

ESSA Stakeholder Feedback regarding SEE
Question 1 of 6 Total

Question

What needs to be considered regarding the framework definitions of inexperienced, out-of-field, and ineffective teachers?

Question History

Date	11/21	3/24	5/11
Status	#1	#1	#1/11

11/21/2016 Responses (Workgroup Charts)

- Not met for 2 years (ineffective)
- Inexperienced - implications for charter schools
- Out of field - implications for charter school

03/24/2017 Responses (Online)

- Measuring the effectiveness of alternative certification routes.
- Ensuring alternative certification programs don't perpetuate these.
- Support system

05/11/2017 Responses (Written and Online)

- Equitability – do they disproportionately impact certain districts/groups of districts across the state?
- Alternative certification
- The minimal number of teachers coming into the field. Not many students are going on to become teachers and some do because of teaching incentives that are being offered.
- What are the interventions that would be implemented to coach ineffective teachers? For a disproportionate # of inexperienced teachers, that indicates a high turn over rate, which is typically seen in struggling schools and or high poverty urban or rural schools. What interventions are in place to make those schools more appealing for teachers stay?

**ESSA Stakeholder Responses regarding SEE
Question 2 of 6 Total**

Question

How should the state realistically intervene in a district where there is constant turnover and inequity?

Question History

Date	11/21	3/24	5/11
Status	#2	#2	#2/12

11/21/2016 Responses (Workgroup Charts)

- nol
- If we put these items in place, we won't need to address this.
- Help in a proactive manner.
- Define intervention - personalized in areas of need (HR? Eval?)
- Place an effective leader in that district - specific to area of need.

03/24/2017 Responses (Online)

- Collaborate with school-level admins and continue to analyze data regarding classroom management, professional development, and support from school-level administration.
- Ensure the do an resource equity and provide the resources that are needed.
- Look at the reason for turnover...is a situation where the teachers do not have the support services available at the school and are not able to spend quality time with students?
- The district may need to look at their structure.

05/11/2017 Responses (Written and Online)

- I believe an intervention model similar to that for focus schools would be appropriate.
- I hope we would learn from other states what has worked. Look at Charlotte's model - Ann Clark is an amazing superintendent and made great strides in this area.
- It isn't money that these districts need. I think we need to consider other options after state takeover.
- The state should provide resources, with the help of the colleges, to send highly recommended candidates to those inequitable access areas and provide support for those teachers. The mentoring program across the state and within districts can also be strengthened. Most mentorship lasts one-year and there is not a set timeframe for the mentor teacher to meet with the first year teacher. One should be in place to reduce turnover.
- I believe this is a symptom of a lack of funding for k12 education as well as teacher preparation programs. We are producing fewer and fewer graduates to work in schools. It is alarming that the future education workforce is shrinking. Districts often have no choice but to hire IOI teachers. The answer is not going to be found at the SDE alone. This is a systemic issue that reflects our priorities.
- See my question above. My next statement address question 2 and 3. The state needs to offer support cross-curricularly with programs that offer teacher growth to and as you mentioned,

05/11/2017 Responses (Written and Online)

teacher leadership opportunities. By developing such leadership opportunities and potentially integrating that with a STEM/College Career -Ready direction, this will most purposefully prepare teachers not only in content but in relevant and purposeful instruction to best prepare students. How is funding for such training outlined in ESSA? It might be understood by SDE that opportunities are funded but unless the plan tells districts that funding can be used for (ex: teacher leadership, College-Career Readiness instructional support, STEM Support, etc) they will be hesitant to pursue this, as this has been a question and part of discussion already.

**ESSA Stakeholder Responses regarding SEE
Question 3 of 6 Total**

Question

What can the state do to support high poverty, high minority districts in attracting and retaining educators?

Question History

Date	11/21	3/24	5/11
Status	#3	#3	#3/13

11/21/2016 Responses (Workgroup Charts)

- IHES - more behavior mgmt., motivating students, understanding connections to student's experiences.
- Districts need to be "more attractive" effective leadership, leadership turnover, physical/emotional environment(climate culture), stabilize administration
- IHES: empathy/understanding of poverty and its implications for learning. All can learn.
- Principal prep and ongoing PD - effective leadership in poverty district.
- Tighten entrance requirements for administration!
- Better supports for administrators - make it "attractive for principals as well.
- Allowing T's to be "experts", T-leadership
- Incentives for T's to enter, serve locally (T-cadet)
- Seek GA support in mandates for T-cadet programs
- Focus on high quality vs. minimal/adequate
- Mindful of marketing - natural career change generation.
- Ed. Classes - offer night courses, accessible and flexible.
- Certification pathways for alt. certification
- Help make college "affordable"

03/24/2017 Responses (Online)

- Provide training to those entering on trauma sensitive schools, strategies, and best practices, etc.
- Alternative certification for those teaching assistants who need content area pd.
- The state should ensure that there are funds from the state to fund class size reduction, not rely on federal funds for this purpose at all.
- Ensure the districts have adequate resources, implement a teacher residency program, ensure teachers have duty-free lunch, adequate planning period, and the necessary training and professional development.
- The state help the school district develop a positive identity. It could provide them with extra funds or help them connect to community partners who would adopt the district to help improve the way the community views it.
- Provide incentives for teachers staying in those districts. There are always funds for new teachers moving to the areas, but they leave.... The teachers that stay are not given incentives for staying.

03/24/2017 Responses (Online)

- By giving the educators the support staff/services to serve the students
- Pay teachers more.

05/11/2017 Responses (Written and Online)

- A significant driver is the local economics and available xxx. Housing? Quality of life?
- Again, look and learn from the Charlotte model.
- I wish I knew the answer to this. I do think we should consider marketing these districts better and providing different sorts of incentives.
- Ma
- SC Teacher Loan increased funding
- Give them money to support teachers...I taught in a high poverty, high minority district for many years. The school and district struggled with the resources to recruit and retain teachers. The district needed money to make it more attractive and appealing, especially in a rural area. It is hard for students to have pride for their district and their schools when they are given handed down materials and a rundown building and little technology, so why would the teachers stay?
- Financial incentives- help in paying for graduate degrees so our most vulnerable can have the most prepared teachers Professional Development and time for professional development Required professional develop of Administrators Cultural sensitivity training that addresses implicit biases to help teachers feel better able to address the needs of a minority population that they are not familiar with
- In addition to directly supporting the educators, the state should assist districts in hiring SISP like school nurses, psychologists and counselors to allow teachers to focus on instruction. Schools/Districts with high-poverty, high-minority populations may have students and families with unmet needs outside of education. Removing those burdens from the teacher can help prevent burn-out, which may lead to better teacher retention.
- Offer additional support and or funding for support to these districts based on specific plans that the districts outline and/or specific plans programs that the SDE provides as a direction to go.
- The high poverty, low performing schools are generally in less desirable areas. Teachers, particularly those with families don't want to live in these areas. I doubt we can simply depend on altruistic teachers going to these schools. There will have to be an incentive, most likely a very substantial financial incentive. I don't believe this is realistic; it would be much too expensive.

**ESSA Stakeholder Responses regarding SEE
Question 4 of 6 Total**

Question

11/21 version: What would have the most “bang” for our Title II, Part A “buck” in making certain there is an equitable distribution of educators across the state?

3/24 and 5/11 version: What would have the most “bang for our buck” in making certain there is an equitable distribution of educators across the state?

Question History

Date	11/21	3/24	5/11
Status	#4	#4	#4/14

11/21/2016 Responses (Workgroup Charts)
<ul style="list-style-type: none"> • Support to districts re: HR functions (online management system) • Support for recruiting (e.g. district websites) • Equitable distribution of resources so that teachers in poverty minority schools have similar resources • Distinguish between recruiting new teachers and developing teachers we have. • Target long term and short term needs, goals, strategies. • Mindful of economic development needs. • Professional development for teachers in or pursuing jobs in these districts. • Salary equity between districts • Helping districts develop structures to recruit local residents and help them become certified • Sustain initiatives • Data systems to track effectiveness of initiatives

03/24/2017 Responses (Online)
<ul style="list-style-type: none"> • Support for educators regardless of socio-economic status. Stipends get them in, but support helps them stay. • Ensure all school districts have the same opportunities and resources so there is no competition between districts. • Equity in school district pay across the state • Pay equality

05/11/2017 Responses (Written and Online)
<ul style="list-style-type: none"> • Focus on teacher pipeline through our IHEs. • Ensuring that all preservice teachers receive high-quality training from high-quality institutions and all of the collegiate institutions are on the same page regarding the College of Education, especially in teaching students on many levels. • You cannot dictate where a person lives or works--I think that you need to survey educators about what are the supports and incentives needed to attract them to teach in a high poverty area. Giving teachers and administrators the ancillary and support staff needed to support the

05/11/2017 Responses (Written and Online)

vulnerable families, so they can focus on teaching the students. Alternative ways to teaching: Different settings-- MUST engage families and the community to ensure that they are supportive of the school and learning. The communities are rural, vulnerable, lack jobs for parents, few after school activities and alternative programs to engage and support the schools.

- Focusing on a) teacher leadership and b) STEM/College-Career Readiness The teacher leadership invests teachers in their school and gives a feeling of ownership and efficacy. The STEM/College-Career Support leads to more engaged and successful students which then helps to reduce the concerns that chase teachers away from those districts. A cohort/ Teacher Fellow type program could address needs across several districts at a time and be offered through funding through a collaboration between the SDE and outside supporting entity to provide coaching and teaching strategies and the schools.
- I don't believe this can be done.

**ESSA Stakeholder Responses regarding SEE
Question 5 of 6 Total**

Question

What type of preparation is needed for teachers to work in high poverty, high minority settings?

Question History

Date	11/21	3/24	5/11
Status	#5	#5	#5/15

11/21/2016 Responses (Workgroup Charts)

- Preservice experience reflect similar experience in their first teaching experience (diverse settings)
- Extended time needed in placements
- Required diverse experience for everyone
- Use of technology to connect preservice with diverse settings.
- Direct prep in instructional methods that are effective.
- Placement of preservice with effective cooperating teachers.
- Opps. For preservice to visit/observe other districts.
- Cooperating teacher is mindful of connecting practice to strategies that are effective for students.
- IHES need to support travel to distant districts.

03/24/2017 Responses (Online)

- Classroom management strategies
- The COE Teachers of Poverty certification provides an effective credential for this purpose (Francis Marion Center of Excellence).
- Live among students
- Connecting districts with higher ed for more authentic and early practicum experiences in varied school settings (i.e., rural, suburban, high poverty, high minority) allow innovative and forward methods of instruction supported by research.

05/11/2017 Responses (Written and Online)

- See Francis Marion University's program. We have an in-state model.
- Connect with the Center for Teaching Students of Poverty at Francis Marion University. They do amazing work with our teachers. Contact is Tammy Pawloski.
- Make sure that all districts are aware of the Center for Ez Ellen e at Francis Marion. Offer tuition free coursework that leads to the endorsement FMU offers.
- knowledge and information about that population of students based on research
- Strategies to work with students from these backgrounds. Many preparation programs are generalized and focus on one population of students. Teachers should be able to teach any student with the right strategies and resources to back them up.
- One of the most positive changes I have seen in teacher preparation is the year long internship. Teacher interns should have an experience that is authentic if they are to remain in the profession and have a chance to make a difference in high poverty, high minority settings.

05/11/2017 Responses (Written and Online)

- Yearly cultural and sensitivity training Education in ACEs: Adverse Childhood Experiences and Trauma Informed Care to better understand the lifelong impact of poverty. This provides a framework of understanding for the educators.
- Really- experience. A dose of reality before they start. More in-depth training on PBL, STEM, citizenship strategies, ideas how to connect to industry/business partnerships in area to learning and most essentially ways to connect to the community. Extra support. Not just PD 3x a year but honest to goodness support when it gets tough. Opportunities to grow. On-going coaching.

**ESSA Stakeholder Responses regarding SEE
Question 6 of 6 Total**

Question

What are your other thoughts and/or questions related to supporting excellent educators under ESSA?

Question History

Date	11/21	3/24	5/11
Status	Not used	#6	#6/16

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- No relevant responses

05/11/2017 Responses (Written and Online)

- Differential pay for teachers and principals.
- Data Management system must be accessible to EPPs for purposes of accreditation
- Focusing on Equitable Distribution of Educators across the State will be a long and arduous road and may be battle we must overcome if we want all of our SC students to be College, Career, and Citizenship Ready.
- School Social Workers in every school, dedicated to one school-used to develop programming and help engage families in the school and its activities. Creative ways to take learning to the homes, the churches, the barber shops... Schools may be very scary, intimidating buildings for families.
- Supporting effective instruction should not rely solely on educating the teacher. Those supports should extend to providing other staff to assist in meeting the needs of the whole child in order to allow each student to reach his/her potential.
- What about a Teacher Fellows type program for those high minority or high poverty areas that links teachers across districts and offers on-going support? There are organizations out there that can assist with that if funding helps to support that endeavor. It could be a joint effort between the state, schools, and those supporting organizations.