

The Future of South Carolina's Teaching Profession

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If there was one state policy lever to pull....



SYSTEM OF LEADING TEACHERS

CLINICAL-BASED
PREP

INTENSIVE
MENTORING

PEER-LED PD



REDEFINE JOB

NEW PAY

LEAD WITHOUT
LEAVING



**In less than 3 minutes if I can show you only
three studies...**

Hattie Rankings

252 influences and effect sizes
related to student
achievement (programs and
practices)



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size

1.57

of Meta Analyses

1

of Studies

26

Description of research.

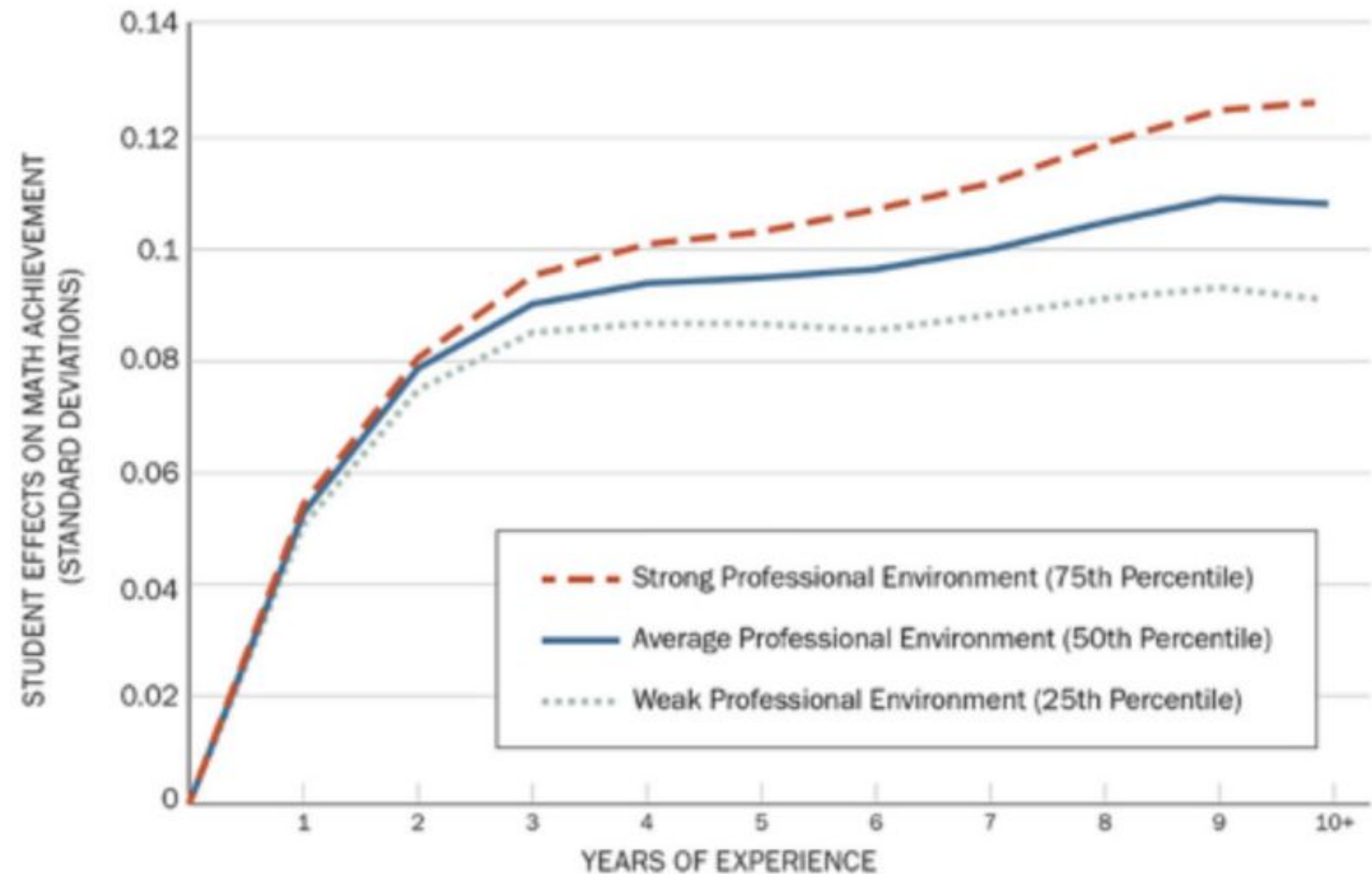
Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Source: [John Hattie's Visible Learning](#)

Teachers become far more effective over time when they work in “strong” professional elements...

Figure 1

Predicted Returns to Teaching Experience Across Schools With Strong, Average, and Weak Professional Environments



Source: Adapted from Kraft, M., & Papay, J. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36(4), 476–500.

	Math Value-Added		Reading Value-Added	
Variables	Model 1	Model 2	Model 1	Model 2
General collaboration	0.4254*** (0.081)		0.1789*** (0.050)	
Instruction collaboration		0.2971** (0.099)		0.1266* (0.051)
Student collaboration		0.1763* (0.079)		0.1091* (0.050)
Assessment collaboration		0.2514*** (0.069)		0.0749 (0.058)

Source: Ronfeldt, M., Farmer, S., McQueen, K. & Grissom, J.A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475-514.

Schools generate higher math and reading scores when teachers experience “deep” collaboration

The Future of South Carolina's Teaching Profession

Addressing Teacher Shortages & Accelerating Student-Led Learning

NOVEMBER 2022



Barnett Berry, Debra Hamm, and Lesley Snyder

with assistance from Zachary Arms, Adam Barnes, Adam Brown, Michael Burgess, Tammiee Dickens, Chanda Jefferson, Stephanie Johnson, Amy Medina, Veronica Thomas, and Joshua Watts

The Future of South Carolina's Teaching Profession



Working Group Session #1

A Report from our January 4, 2023 Deliberations

Barnett Berry, Debra Hamm, and Lesley Snyder
with contributions from Sophie Bello and the working group members

January 2023

Here is the iron law of co-agency: it is impossible for students to develop agency unless teachers themselves are agents, trusted by the school and the wider system to craft and design learning with students. Students only become agents when capable teachers do as well.

– Charles Leadbeater (2022)

Teacher shortages across the nation – and in South Carolina – are not new. However, USC's report on [South Carolina's Teaching Profession](#) and a recent [Post & Courier editorial](#) has made clear that we have largely "misunderstood the problem." As a [new report](#) from CERRA has detailed, school districts have reported a 39% increase in vacancies of certified staff. These shortages are real and are impacting many school districts across the state. Much like a [study done in Tennessee](#), we have found that "teacher staffing challenges are highly localized, causing shortages and surpluses to coexist." While low salaries can be detrimental to recruiting and retaining teachers, the details around that issue are far more nuanced – especially in communities such as [Charleston](#), where "mid-range" rental apartments "soared" to \$1963 this past year. In communities like these, early career teachers typically only have an average take-home pay of \$2500 and cannot afford to be a teacher while living in the community they serve. Meanwhile, many rural districts need more housing opportunities that draw in candidates. Simply addressing salaries is often noted as a necessary and critical part of the solution to the crisis, but increasing salaries alone will not be sufficient. Many studies addressing teacher shortages' challenges and increasing burnout suggest a more comprehensive approach.

To address these challenges, a recent [research review](#) by the Learning Policy Institute points to what else policy leaders need to address:

1. Making teaching careers more attractive and available, especially to diverse candidates;
2. Utilizing innovative high-retention pathways in teaching; and
3. Improving teaching and learning conditions.

The Future of South Carolina's Teaching Profession



Working Group Session #2

A Report from our February 6, 2023 Deliberations

Barnett Berry, Debra Hamm, and Lesley Snyder
with contributions from Sophie Bello and the working group members

"Teaching on a team, I know 120 students and their families better than I did when I taught a third grade class of 25 or so students by myself."

– Teacher, Stevenson Elementary, Mesa School District

The time is now for the teaching profession to evolve. The pandemic exposed and deepened the many out-of-school factors undermining student learning, skyrocketing stresses on students, families, and the teachers and principals who teach and support them. More is known about how inconsistent and fragmented approaches to pre-service preparation, induction and professional development leave too many teachers without the tools they need to help young people develop proficiency in reading and math and the skills required to thrive in a new world of work. And quite bluntly, the job of teaching continues to isolate teachers from each other, undermining their efficacy and effectiveness. The nature of work is shifting rapidly – and so must teaching if schools will best serve children and their families now and in the future.

To be sure, teacher salaries need to be addressed. And across the nation, states such as Georgia, Florida, Iowa, Oklahoma, Alabama, and Mississippi are offering sizable new incentives to attract teachers in a tight labor market. South Carolina's Governor Henry McMaster [called for](#) an increase of \$2,500 for every step on the salary schedule, with the goal of a minimum starting salary of \$50,000 by the year 2026.

Better salaries are necessary, but more is needed. As currently organized, the job of teaching (and the principalship) itself has become impossible. At the same time, a new science of learning points to how schools can be organized to improve student outcomes in reading and numeracy and 21st-century competencies.

Evidence from South Carolina (and elsewhere) suggests that teachers are frustrated by low salaries (especially as housing and grocery costs have skyrocketed) but also the conditions of work – including the lack of time to collaborate with colleagues.

8 Innovations



Creative Spending

By repurposing existing "substitute dollars" districts can allow for more flexible positions



Virtual Teachers

Highly-skilled teachers can teach virtually in different schools



Grow Your Own

Maintaining "grow your own" programs to recruit teachers



Global Partnerships

Establishing global partnerships to evolve teaching and learning



Hybrid Roles

Utilizing hybrid roles allows teachers to be able to teach and lead



Teacher Villages

Creating a "teacher village" to offer affordable housing and fellowship



Teacher Residencies

Developing teacher residencies to allow interns to become school staff



Differential Pay

Providing differential pay based on individual school's needs

The Future of SC's Teaching Profession: Lessons from Charleston, Fairfield, and Pickens

The SC Teaching Profession: What Is and What Could Be

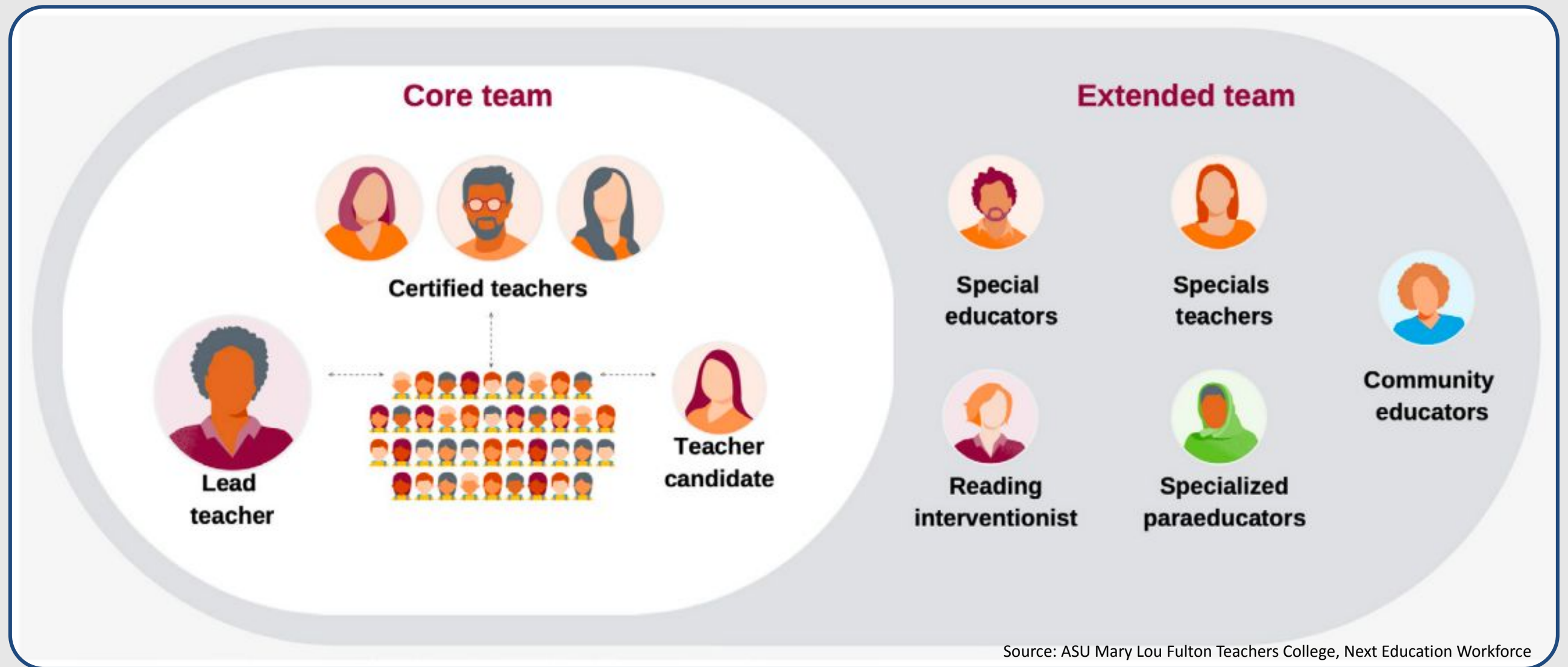
	What Is	What Could Be
Recruitment	School districts expanded recruitment efforts, but little is known about what is working	Evaluation to improve recruitment and retention policies
Preparation	SC has strong preparation programs; however, too few novices have sufficient time to learn to teach in context of communities in which they teach	Offering extended teacher residencies and co-teaching opportunities for those entering the classroom
Induction	School districts have induction programs but are too focused on the 4.0 evaluation rubric and have been described as "cookie cutter"	Customized induction to the work of new teachers, built-in time for mentoring, use of virtual network to access expertise anytime
Professional Learning	PD is not always aligned with teacher needs; instructional coaches, who do not teach, may not have needed skills and "legitimacy" with teachers	Redefining professional learning that is guided by teachers and led by them; expanding to routine collaboration within the workday
Evaluation	Teacher evaluations are too often experienced as compliance rather than growth and sharing expertise	Teacher evaluation reconceptualized as a tool for improvement and peer learning, fueled in part by micro-credentials
Leadership	No clear professional pathway for teacher advancement that includes leadership and compensation trajectory without leaving the classroom	Expanding and creating roles for teacher leaders with compensation tied to advancement
Compensation	Single salary schedules built on tradition, not supply/demand, not aligned to cost of living increases	Base salary competitive with those of similar professions and salary increases and supplements based on expanded roles, expertise, accomplishment

Lessons from Arizona

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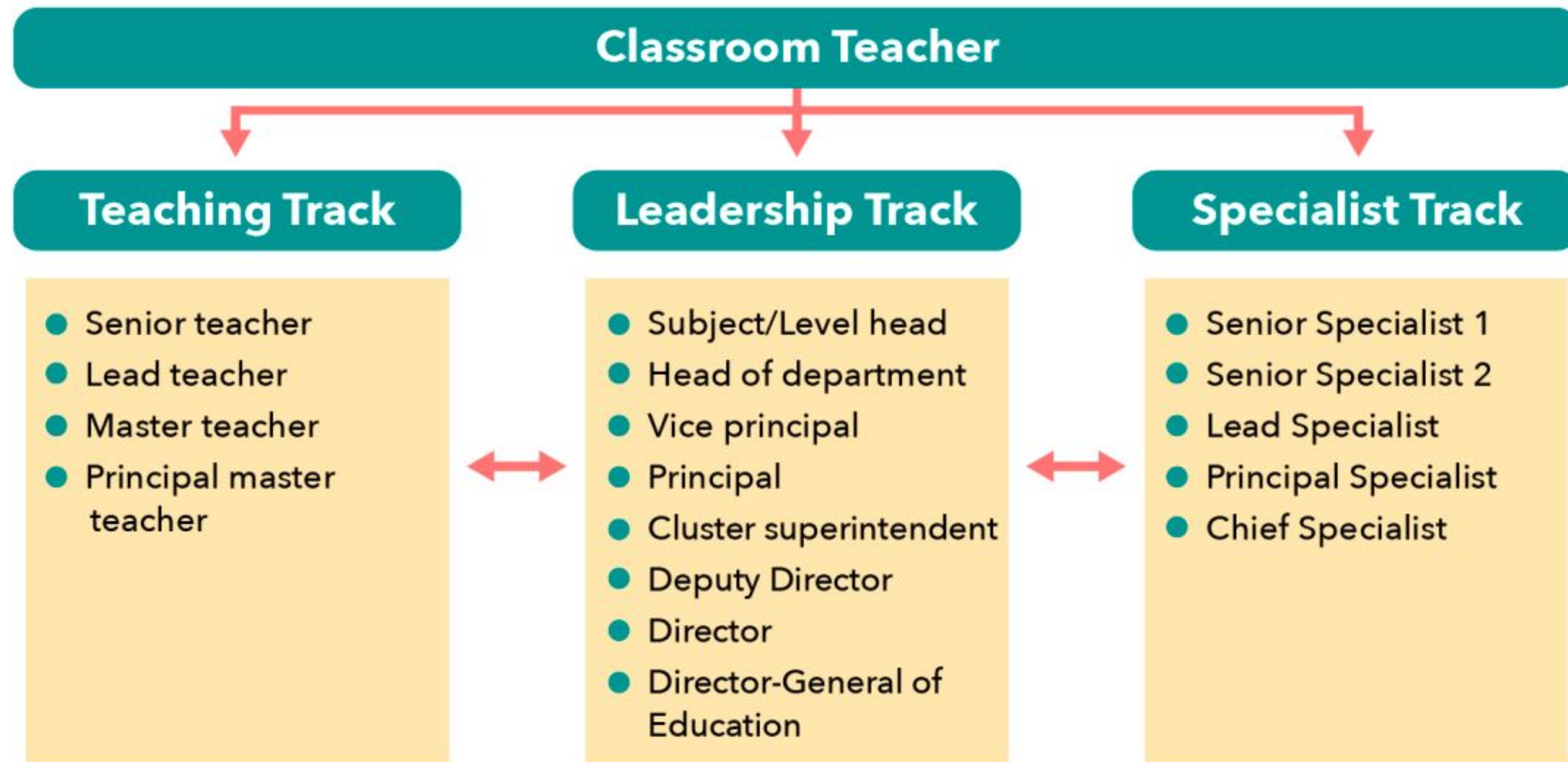
As a team member, I know 120 students better than when I taught 30 students alone.

—A teacher from the 3rd-grade team at Stevenson Elementary School



Lessons from Singapore: Top Performing Education System

Career Tracks for Teachers in Singapore



Source: MOE, n.d.h.

Next for “Future Group”: A Multi-Year Pilot (with several SC school districts)

- Demonstrate how teaming model leads to better student and teacher outcomes
- Document current innovations already underway in SC
- Learning exchange to accelerate innovation and collective common indicators of success
- Develop a new teacher leadership/pay *model*

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Now back to that one state policy lever!

Perspectives from the Classroom

“

...We're losing teachers who are five, six, seven years into the profession, when they should be at the height of their game. That's the real problem... think about all the professional development, all the time that's been invested in them. And they're leaving...That's why I think...the leadership pipeline is so crucial to what we do.

— AJ Barnes, Charleston County School District, 2021-22 District Teacher of the Year

“

We restructured our entire master schedule to limit interruptions, provide small group instruction to all students, and maximize time within the school day for collaboration and sharing. This was a massive overhaul for [Walker Gamble] and resulted in phenomenal growth for our students!

—Allen Kirby, principal of Walker Gamble Elementary (via Twitter @WGE_Principal)