



South Carolina Educator Recruitment & Retention Task Force

March 10, 2023



National Council on Teacher Quality

Our Mission



Every child has an effective teacher and every teacher has the opportunity to become effective



Educator Preparation & Scientifically-Based Reading Instruction

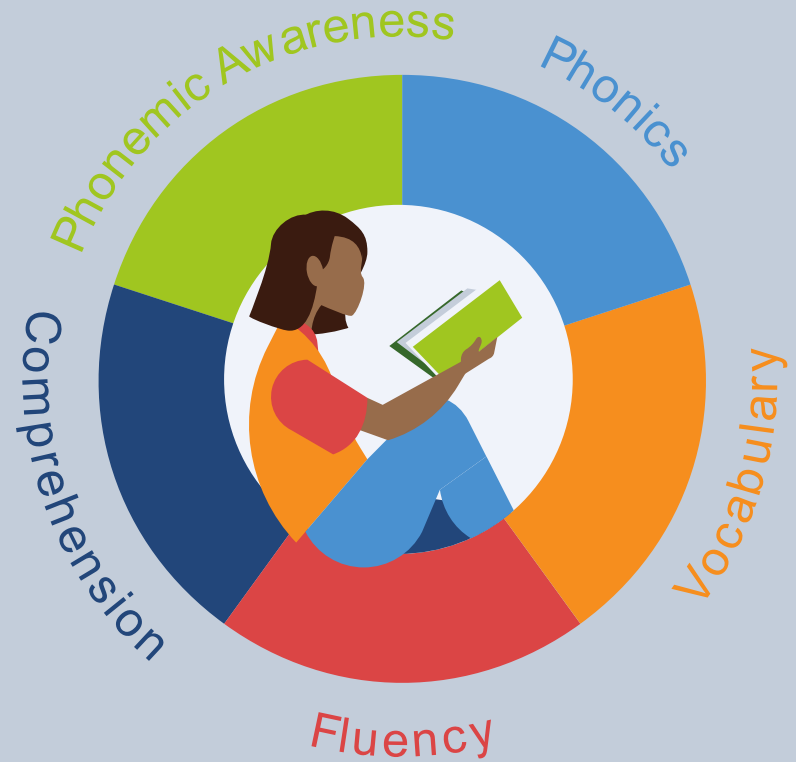
Learning to read is essential to long-term life outcomes

Children who
**don't learn
to read** by
3rd grade are



4x
less likely
to graduate high
school

The science of
how to teach
reading is firmly
settled.



Recommendation: Revisit literacy competencies

- Make necessary adjustments to the competencies – remove practices that are not aligned to the science of reading
- Be more explicit about the knowledge, application, and demonstration of skill aspiring teachers need to complete in their educator preparation program
- Example = Utah

Utah Example

Text Fluency

Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
Define rate, accuracy, prosody, and explain the role each skill plays when teaching and assessing reading fluency.	X			Explain rate, accuracy and prosody and identify how each component relates to fluency. Cite examples of tasks or tests that measure fluency.
Apply knowledge of learner development and learning differences to create a positive, equitable, fluency-rich learning environment.			X	Demonstrate strategies for assisted reading that work for all learning abilities and levels (i.e., whisper read, choral read, cloze choral read, and a variety of groupings and partnerships to help students access texts). Demonstrate repeated readings of text to build fluency (e.g., Fluency Oriented Reading Instruction). Demonstrate wide reading approaches.

Recommendation: Audit implementation of new competencies as part of program renewal

- **After the revision of the competencies:**
 - Require programs to submit evidence of alignment to new competencies
 - Consider auditing programs for implementation as part of their program renewal and retain authority to issue conditional approvals/required actions if standard is not met (Ex:Colorado)
 - Include reading experts
 - Conduct site visits for programs, interviewing candidates/graduates, document review,etc.
 - Focus on elementary programs



Recommendations on process to review and approve educator preparation program

Recommendation: Collect and publish data

- Dedicate resources to collect and publish data related to teacher preparation programs to identify strong areas and areas for growth (TN)
 - Completion rate, diversity, first time pass rate, employment, retention, student growth
- Consider using data to determine length of renewal cycle (7 years is problematic)
 - (MA, RI)

Teacher preparation models in other states

Recommendation: Consider using policy or financial levers to incentivize new pathway models with rigor

- Consider aligning licenses or permits to align with new pathways
 - Apprentices, resident, etc. (Ex: NC Pilot)
- Use grants to drive district-preparation program partnerships
 - Para to teacher pathways
 - Apprenticeships (TN)

Teacher Candidate Entry

Candidate Entry

What does the research say?

- Research shows that teachers with greater academic aptitude are more effective in the classroom.
- A standardized test normed to the entire college-going or attending population (e.g., ACT, SAT, GRE) holds more value than either a GPA measure alone or a basic skills test normed only to education students.

State Actions to Consider

Given the variety in quality and depth of academic standards and across all types of entrance exams for entry into teacher preparation, we recommend the following **approaches**, rather than specific types of tests.

- 1) Set clear, specific standards for teacher preparation programs to ensure programs rigorously **prepare** and **assess** enrolled teacher candidates.
 - *Consider multiple measures for entrance and hold strong exit requirements*
- 2) Verify that all aspiring teachers have the knowledge they need to be successful with students prior to earning state certification through a strong licensure test.
 - *TX waived this requirement during the pandemic and reinstated it*
 - *Teachers who enter the classroom without meeting typical expectations tend to leave sooner, be less likely to earn a standard certification, and earn lower marks from their principals.*