.

**Districts and EPPs should use data from EPP Annual Reports and Human Capital Reports to**

**jointly develop targeted recruitment strategies.**

By sharing data from these reports, partners can begin to develop plans for recruiting teachers, including both attracting diverse initial candidates into the EPP pipeline in particular subject areas and sending these candidates into areas of need across the state. Recruitment strategies should be tied to district knowledge of upcoming vacancies. Working strategically with EPP partners is a primary avenue for districts to fill open positions. Thoughtful clinical placements are especially powerful since candidates are often employed in the districts and schools where they completed student teaching. While recruitment to the profession is a responsibility shared across stakeholders, EPPs play a significant role in helping prospective candidates make decisions about pursuing a career in teaching. Providers should use their own data to highlight program strengths, job placement statistics and opportunities for scholarships that can be targeted to prospective candidates. Using data estimates or forecasts provided by partner districts, EPPs should set recruitment goals that reflect the needs of districts and schools. In some cases, this may require that institution-level leadership, such as presidents and provosts, provide direct expectations for collaboration across departments within the institution. For instance, recruiting more math teachers may require developing a strategic plan in concert with the math department within the college of arts and sciences.

## Haywood County: Building a High-Quality and Diverse Teaching Staff from within a Diverse Community

Among Tennessee districts serving mostly minority students, Haywood County Schools has one of the most diverse teaching staffs in the state. About 70 percent of its students and 30 percent of its teachers are African American, Hispanic, or Native American. Haywood's efforts to increase diversity also serve to strengthen their staffing as a whole—the district has fewer shortages than most districts in the state. Chief Talent and Strategy Officer Toni Eubanks attributes these successes to keeping the community involved: "It's a small town. In small towns, people support each other." She relies on the small-town community to help the district achieve its goals of building a diverse, high-quality teaching staff. She regularly reaches out to community organizations—including a group of retired Haywood teachers, the local chapter of a national teaching sorority, a community social

group, and nearby university Freed-Hardeman—to provide funding for staff and students in Haywood County who are interested in teaching. Some of the scholarships specifically target minority candidates while others encourage nomination of minorities for receiving funds. For example, a recent Brownville High School graduate planning to major in education received a scholarship to Freed-Hardeman after a school employee informed her of the opportunity. Additionally, the retired teachers club raises funds to help Haywood paraprofessionals and substitute teachers, who are often minority staff members, to receive teaching credentials. By thinking long-term and keeping the diversity of its current staff, students, and community in mind as Haywood searches for teachers, Eubanks and the Haywood staff have better positioned the district to provide the teachers its students need.

**EPPs need to provide strong job placement support to candidates.** While candidates often have preferences about where they may prefer to teach, EPPs can provide placement support by advising candidates about where jobs are plentiful and steering them toward districts that are most in need. For example, EPPs can send job opening announcements to particular students or help students understand hiring policies of high-need districts. By providing EPPs with information about their hiring needs in advance, districts can support these efforts. Further, as research from outside Tennessee has shown, partners should recognize that clinical placement can have significant influence on job placement.

**Districts must strategically design targeted human capital efforts.** Strong recruitment strategies are multifaceted and aimed at a variety of audiences in order to fill open positions with quality candidates. As we have seen, high-poverty districts often face particular challenges recruiting qualified candidates. Resource availability will always cause challenges, but there are strategies that even low-resource districts can take to attract high-quality teachers. While EPPs are certainly the top source for teacher recruitment, districts report using a variety of other avenues including recruiting experienced teachers outside their district, new teachers certified through alternative certification programs, and substitutes and paraprofessionals from within the district (see the Haywood County box above for an example of

how a district can think outside of the box when it comes to recruitment). Furthermore, in partnership with EPPs, districts can identify candidates for the EPP with the hope that they return to the district to educate students at the completion of their program. Promising examples include districts engaging CTE concentrators whose program area is education or paraprofessionals who need more education to become qualified educators. Districts also have extensive tools of their own for recruiting, developing, and retaining their staff. These include differentiated pay plans and teacher-leader strategies that help recruit new teachers by targeting particular high-need subjects or schools for bonuses, rewarding performance, and defining clear pathways into leadership positions.

### Addressing Novice Teacher Quality Developing High-Quality Teachers for Every Classroom

**EPPs must continue to improve their ability to develop and deliver relevant and rigorous coursework.** Effective educator preparation programs align coursework to Tennessee's Academic Standards and align coaching strategies and feedback with state and local expectations. Using candidate assessment data, observation scores, and perceptions of new teachers, EPPs can evaluate the effectiveness of their program design, including coursework. These data can inform



changes in structure, pacing, and content to lead to the production of educators who are fully equipped to provide effective instruction in Tennessee's public schools. Ideally, EPPs include pre-K–12 practitioners in the delivery of coursework. This integration supports ongoing collaboration and ensures that both EPPs and districts are aware of areas of alignment and areas that may need additional attention. Finally, faculty delivering coursework should engage in opportunities to create authentic experiences that allow for the application of theoretical course content.

**Districts and EPPs should collaborate closely to ensure high-quality and meaningful clinical experiences for teachers in training.**

One of the best ways to develop effective educators is to provide an opportunity for them to learn to apply their knowledge in an authentic setting with the guidance and support of effective mentors and expert faculty. When surveyed, new teachers reported that their clinical experiences were more valuable than their coursework in supporting their learning related to instruction and classroom environment, especially managing student behavior. Working collaboratively to design and

implement effective clinical experiences is an essential component of effective preparation. About 70 percent of districts reported collaborating with EPPs to select, set expectations for, and train mentor teachers for pre-service educators. Effective collaboration in this area allows candidates to transfer the skills they learn in their own coursework to the classroom under the guidance of effective mentor teachers. Mentor teachers model effective instruction and offer support and feedback for novice educators as they begin to practice the craft of teaching. District and EPP partners should regularly assess the quality and effectiveness of clinical experiences offered to candidates.

**Districts should regularly review the systems they have in place for developing and supporting novice teachers.**

Quality induction programs bridge the transition from preparation to practice. Systems of support through effective mentorship, coaching, and well-developed new teacher orientations help teachers apply their knowledge in the classroom. Much research has focused on the challenges of developing and implementing effective professional learning for teachers. One consistent feature that has

Figure 5

**A Roadmap for District and Teacher Preparation Programs to Build and Sustain Strong, Bold Partnerships<sup>11</sup>**

**INITIATION STAGE**

- |  |   |  |   |
|--|---|--|---|
| <p><b>1</b> Districts should understand their talent pipeline and discuss these needs with teacher preparation programs.</p> | <p><b>2</b> Partners should set the initial vision and goals together, with a focus on relationship-building and trust.</p> | <p><b>3</b> Partners should align on rubrics and key expectations for program graduates.</p> | <p><b>4</b> Partners should commit to sharing and looking at data together to drive action.</p> |
|--|---|--|---|

**IMPLEMENTATION STAGE**

- |  |   |  |  |
|--|---|--|--|
| <p><b>5</b> Partners should jointly select and train mentor teachers and strategically place candidates.</p> | <p><b>6</b> Partners should ensure coursework matches clinical experiences and district language.</p> | <p><b>7</b> Partners should communicate and meet frequently.</p> | <p><b>8</b> Partners should spend more time in schools together.</p> |
|--|---|--|--|

**CONTINUOUS IMPROVEMENT STAGE**

- |  |   |
|--|---|
| <p><b>9</b> Partners should be open to change and regularly step back to honestly discuss progress and challenges.</p> | <p><b>10</b> Partners should ensure that district needs drive shifts in teacher preparation programs' pipelines, structures, and systems.</p> |
|--|---|

emerged in the research is the idea that one size does not fit all. Personalized development plans that are aligned with and rooted in practice can target areas in need of support. Districts can support their school leaders to set clear expectations for their new teachers and to provide them with the systems of support to make the improvements to develop into more effective educators. In Georgia, the state requires that all candidates work with the EPP to develop a personalized learning plan based on data from the edTPA (described in more detail above under the state role). This plan can serve as a roadmap for novice teachers' induction, professional development, and other types of support.

**EPPs must ensure that they provide aspiring educators with a strong understanding of statewide instructional initiatives.** Over the last few years, the department has increased efforts to regularly include EPP faculty and staff in training opportunities related to new standards and instructional shifts, teacher evaluation, and other statewide initiatives like Response to Instruction and Intervention (RTI<sup>2</sup>) and Read to be Ready. These efforts are aimed at ensuring that EPPs have the information needed to align preparation with current teaching expectations that novice teachers face as they enter Tennessee classrooms. The department is committed to increasing opportunities for EPPs to be engaged in these initiatives alongside district partners.

## Using Data to Inform Quality Clinical Placements

The Improving Student Teaching Initiative (ISTI) seeks to improve the quality of student teaching experiences during pre-service preparation. This improvement strategy, led by Dan Goldhaber (American Institutes for Research) and Matt Ronfeldt (University of Michigan), has two main parts. First, ISTI helps programs use existing administrative and evaluation data to identify and place pre-service candidates with mentor teachers in placement schools that are most likely to lead to successful clinical experiences. Second, ISTI is working with EPPs to implement a more rigorous feedback system during student teaching. The feedback system is based upon an observational

rubric aligned with the host district's observational protocols. It operates on an accelerated schedule, includes automated and regular reports that focus on a few areas of potential improvement, and involves structured debriefing sessions with the university field supervisor and mentor teacher. Following the conclusion of the clinical teaching experience, ISTI will test whether either of these strategies improves the employment, effectiveness, and retention of teachers. Ideally, this information will prove valuable to participating institutions and, more broadly, the teacher education field.

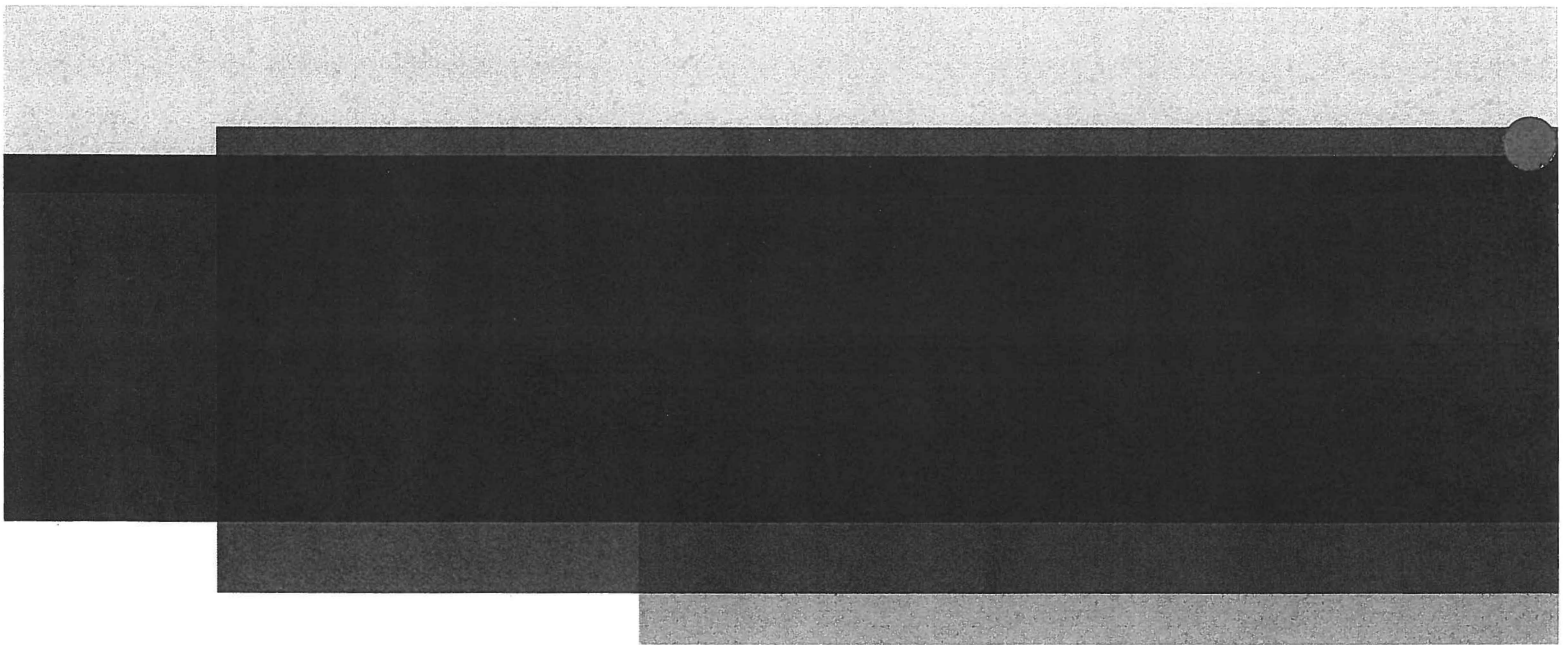


# NOTES

1. In July 2013, CAEP replaced the two former accrediting bodies, the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).
2. The implementation working group consisted of 35 members representing EPPs of varying size and location, school districts, and education advocacy groups.
3. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Washington, DC: Learning Policy Institute.
4. Murray, Matthew et al. (2016) Academic Program Supply and Occupational Demand Projections: 2008-2018. Accessed 3/24/17 at [cber.haslam.utk.edu/pubs/mnm118.pdf](http://cber.haslam.utk.edu/pubs/mnm118.pdf).
5. Math teachers do not show up as a high-needs area in our calculations; however, our calculations do not look specifically at higher level math courses. Districts tend to highlight their need for more teachers who have the ability to teach advanced mathematics.
6. Gansle, K. A., Noell, G. H., & Burns, J. M. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. *Journal of Teacher Education*, 63, 304–317; Henry, G. T., Purtell, K. M., Bastian, K. C., Forttner, C. K., Thompson, C. L., Campbell, S. L., & Patterson, K. M. (2014). The effects of teacher entry portals on student achievement. *Journal of Teacher Education*, 65(1), 7–23.
7. Ronfeldt, M. & Campbell, S. (2016). Evaluating teacher preparation using graduates' observation ratings. *Education Evaluation and Policy Analysis*, 38(4), p. 603–625.
8. 2016 Teacher Preparation Report Card, Accessed 3/15/2017 at [teacherprepreportcard.tn.gov/](http://teacherprepreportcard.tn.gov/).
9. We see similar recommendations in *Prepared for day one: Improving the effectiveness of early-career teaching*, released by Tennessee SCORE in October, 2016.
10. The first reports were released in March 2017.
11. Adapted from Education First (2016). *Ensuring high-quality teacher talent: How strong, bold partnerships between school districts and teacher preparation programs are transforming the teacher pipeline*, p. 2. Accessed 3/24/17 at [education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf](http://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf).



[www.tn.gov/education](http://www.tn.gov/education)



# Retaining South Carolina Teachers through Increasing Support

## What research tells us about teacher turnover

- The subject areas most likely to experience turnover: math, science, special education, and foreign languages.
- The types of schools most likely to experience turnover: Title One Schools (50% higher turnover) and schools serving high concentrations of minorities (70% higher turnover).
- The workplace condition most predictive of teacher turnover is lack of administrative support.
- If we want to make an impact on teacher retention, we must give more attention and support to teachers, administrators, and students in these environments. (Carver-Thomas, 2017)

## Two ways teachers feel especially unsupported

### 1. Lack of time to do their job

- Teacher burnout is higher than in previous years, as less staff are hired, and teachers are expected to do more and more with less and less time.
- Teachers work many uncompensated hours overtime.
- Teachers' planning time is often taken by meetings, duties, and paperwork.

### 2. Lack of back up and respect in the classroom

- Some school cultures are hostile towards teachers and many students are resistant to receiving instruction.
- Novice teachers may be unprepared to handle the insults and even attacks of students.
- Teachers often have to deal with problems by themselves without administrative backup.
- Learning environments are affected negatively when there are not appropriate and timely consequences for disrespecting a teacher.

Vanessa Torres, SC Milken  
Educator 2016  
[vanessakoestner@hotmail.com](mailto:vanessakoestner@hotmail.com)



## How we can give teachers more time

- Hire enough staff, including assistants, for each grade level.
- Incentivize community volunteers to assist in the classroom, such as tax breaks for businesses who let employees volunteer in schools once a week.
- Offer different types of teaching arrangements, such as job share positions.
- Reduce paperwork, especially for special ed teachers, by allowing them to enter data directly online.
- Compensate teachers a few days to work during the summer to get ahead in planning.
- Pay new teachers on a 200 day contract instead of 190 day contract.

## How we can give teachers more backup

- Districts should regularly fund professional development in classroom management.
- Administrators should collaborate with a team of teachers to create school norms for behavior and a ladder of consequences that are clear and consistently enforced.
- Administrators should help teachers having difficulty managing classes to come up with creative solutions and assist them in carrying them out.
- Consequences for disrespect or disruption of instruction should be serious, and should extend into athletics and extracurricular activities.

## How we can create a more supportive school climate

- Invest in high quality principal residency programs which model for apprentice principals how to engage in shared decision making, back up teachers, and create a positive school culture.
- Invest in high quality teacher residency programs, in which new teachers work as paid apprentices under a master teacher for a year and then teach for at least 3 years in the district.
- Use federal funds to provide Title One schools with high concentrations of minority students with additional resources and higher salaries to attract and retain exceptional principals and teachers.
- Expand Benedict's and Clemson's Call Me Mister Program to recruit, train, and certify minority male teachers for Title One Schools.
- Host school-wide social emotional learning workshops for students and teachers like Challenge Day.
- Incorporate social emotional learning into all instructional levels to help students develop interpersonal skills.
- Provide more wrap around services for at risk students like mental health services, guidance counseling and after school programs.
- Use Title One funds to hire behavior interventionists, especially in elementary schools, who can help retrain children in skills to be successful in school and life.
- Provide one-on-one mentoring for at risk students, such as the Watch Dog Dads Program.
- Involve families with events like Parent University or Family Fridays.



## What SC teachers have to say about why they left the profession:

*"In short: I left because I could not handle classroom discipline. I also was overwhelmed with the inability to prepare for the next day, even after staying late into the evening, while grading papers for six different classes, representing two levels of Spanish, and keeping up with the administration's request for paperwork for discipline issues."* (High School Spanish Teacher)

*"I quit because I felt unsafe, unprotected, and unsupported. One day, I was chased down by a 200 pound student who knocked my glasses off, punched me in the face, and continuously punched me on the floor until the administrator came. The student was put on homebound for misbehavior but my district's schoolboard refused to continue to pay for homebound services and decided that the student should be placed back in my class. I was so terrified that I quit that very day, and never looked back."* (High School Special Ed Teacher)

*"My will for teaching was broken when students repeatedly talked over me in class, ignored me, and even cursed at me. Also, as I was teaching, students would regularly dare each other to jump out the back window of our first floor classroom, and then would actually do it. I felt completely powerless and ineffective as a classroom manager, and it seemed like I had no back up from administration or parents."* (High School Science Teacher)

*"My breaking point was when I came back from recovering from an illness to find that a student had poured a chocolate milkshake all over my desk. But the disrespect had started long before that."* (High School Spanish Teacher)

## References

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher Turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.



Help make South Carolina a state where teachers want to teach and students want to learn!

**From:** noreply@formstack.com  
**Sent:** Thursday, September 21, 2017 6:42 AM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 09/21/17 6:41 AM

<b>Name:</b>	Carol Jackson
<b>Organization:</b>	Dutch Fork High School
<b>Job Title:</b>	Teacher
<b>Phone:</b>	(803) 312-3312
<b>Email:</b>	<a href="mailto:cjackson@lexrich5.org">cjackson@lexrich5.org</a>

**Please provide feedback or  
suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

I reluctantly went into the TERI program four years ago when the state decided to sunset it. My financial advisor presented strong evidence in support of doing this, even though my teacher heart was desperately afraid of being forced out of teaching before I was ready. Now I am in the fifth and final year of TERI, and I am facing the reality of that fear. It would not be my principal or my school district forcing me out, however, because as a department head, district professional development leader, AP Literature teacher (and College Board AP Reader), and Teacher Cadet instructor (and trainer of new instructors across the US), I have value to my district. What would force me out and what is causing me great anxiety as I face the reality of my situation is the salary cap of \$10,000 coupled with a 14% salary reduction in my district for retirees. It is not fair that the retirement I have earned will be stopped for my group of TERI retirees and never recouped. It is not fair to take a teacher who is still doing the meaningful work with strong reputation and leadership and pay her

to work the same job for less money. What this is causing me - and many others - to do is to seek employment across state lines. You WANT people like me to stay in the classroom. What SC is doing, however, is forcing me into a decision of working for less or driving to Augusta or Charlotte where my retirement won't be affected. I have no doubt that I can get a teaching job there with my credentials, but I do NOT WANT to leave SC. I just want the state that I have given so much to to treat me fairly. I don't know anyone - and I want you to ask yourselves this - who, when put in my position, would see their way to staying and doing the same job for less money, while at the same time losing all but \$10,000 of the retirement money we own! You have a chance to save us, and I hope you will see that seriously. Finally, as a Teacher Cadet instructor, I am an encourager of young people to enter the profession. I am very successful at this. This is what you are seeking, is it not? Ways to encourage young people into the profession? You have ME, and I have over 100 teachers in classrooms who are there because of the start they got in my classroom. Removing me -- through the salary cap and district salary reduction - removes that. I just don't understand how you see this as logical, and I hope that this committee will recommend changes that will help keep me - and many others just like me - in the classroom. I would be happy to testify, meet, or speak by phone should you desire any additional information.

**Please upload comments, suggestions, feedback, and supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250



**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Wednesday, September 20, 2017 10:34 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 09/20/17 10:33 PM

**Name:** Carmenita Anderson

**Organization:** Elementary School

**Job Title:** Teacher

**Phone:** (803) 459-6150

**Email:** [cwilliettea@gmail.com](mailto:cwilliettea@gmail.com)

**Please provide feedback or  
suggestions on how to recruit  
and retain educators in South  
Carolina.:**

Teachers need to be valued in the educational system. The salary needs to be adjusted. Paperwork needs to be reduced along with only viewing the student through data. Teachers need to be supported by the administration by at school and on the district level.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Wednesday, September 20, 2017 9:18 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 09/20/17 9:18 PM

**Name:** Sandy Hawkins

**Organization:** Dutch Fork High

**Job Title:** Teacher

**Phone:** (803) 360-4546

**Email:** [shawkins@lexrich5.org](mailto:shawkins@lexrich5.org)

**Please provide feedback or  
suggestions on how to recruit  
and retain educators in South  
Carolina.:**

Please get rid of the salary cap that will affect teachers who are finishing TERI at the end of this current school year. Keeping veteran teachers in the classroom is essential to maintaining quality education in SC.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Wednesday, September 20, 2017 5:19 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 09/20/17 5:18 PM

**Name:** Johnnelle Raines

**Organization:** USPIE

**Job Title:** Board member

**Phone:** (704) 860-0648

**Email:** [johnnelle@bellsouth.net](mailto:johnnelle@bellsouth.net)

**Please provide feedback or  
suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

Rewrite standards that are NOT 90%+ in line with Common Core...Return autonomy to teachers to teach children and not teach to the tests. Make sure Teachers are respected as a MAJOR stakeholder and are not just given mandate after mandate from the USDE. Return as much local control back to the local school boards. Smaller class siz.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

Traywick, Laurie

**From:** noreply@formstack.com  
**Sent:** Saturday, August 26, 2017 8:14 AM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 08/26/17 8:13 AM

<b>Name:</b>	Elizabeth Beck
<b>Organization:</b>	Sumter School District
<b>Job Title:</b>	Special Education Teacher
<b>Phone:</b>	(803) 983-6936
<b>Email:</b>	<a href="mailto:samspecmom@earthlink.net">samspecmom@earthlink.net</a>

**Please provide feedback  
or suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

I considered to leave the profession several times due to:

- increase in demands without compensation or consideration of the impact such as decrease of instructional time.
- decrease of vision, direction, action and professionalism from the district and school administrative leaders that has increased of dirty politics within the school district and negatively impacts the learning environment for students.
- increase of with-holdings with the decrease of benefits and take home pay.
- cost of professional development or degree advancement required without scholarships, tuition reimbursement or incentive programs.
- decrease community and parental support with the increase of polarized social issues in the community and world.
- increase of student apathy in academics and responsibility.
- decrease in moral and school spirit due to poor administrative choices
- increase duty responsibilities. improved working conditions and



this list.

South Carolina and society needs a major shift in the perception of education as a career. There are many careers that has better pay and benefits with less stress that individuals are drawn to instead of education. Increase pay, benefits and intensive programs such as tuition programs and reinstating programs like TERI may help.

I stayed because I had my children and could watch their educational experiences. With the TERI ending and it's restrictions, I will be forced to leave education at the end of this school year. I hope and pray that the state of South Carolina can turn this long standing problem around quickly, so that the ripple effect will not devastate the future of our youth or communities.

**Please upload comments,  
suggestions, feedback,  
and supporting  
documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**From:** noreply@formstack.com  
**Sent:** Thursday, August 17, 2017 8:46 AM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 08/17/17 8:45 AM

<b>Name:</b>	Lisa Branham
<b>Organization:</b>	Legacy Early College
<b>Job Title:</b>	Media Specialist/Instructional Coach
<b>Phone:</b>	(864) 350-4294
<b>Email:</b>	<a href="mailto:lbranham@legacyearlycollege.org">lbranham@legacyearlycollege.org</a>

**Please provide feedback  
or suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

Educators can only be retained by meeting their basic needs first. Teachers need to feel supported by administration and not just in a theoretical way, but in tangible ways that are support driven, not supervisory driven. Administration needs to ensure that new teachers are not given the most difficult, least desirable courses and the most course preps. New teachers need to be supported in their content, in their grading policies, in their communication with parents, all the things that as veteran educators we had to just figure out. Mentor teachers need to be given release time during their day to spend quality planning and support time with their mentees. These things cannot be simple additions at the end of the work day because new teachers and mentor teachers are already overwhelmed.

Teacher preparation programs need to do a better job of preparing teachers by working more closely with schools to determine what teachers need to know before entering the classroom. Student teaching



procedures in place, the rooms set up and the student demographic and developmental statistics disaggregated. New teachers can become overwhelmed in the first few years because they have never been exposed to the teaching process from beginning to end.

Ensuring that young teachers have livable working wage would definitely help with retention. Many new teachers must take on second jobs in order to live comfortable which in turns causes burnout and the students get shortchanged because the teacher comes to school under prepared and exhausted. A livable wage is critical to ensuring we retain educators.

I also think pathways to teacher leadership would help retain teachers as they feel they can "climb the ladder" and increase their responsibilities and income based on their performance. The current system allows for raises only because you complete a year of service. If there were multiple pathways to increase salary responsibility, I believe they would be more motivated to stay in the profession.

**Please upload comments,  
suggestions, feedback,  
and supporting  
documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Tuesday, August 15, 2017 2:37 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 08/15/17 2:37 PM

**Name:** Tresa Diggs

**Organization:** Office of Special Education Services, SC Department of Education

**Job Title:** Team Lead

**Phone:** (803) 734-5454

**Email:** [tdiggs@ed.sc.gov](mailto:tdiggs@ed.sc.gov)

**Please provide feedback or  
suggestions on how to  
recruit and retain educators  
in South Carolina.:**

I have worked as a teacher, principal, assistant superintendent and superintendent in Pennsylvania and New York. As a first year teacher in Pennsylvania, I was recruited from college by a small urban district that needed diversity. The recruitment effort was on-site at my college (personal attention). Had it not been for the on-site visit, I would not have considered the district. They also offered assistance with housing and tours of the areas. This type personalized service is needed in our rural smaller districts. Send a state recruiter to various college and universities, offering placement assistance. It is not always about the money when determine where you want to work, but the warmth and care that is offered.

Grow-our-own: Start incentive programs for high school student to attend state colleges and major in teacher education with a give-back of a few years of service. This is done in many programs, such as our CREATE Program. College is very expensive and student may

Once you get the teachers, offer incentive for them to stay. Morale building incentives. The smaller rural districts are in need of state support. They have difficulty finding and keeping teachers. Provide professional development for principals in these district on building relationships, supporting and collaborating with others. I would venture to say that most new teachers leave because of lack of support from their building administrators and alienation from veteran staff.

Consult with a district where retention is high and implement some of their efforts.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Thursday, August 24, 2017 12:34 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 08/24/17 12:33 PM

<b>Name:</b>	Debbie Elmore
<b>Organization:</b>	Marlboro County School District
<b>Job Title:</b>	Teacher
<b>Phone:</b>	(843) 910-0903
<b>Email:</b>	<a href="mailto:delmore@marlboro.k12.sc.us">delmore@marlboro.k12.sc.us</a>

**Please provide feedback  
or suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

Pay for working retirees should be consistent through out the state. Currently in my district, a working retiree is being paid at the fourteen year bachelor's degree pay scale, whereas a neighboring county is paying their retirees the same salary they would be making if not retired. Teacher who are retired from NC schools are allowed to come to our district and not be penalized because they are retired. They are being paid at the top of the pay scale.

**Please upload comments,  
suggestions, feedback,  
and supporting  
documents.:**

**From:** noreply@formstack.com  
**Sent:** Monday, August 21, 2017 8:06 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



## Formstack Submission For: Educator Retention and Recruitment Study Committee Feedback Form

Submitted at 08/21/17 8:05 PM

<b>Name:</b>	Brittany Harte
<b>Organization:</b>	Beaufort County Schools
<b>Job Title:</b>	Media Specialist
<b>Phone:</b>	(912) 777-2678
<b>Email:</b>	<a href="mailto:brittany123@gmail.com">brittany123@gmail.com</a>

**Please provide feedback or suggestions on how to recruit and retain educators in South Carolina.:**

As a South Carolina educator who has worked in two other states, one need I see is to make the work climate teacher- and student-friendly. For example adding more paid planning time during the school day, mandating duty-free lunch, and limiting the number of after school hours we are required to stay after school. It is common for planning time in the elementary school being used for meetings and professional development, so a teacher may have less than 2 actual planning hours a week. Add to that required after school staff meetings and events and teachers work more hours than it shows on paper without even getting to the lesson planning and grading. Many elementary teacher are required to eat lunch while supervising their students, which means teachers can spend an entire work day without having even a 15 min break from duty much less time to prepare for the next day. Teachers, especially in their first years or in high need school, spend 10-plus hours of their personal time a week planning and preparing for the classroom. That time is uncompensated and not forgotten with a small

(mandated breaks, limited after school hours, duty-free lunch or planning) into their contracts and many teachers from union states leave after a year or two working in these conditions to go back to higher pay and better conditions. If you are looking to see why teachers are leaving and discouraging others from entering the profession, you should look to see how administrators are treating their workforce in the day to day working environment. This retention issue is not about seeking out individual teachers but about creating a work climate that treats one as an educated professional with human needs and not a low-level, replaceable drone. Overworked, overtired teachers with no time to plan are not what are students deserve.

**Please upload comments, suggestions, feedback, and supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250



**Traywick, Laurie**

---

**From:** noreply@formstack.com  
**Sent:** Tuesday, August 15, 2017 5:26 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 08/15/17 5:26 PM

<b>Name:</b>	Bob Knight
<b>Organization:</b>	South Carolina Public Schools
<b>Job Title:</b>	Teacher, 30 years
<b>Phone:</b>	(803) 329-6485
<b>Email:</b>	<a href="mailto:ojkrikacraig@hotmail.com">ojkrikacraig@hotmail.com</a>

**Please provide feedback  
or suggestions on how to  
recruit and retain  
educators in South  
Carolina.:**

I should not walk down the hall and see new teachers in tears, not because they are busy planning for lessons or student issues, but instead having so many useless, needless, worthless hoops they are struggling to jump through. I should not hear veterans saying, "They have sucked all the joy out of teaching." I should not hear teachers, when asked, "Are you ready to go back to school?" answer, "No, I'm dreading it." To quote another teacher in a recent newspaper article: "Teachers today are micromanaged and assessed with invalid metrics that require tremendous amounts of useless data tracking and paperwork. They spend their own money to buy supplies and give up their weekends to grade papers and make lesson plans, because "planning time" at school is filled up with meetings and paperwork." All this for a small paycheck that has not meaningfully increased in years. We have become so standards paranoid and bureaucracy-driven that we have effectively eliminated any sort of teacher autonomy and have been made to become robots of the state. We must, without

to teach it, regardless of whether it is what the students actually need. Until the last several years I have loved my job and profession. The last several, though, have burned me out. I do have some ideas that I believe will help solve some of the issues we are dealing with, and others that I have spoken with have agreed. I will be glad to serve on a committee and share them. But mark my words - if the state of South Carolina does not address these issues soon, we are only at the tip of the iceberg of a crisis. If we desire to keep our teachers, then we must stop making it impossible to be one.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

Copyright © 2017 Formstack, LLC. All rights reserved. This is a customer service email.

Formstack, 8604 Allisonville Road, Suite 300, Indianapolis, IN 46250

**From:** noreply@formstack.com  
**Sent:** Tuesday, September 05, 2017 1:10 PM  
**To:** Heatwole, Emily; Traywick, Laurie; Brown, Ryan  
**Subject:** Educator Retention and Recruitment Study Committee Feedback Form



**Formstack Submission For: Educator Retention and Recruitment  
Study Committee Feedback Form**  
Submitted at 09/05/17 1:10 PM

<b>Name:</b>	George Patrick McLeer
<b>Organization:</b>	South Carolina Arts Alliance
<b>Job Title:</b>	Executive Director
<b>Phone:</b>	(864) 245-2764
<b>Email:</b>	<a href="mailto:gpmcleer@gmail.com">gpmcleer@gmail.com</a>

These items are offered as a private citizen, not as official recommendations of the organization listed as my employer.

Some thoughts on teacher recruitment and retention - other than increased pay (which should be a given).

**Please provide feedback or suggestions on how to recruit and retain educators in South Carolina.:**

1) Refund for PRAXIS / certification exam costs.  
Currently, if you are studying to be a teacher, the cost of PRAXIS - and other certifications - comes out of pocket for education majors in college. (For my sister total certification costs went over \$700 as she had a speciality field - special education) These costs are not included in tuition at colleges. It would be great if after 1 year, or some other number of years, teaching in the state system, teachers were refunded for these out of pocket costs.

2) Transfer of Months of Service.

before the teacher hits the required number of days per the contract to qualify for "1 year of service), AND the teacher transfers to another district within the state with no gap in employment (leave Friday, start Monday -- maybe Tuesday), they should be able to retain those months of service at their former school and have those months count towards their state retirement plan. Currently, if a district has a policy of 150 days equals qualification for a year of service, but a teacher gets out of their contract (in an amicable way) at day 145, those 145 days do not count towards their years of service. Additionally, since that teacher would only have about 60 days in their new district, those 60 days also do not count. The end result is that the teacher loses a full year of service - they are not eligible for a yearly pay increase, and have to work a full year longer to hit full retirement, even though they have been in a state classroom for that whole year. Those days should count.

### 3) Masters Programs in Rural Cohorts.

As a way to retain teachers in rural areas, looking into ways to help teachers achieve their Masters degrees within a "rural cohort" at a state university would be beneficial. Cohorts offer lower costs for the Masters program. Teachers have a hard time, or find it impossible, to pay for their Masters program if they are the sole income in a household, so a cohort payment plan works well. If rural teachers were given this opportunity, not only would they stay in their rural classroom longer, but the Masters program research and internships required would then be done by those teachers (broadening their experience in rural districts), raises their salary level, and also creates the potential to move upward in the education industry - possibly all within their rural district.

### 4) Community Development.

I would love to see the important role local governments and communities have on recruiting teachers be brought forward. Local governments may not have a say in local education, but they do have a say in local quality of life. Many teachers cannot stay in rural areas not because of their school, but due to the lack of quality housing (especially rental markets for 1st year teachers), retail and restaurant development, cultural offerings, and overall community vibrancy. In my previous job working in a local government's community development department, I saw that education was never really a part of our discussions in economic development - it should be. Incentivizing local governments to enhance quality of life for teachers (housing, partnerships, etc) may be another way to impact teacher retention long-term.

**Please upload comments,  
suggestions, feedback, and  
supporting documents.:**

## South Carolina Education Deans Collaborate to Remedy Acute Teacher Shortage

The deans of six of South Carolina's larger Schools and Colleges of Education have formed a consortium to address collaboratively some of South Carolina's most pressing education issues. Today they have released a statement urging action to address the teacher shortage being experienced across the State.

The deans convened at the request of the Provosts of nine colleges and universities across the state who have been meeting for the past two years under the auspices of the Tri-County Cradle to Career Collaborative (TCCC), a collective impact site at work in the Low Country.

In releasing this statement Dean Jennie Rakestraw of Winthrop University commented: *Our state's public education system faces a crisis —an ever-growing number of vacancies in schools across South Carolina has created an urgent need for more teachers. However, new teachers need to be well prepared and able to help every student learn and succeed in school and beyond. The education deans have come together to identify practical and innovative ways our institutions, in collaboration with the state legislature and educational agencies, can address the teacher recruitment and retention issue. Our recommendation includes allowing our universities to create novel pathways to becoming a teacher through university and school partnerships. I am very hopeful about the ideas generated and what this will mean for our schools and the children they serve.*

The statement is directed at the newly established South Carolina Educator Retention and Recruitment Study Committee established by the legislature but is also directed to the South Carolina Department of Education and the Commission on Higher Education. The statement was facilitated by TCCC and prepared by the deans following meetings with senior representatives of SCDOE, CHE and the Education Oversight Committee (EOC).

The dean's consortium has met twice and future meetings are planned to address the teacher shortage and other pressing education issues.





## STATEMENT ADDRESSED TO THE SC EDUCATOR RETENTION AND RECRUITMENT STUDY COMMITTEE

### The Teacher Shortage in South Carolina

The shortage of qualified teachers in South Carolina especially in high poverty and rural areas and in disciplines including Math and Science has become so critical as to compromise both the quality of education and future economic development across the state. Enrollment declines at colleges of education only serve to exacerbate this crisis.

On August 18, 2017, the Deans of Education from Clemson University, College of Charleston, Francis Marion University, The Citadel, University of South Carolina and Winthrop University, as well as representatives from the Center for Education Recruitment, Retention and Advancement (CERRA) and the S.C. Education Oversight Committee (EOC) met to establish the facts and potential countermeasures. The meeting was convened and facilitated by the Tri-county Cradle to Career Collaborative. (TCCC).

A second meeting occurred on August 30 in Charleston SC with State Superintendent Spearman and Jeff Schilz, Interim President, SC Commission on Higher Education in attendance.

#### FACT FINDING

The number of teachers leaving their positions each year (6,500 in 2016) is significantly higher than the number of SC graduates of teacher programs available to fill them (1,700 in 2016). Enrollment in SC teacher training programs is declining on average by 4% per year

Of the nearly 6,500 teachers who did not return to their positions:

- 25% took a teaching position in another S.C. district or special school;
- 23% percent left because of a personal choice;
- 18% retired;
- 12% moved out of the area;
- 5% changed professions altogether;
- 5% took a teaching position out of the state or country; and
- 4% were terminated or their contracts/letters of agreement were not renewed.

Additionally, 38% of the 6,500 teachers who did not return had five or fewer years of classroom experience.

High teacher turnover creates a continuous state of rebuilding in schools, often diminishing the collaboration and cohesion needed to build a sense of community. Additionally, the constant process of hiring and replacing teachers consumes an inordinate amount of districts capital – both human and financial.

Unless corrective action is taken, the failure to attract and retain great teachers will significantly compromise the education attainment of our children, the fiscal health of our communities and our collective capacity to attract new jobs and families to our state.

## COUNTERMEASURES

The need for innovative programs and strategies for both recruiting and retaining quality educators in South Carolina, is apparent. Collective action is required to develop and implement incentives and structures to attract, develop and retain quality teachers.

We urge the SC Department of Education and the Commission on Higher Education to work with us and other Schools and Colleges of Education to:

- 1. Provide expedited approval of pilot programs that would allow for conditional certification of educators followed by full credentialing after years of service, demonstration of instructional effectiveness and success in Praxis subject assessment.**

We are committed to working together in the development and deployment of these pilots to ensure that they are complementary and aligned. We further commit to working within our own institutions to minimize delays and to 'fast-track' internal approval.

- 2. Work with the governor and state legislature to significantly increase funding for evidence-based programs including Call Me Mister and Teaching Fellows.**

These programs are known to work and can contribute significantly to the supply of qualified teachers. In the case of Teaching Fellows, we urge that the amount of the award be increased immediately, in line with CERRA's recommendations, and ultimately the number of awards.

Additional areas of critical need that we intend to address as a group in the coming months include the following:

Develop powerful messaging that truly outlines the needs.

- Further analyze the shortage to target geographic and content areas.
- Define the shortage not only by the number of required teachers but also by the number of students impacted.

Develop multiple pathways to certification.

- All certification pathways must produce educators who have content and pedagogical knowledge, as well as demonstrated professional disposition for classroom instruction, and who have completed rigorous, supervised field experiences in the subjects they will teach.
- Provide flexibility to districts and colleges of education in partnership with districts, to develop models that respond to local needs.

Educator compensation must be addressed.

- Low teacher pay especially in their first five years is a handicap in attracting new teachers to the profession.

- Innovative initiatives that include differentiated tuition programs and/or loan forgiveness need to be evaluated as possible recruitment tools.

Address the issue through both the lens of recruitment and retention.

- Develop marketing that encourages students to pursue this career path.
- Showcase excellence.
- Engage the business community in changing the narrative on teaching and its importance.
- Market existing teacher loan programs better.
- Increase fiscal support for individuals to pursue this career path, i.e. Call Me Mister, ProTeam and Teacher Cadet programs.
- Develop career advancement opportunities for veteran teachers that will retain our best teachers in the classroom, i.e. dual roles, teacher leadership, National Board Certification.
- Supplement National Board Certification to promote mid-career retention.
- Provide new teachers with appropriate professional support, feedback and demonstration of what it takes to help their students succeed.

Address school climate.

- Address the underlying causes for why educators depart within the first five years, i.e. compensation and working conditions.
- Increase supports and training for district and school-level leadership. Leaders must be able to build authentic collaboration with their staff members while providing instructional supervision.

Respectfully Submitted

**Larry G. Daniel, Dean**  
Zucker Family School of Education  
The Citadel

**George Petersen, Dean**  
College of Education  
Clemson University

**Frances Welch, Dean**  
School of Education, Health &  
Human Performance  
College of Charleston

**Tracy Meetze-Holcombe, Dean**  
School of Education  
Francis Marion University

**Jon Pedersen, Dean**  
College of Education  
University of South Carolina

**Jennie Rakestraw, Dean**  
Richard W. Riley  
College of Education  
Winthrop University



Public Focus. Proven Results.™

## SOUTH CAROLINA DEPARTMENT OF EDUCATION

EdForce™ - Teacher Recruitment & Support Services

Molly Spearman, Superintendent of Education  
South Carolina Department of Education  
1429 Senate Street  
Columbia, SC 29201



Corporate Office:

148 State Street, Tenth Floor | Boston, MA 02109  
Tel. (617) 426-2026, Fax. (617) 426-4632  
[www.publicconsultinggroup.com](http://www.publicconsultinggroup.com)

Educational Partnerships Services:

4991 Lake Brook Drive, Ste. 350 | Glen Allen, VA 23060  
Tel. (888) 826-1250, Fax. (800) 276-0305  
[www.educationalpartnerships.net](http://www.educationalpartnerships.net)

## EXECUTIVE SUMMARY



### Corporate Background - Public Consulting Group, Inc.

Public Consulting Group, Inc. (PCG), is a management consulting firm that primarily serves public sector education, health and human services, and other state and municipal government clients. Established in 1986, PCG employs over 2,000 employees and operates from 61 offices across the United States and in Canada; United Kingdom; and Poland. The firm has extensive experience in all 50 states, clients in five Canadian provinces, and a growing practice in the European Union. PCG directly serves 6,200 school districts, 27 State Departments of Education, 17 of the 25 largest urban schools districts and 51,000 schools.

PCG has the financial stability, resource depth and strategic expertise to ensure the quality and applicability for EdForce™ services to strategically targeted school district across South Carolina. PCG is a privately held partnership which allows the company to consistently focus on core objectives – serving clients and exceeding their expectations. In being a privately owned and financially secure company, the company's mission does not change with market fluctuations or venture capital interests.

With a corporate mission of "*Public Focus, Proven Results*" PCG is one of the largest firms in the nation devoted to providing services to public agencies. PCG Education staff understand the issues that face education organizations and work closely with our K-12 partners nationwide to strengthen and improve services, processes, and resources. PCG Education works with districts of every size and demographic make-up, from small, rural organizations to urban districts and statewide agencies.

### PCG Education's Proprietary Employee Recruitment & Support Services

PCG Education's EdForce™ is an educational human capital program that helps districts solve the difficult task of filling every classroom, by combining qualified educational talent within our well-developed educational only pipelines, while offering the latest educational industry professional development, coaching and mentoring supports to ensure success in the classroom. PCG Education's proprietary recruitment methodology provides the newest recruiting strategies, resources, and tools to ensure identification of the most qualified and committed instructors within geo-specific areas. PCG Education is committed as an "education" company with the capacity to partner with school districts to fulfill the charge of attracting talented candidates and helping to develop them into successful teachers, while recognizing the many rewards of being a career educator.

EdForce™ provides individualized support for all new hire candidates. Typical supports include:

- Hands-on coaching from experts with over 2 decades of classroom experience coupled with educational human capital experience
- Access to high quality, online and interactive professional development courses in core teaching competency areas like classroom management, curriculum and instruction
- An interactive online learning community that allows all adjuncts from across the nation to connect with each other, share experiences and provide support



## Pathway to Initial Certificate

The Pathway Program is designed to create the next generation of South Carolina educators that meet SCDE licensure requirements in critically need content areas. PCG Education can recruit talent for a Pathway to Initial Certification Program by sourcing candidates that meet basic eligibility requirements. The district can make hiring decisions and place talent in classrooms as support staff, while simultaneously enrolling them in Pathway Program. Typical supports for the Pathway Program include:

- 1:1 intensive coaching for South Carolina's Praxis II Certification Exams by PCG's Subject Matter Experts (SME)
- Access to PACE Program via PCG's Preferred University Providers
- Induction support (classroom management, instructional strategies, etc.) to help candidates get the skills necessary to become a successful teacher the following completion of Pathway Program
- Vast education resources, including hundreds of content area and grade level-aligned, online courses

Once the place support staff fulfills all requirements, the district can promote them to teacher of record and grant them the Initial Certificate.

## Benefits of PCG Education's EdForce™ Solutions

- PCG Education has access to educational talent eligible for Initial Certificate
- PCG Education is an educational company first, not a staffing firm
- Flexible hiring options for K-12 teaching positions
- PCG Education offers alternative pathways through Pepper™ Professional Development platform
- Program management staff have considerable classroom and instructional experience
- Potential cost savings (ACA, payroll taxes, compensation, recruitment, turnover, etc.)

In summary, PCG Education, through its EdForce™ solution, maintains a strong commitment to provide the services described in this summary and would greatly appreciate the opportunity to demonstrate our capacity to strategically targeted South Carolina School Districts. PCG Education maintains a team of professionals with extensive educational staffing experience who would be dedicated to ensuring that an awarded contract has the necessary personnel, organization, and resources to properly fulfil all the services, condition, and stipulated specifications. PCG Education has more than 20 years of educational staffing experience and we would be honored to demonstrate, to targeted South Carolina School Districts, the very best of what we have to offer.

---

## **EdForce™** - FREQUENTLY ASKED QUESTIONS

### **QUESTION 1) WHAT DOES THE SCREENING PROCESS LOOK LIKE AND CONSIST OF FOR TRAINING AND PLACING TEACHERS?**

The hiring process for candidates is determined on a case-by-case basis. PCG Education staff work collaboratively with district representatives to identify various strategies, methodologies and approaches which could be implemented – a general overview would look like this:

#### **Sourcing and Recruitment of Personnel through Geo-Targeting**

In a pursuit to secure qualified candidates for school district vacancies and educator pipelines, PCG Education staff recognizes that while many employers tend to focus on recruiting unemployed candidates, the real skill comes in attracting top candidates who are already working and who may be open to a better job and/or working conditions. Also, cognizant that many staffing strategies aim at recruiting younger people, it is recognized that about one-third of workers are actually between the ages of 25-44 and slightly less than one-third are 45 or older. To recruit the best, recruitment must be a 24/7 activity, it must also rely on data analytics and be sufficiently flexible in order for geo-targeting and internet marketing to work effectively. Geo-targeting is the capacity to deliver different content to an internet visitor based on location such as IP address, ISP, country, region/state, city, or other criteria. Recruiting methods direct applicants to <http://edforcesolutions.com> - the company's public website designated for individuals interested in temporary and contracted K-12 education employment through EdForce™.

#### *Three-Step Hiring Process for EdForce™ - PCG's Educational Staffing Pipeline*

PCG Education has developed a rigorous year-round hiring procedure to ensure the availability and selection of motivated and appropriately credentialed temporary contracted educators nation-wide. PCG Education has the capacity to provide school districts with an avenue to filter their specific needs, process candidates, and personalize training components through one source - EdForce™. Those interested candidates who fulfill the requirements for identified positions, as stipulated by respective school districts, and who successfully navigate through the processes and procedures, as listed below, will have their names forwarded for further consideration and final approval by collaborating school districts and their administrative designees.

#### Step 1: Apply Online

Applications for educational positions are accepted online only. When applying for an educational staffing position, candidates are required to upload the following documents:

- Resume
- Copy of an official / unofficial college transcripts, showing 60 credit hours or more (grade reports or college diplomas are not accepted)
- Copy of teaching certification, if applicable

**Step 2: In-Person Behavioral Interview**

PCG Education receives a large number of resumes for educational staffing positions. In an effort to ensure the placement of the most qualified individuals for positions, all candidates are required to participate in an in-person interview. PCG Education's interview technique involves a one-on-one interview between the applicant and the recruiter/hiring manager. During the interview, a series of questions are posed about the applicant's experience and skills, work history, availability, and the qualifications of the candidate.

**Step 3: Orientation and Training**

After applying and successfully completing all background checks, education credentialing, reference verification, and the in-person interview, PCG Education staff are better equipped to ascertain what employment vacancies are a best fit and schedule a 3-hour orientation and training. Completion of orientation and training provides candidates with pertinent information related to district policies and procedures, school safety and security procedures, educational liability laws, professional responsibilities, and ethics. Training is also conducted on web-based system for logging time for payroll. In addition, PCG Education can also continue the existing legacy trainings established by respective collaborative districts.

**QUESTION 2) WHAT IS THE SUCCESS RATE WITH THESE SERVICES?**

PCG Education's success rate/transition rate is over 91% for similar size districts of similar size to Greenville County School District, Charleston County School District, Horry County School District and Berkeley County School District.

The vision of PCG Education is to motivate students to become lifelong learners by continually advancing in their education and developing 21<sup>st</sup> century skills such as critical thinking, collaboration, creativity, and effective communication. This vision translates into everything we do, especially through hands-on coaching and interactive professional development courses offered through PCG's online Professional Development platform - Pepper™. Research has identified professional development and individualized support as best practices for retention of employees.

**QUESTION 3) WHAT OTHER DISTRICTS HAVE UTILIZED YOUR EdForce™ SERVICES?**

As an example, here are a few districts that PCG EdForce partners with:

SCHOOL DISTRICT	STATE
Atlanta Public Schools	Georgia
Danville Public Schools	Virginia
Durham Public Schools	North Carolina
Manassas City Schools	Virginia
Metropolitan Nashville Public Schools	Tennessee
Newark Public Schools	New Jersey

#### **QUESTION 4) HOW DOES PCG PROVIDE COST SAVINGS RELATED TO EdForce™?**

Cost savings is inherently subjective as it involves many variables working in tandem. A collaborative partnership with PCG Education's EdForce™ staff enables a district to implement a sound strategy and methodology that realizes cost savings through economy of scale.

##### **Cost Savings Passed on to Districts**

When school districts across the nation collaboratively partner on a scalable and replicable service designed specifically to recruit and support teacher candidates, school districts are able to share in an approach that affords efficiencies related to recruitment, payroll/compensation, professional development, and training. By reducing factors like turnover costs and adding proficiencies related to ongoing support and bandwidth, PCG Education has the capacity to increase the return on investment to school district partners translating into a realized cost savings respective to services offered. Factors directly related to cost savings include the following:

1. **Collaboration** - Service offerings are built upon a unified approach to improving teaching and learning. With this in mind, PCG Education closely coordinates all instructional activities with school leadership to ensure that instruction is standards based and aligned across core academic areas. Subject to school administration approval, PCG candidates participate in district and school based trainings, meetings and planning sessions, when appropriate.
2. **Candidate Qualifications** - PCG Education will source candidates with relevant degrees necessary to earn an initial teaching certificate. Further, we aim to find candidates with teaching and/or relevant experience who come from diverse demographic backgrounds, broad ranges of academic majors, and varied career fields.
3. **Recruitment** - Recruiting initiatives will include promoting the district, and the opportunity for employment with the district by using media outlets, online postings, leveraging relationships with statewide and national colleges and universities, and other traditional and non-traditional methods. PCG Education will also make use of any Board approved list(s) of temporary employees, like substitutes teachers, in good standing provided by the district.
4. **Onboarding and Employment** - PCG Education will be responsible for the onboarding of new employees for the district as needed. PCG Education will provide and collect all hiring forms required to be a school employee in the State of South Carolina, including mandatory FBI/SLED background checks, in order to be employed by PCG Education.
5. **Background and Health Screening** - All PCG Education's candidates will have passed a comprehensive criminal background check that includes FBI/SLED background check, and a thorough search of the most recent jurisdiction on record when hired. An updated criminal background check is completed every school year for all existing candidates.

6. **Employment** - PCG Education could provide professional employment services for newly recruited employees working for the district, and maintain responsibility for accurately tracking compensable work time, processing payroll, managing risk and paperwork associated with unemployment and worker's compensation. PCG Education would carry the liability insurance required for all employees working for the district and / or at the district site(s), and all candidates would be employees of the PCG Education.
7. **Turnover** – PCG Education's test prep services along with other professional development services provide opportunities for district instructors to further their career and increase retention, thereby saving turnover costs.

**QUESTION 5)      HOW MIGHT THIS PROGRAM ENHANCE RECRUITMENT AND RETENTION EFFORTS FOR INDIVIDUAL DISTRICTS?**

PCG Education envisions a partnership using EdForce™ would enhance recruiting in the following ways:

- Utilizing PCG's vast human capital resources, together we would identify non-traditional candidates that many districts are not currently recruiting or selecting.
- Marketing strategies would highlight that South Carolina School Districts have a "paid" pathway to South Carolina teacher tests. This will prove useful in attracting candidates wishing to get out of traditional education pathways as well as recruiting non-traditional talent who meet generic requirements i.e. bachelor's degree that matches eligible certification areas; passing score on appropriate ETS Praxis II Subject Assessment, enrollment in 3-year program of Alternative Certification for Educators or PACE program; clear FBI/SLED background check.
- Campaigns would emphasize the investment and unique opportunity that South Carolina School Districts are offering to internal candidates by way of developing those currently in support roles with their aspirations to become teachers. Academic research cites professional development and investment as one of the most successful best practices for retention.
- South Carolina School Districts could establish an expectation requiring multiple years of service as a condition of EdForce™ services with performance measures, goals and objectives identified for both the short and long term.



**QUESTION 6) WHO MAY WE CONTACT FOR REFERENCES?**

PCG Education is pleased to provide the following district contacts:

Client	Newark Public Schools
Project	EdForce™
Timeframe	January 2017 - present
Description of services provided	Source, recruit, train and manage sufficient staff needed to provide effective intervention to assist struggling and at-risk students and, to encourage increased student achievement sufficient to meet or exceed current statewide requirements.
Client Reference	Larisa Shambaugh – Director of Talent 2 Cedar Street Newark, New Jersey 07102 Phone: (973) 733-8710 <a href="mailto:lshambaugh@nps.k12.nj.us">lshambaugh@nps.k12.nj.us</a>

Client	Durham Public Schools
Project	EdForce™
Timeframe	March 2016 - present
Description of services provided	Source, recruit, train and manage sufficient staff needed to provide effective intervention to assist struggling and at-risk students and, to encourage increased student achievement sufficient to meet or exceed current statewide requirements.
Client Reference	Dr. Thomas Crabtree – Assistant Superintendent of Human Resources 511 Cleveland Street Durham, North Carolina Phone: (919) 560-2353 <a href="mailto:thomas.crabtree@dpsnc.net">thomas.crabtree@dpsnc.net</a>

Client	Danville Public Schools
Project	EdForce™
Timeframe	January 2017 - present
Description of services provided	Source, recruit, train and manage sufficient staff needed to provide effective intervention to assist struggling and at-risk students and, to encourage increased student achievement sufficient to meet or exceed current statewide requirements.
Client Reference	Dr. Juliet Jennings – Chief Human Resources Officer 341 Main Street Suite 100 Danville, VA 24541 Phone: (434) 799-6420 <a href="mailto:jjennings@mail.dps.k12.va.us">jjennings@mail.dps.k12.va.us</a>

**QUESTION 7) WHAT PERFORMANCE GUARANTEES CAN YOU OFFER RELATIVE TO THESE SERVICES?**

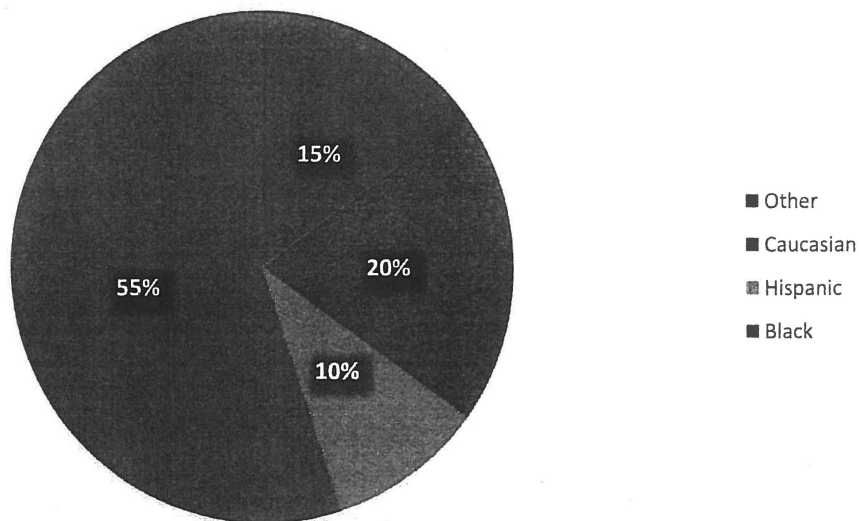
PCG Education has a guarantee in place which could be defined to meet expectations (30-day, 60-day) from placement. Additionally, PCG Education would offer:

- Coaching and mentoring support specifically aligned to curriculum, grade level, type of school i.e. Title I.
- Assigned access to PCG PEPPER™ Professional Development courses to help with any gaps or added support in areas like: general instruction, classroom management, differentiated instruction, curriculum support, and statewide standards alignment.
- PCG Education would replace candidates if not successful and provide additional candidates at a reduced cost or no additional charge, based on circumstances of the situation.
- PCG Education's coaching and performance tracking model provides individualized support for candidates based on "need" as well as pathway requirements to "initial certificate" in South Carolina.

**QUESTION 8) IS DIVERSITY A PRIORITY IN YOUR RECRUITMENT STRATEGIES (i.e. gender, ethnicity, bilingual, dual-certifications, etc.)?**

PCG Education has a very high diversity in our programs. In 2016-2017 programs averaged the following with respect to demographics:

**EdForce™ Placement by Demographic Group**



By attracting individuals through effective sourcing channels, such as geo-targeted ads, social media campaigns, etc. potential candidates are recruited on an on-going basis. This strategy not only maintains a stocked talent pool of skilled educators, it eliminates the potential to become less selective in order to overcome the pressure of hiring someone immediately. With good people working during regular and non-traditional business hours, PCG Education's recruitment efforts permit the acceptance of applications in a fully automated and easily accessible online portal which is available 24/7.

PCG Education does not discriminate against any prospective employee or applicant because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment and welcomes all those who believe they meet the necessary qualifications to complete an extensive online candidate form. All candidates are required to provide a resume accompanied by copies of their college/university transcripts with proof of a minimum of 60 credit hours. Those holding special certification(s), licenses, endorsements, and/or accreditations are required to provide proof of the same. Prior to the completion of the application process, all candidates must explicitly authorize professional reference checks and a criminal background screening prior to an application receiving any further consideration.

#### **QUESTION 9) WHAT DOES THE BACKGROUND SCREENING ENTAIL?**

All prospective staff must pass a comprehensive criminal background check that includes the FBI/SLED criminal background check and a thorough search of the most recent jurisdiction on record when hired.

#### **Background and Health Screening**

An updated background check is completed every school year for all existing EdForce™ personnel. Educational backgrounds are verified by reviewing transcripts as part of the hiring process. PCG participates in the E-Verify program, operated by the Department of Homeland Security, in partnership with the Social Security Administration, to determine eligibility for employment authorization. PCG Education staff are familiar with unique requests from school districts to accommodate additional employment conditions such as: fingerprinting; negative tuberculin screening; drug testing; medical testing; skills testing; certification review; satisfactory Child Protective Services reports, successful completion of State Department of Social Services Child Abuse and Neglect Training (CANT), proof of insurance, etc.

#### **QUESTION 10) HOW DO PCG TEACHER CANDIDATES POSITIVELY AFFECT STUDENT PERFORMANCE?**

PCG Education launched its EdForce™ services in the summer of 2016. With a year under our belt, we can emphatically state that through PCG Education's scientific, field-proven approach, South Carolina School Districts will benefit from the unique combination of proprietary professional development content and subject matter experts. The high quality of educators supported by PCG Education correlates with academic research stating that not only do several teacher characteristics make a difference in student performance, but subject-specific training rather than teacher ability results in improved academic performance. We are Public Consulting Group, Inc.

confident that an ongoing collaborative partnership will translate into a new generation of educators who are equipped with the knowledge, support and resources to impact student learning and heighten academic performance.

(Source: Evaluating the Effect of Teacher Degree Level on Educational Performance - Goldhaber, Dan D.; Brewer, Dominic J.)

## PCG Education's Dedication to Training & Development

PCG Education believes that better preparation and training produces higher quality educators in the classroom and as such, PCG Education encourages district to provide and require Pepper™ as a part of best practices in training and development. .



Pepper™ is built on the powerful edX platform, the Cambridge-based education partnership founded by Harvard University and M.I.T., to support two important missions: *improving online education* and *advancing teaching and learning through research*. Working with collaborative partners like Harvard, and M.I.T., the Pepper™ platform is empowering research on pedagogy – or, learning about learning!

Pepper™ is a vibrant, online community where Hillsborough County Public School prospective candidates can explore how educators learn and how PCG's collaborative partners can best teach using a variety of novel tools and techniques.

Fundamental questions include:

- What motivates teachers and staff to learn and persist?
- What helps teachers and staff retain knowledge?
- What are the best ways to teach complex ideas?
- How can we assess what teachers and staff have learned?
- What is best taught in person vs. online?

By carefully assessing course data, from mouse clicks and time spent on tasks to evaluating how teachers and staff respond to various assessments, PCG's Pepper™ research sheds light on how learners access information and master materials, with the ultimate aim of improving course outcomes.

Selected candidates may be part of an online Professional Learning Community (PLC) in Pepper™ where they can access modules/courses as well as discussions and other digital resources valuable to their learning experience. They can also "Ask the Expert" – an immediate feedback mechanism for program support or individual questions.

New teachers and supervisors may also have their own "On-Boarding" PLC to access the selected modules as well as other resources for folks new to the field. As Pepper™ is web-based and available anywhere and anytime, including on Smart Phones and other mobile devices. Progress reports and certificates are available to all participants. District administrators will have the ability to run reports on progress, completion, and time-on-task for each participant.

## EdForce Overview:

