

South Carolina Department of Education

Revised State Plan for Meeting The Highly Qualified Teacher Goal

August 2006

NOTE: 2005-06 Non-HQ class numbers and percentages contained in this report have been updated to reflect year-end data from the SASI data base that links core academic classes to their teachers. The revised report includes year-end data on groups of teachers and subjects. The updated report is more accurate since it reflects final scheduling and incorporates corrections made after error reports were provided to school districts subsequent to the 135th-day.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The South Carolina Department of Education (SDE) has developed a state-level data system to collect, verify, and analyze the core academic classes taught by teachers who are not highly qualified (HQ). The system ensures consistent application of definitions and standards and involves merging information from the following two sources.

1. The Division of Educator Quality and Leadership (DEQL) maintains the teacher certification database that contains elements relative to teachers' meeting the criteria for being HQ. Each teacher's record includes education level, certification status, and demonstration of content competency which has been verified at the state level. This database identifies teachers who have met the three requirements to be HQ: a bachelor's degree or higher, full State certification, and demonstration of content competency.
2. The Division of School Enterprise Operations is responsible for the School Administrative Student Information software (SASI). Through SASI, the SDE collects class schedules for all public schools in the State. For each class, the schedules include a teacher identifier and an activity code, which designates the grade level and subject area. Districts are provided periodic reports to verify the accuracy of classroom level data.

The Office of Technology extracts the core content subject classes that require an HQ teacher. The teacher identifier for each core class is matched to the separate HQ teacher file from the certification database to determine which core content classes are not taught by HQ teachers.

In addition to establishing district and school percentages, the data are disaggregated by school level (elementary/secondary), poverty level (low/high/neither), AYP (met/not met), minority (high/not high), and activity code. This analysis allows the SDE to identify the schools that are not making adequate yearly progress and whether these schools have more acute needs than do other schools in attracting highly qualified teachers. This analysis also identifies the districts and schools in which significant numbers of teachers do not meet HQ requirements and examines whether there are particular hard-to-staff courses frequently taught by non-HQ teachers.

Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

Table 1 provides HQT data relative to schools not making AYP. The overall State percentage of classes not taught by HQ teachers is 7.90 percent. The percentage of classes not taught by HQ teachers in schools that did not make AYP is 9.31, a difference of 1.41 percent. When the data for schools not making AYP are disaggregated further, a larger gap is evident in non-HQ classes for high poverty schools and secondary schools.

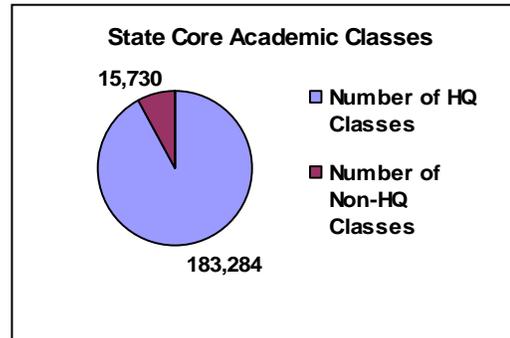


Table 1 – Schools Not Making AYP¹

School Type	Total Number of Core Classes	Classes Not Taught by HQ Teachers	
		Number	Percentage
Elementary Schools	72,244	5,770	7.99
Secondary Schools	32,923	4,026	12.23
High-Poverty Schools	21,711	2,546	11.73
Low-Poverty Schools	31,042	2,237	7.21
<u>All Schools Not Making AYP</u>	105,167	9,796	9.31

Does the analysis identify particular groups of teachers to which the State’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Analyses of the occurrence of specific courses not taught by HQ teachers reveal subject areas and grade spans, hence groups of teachers, that warrant particular attention. When considering aggregate data for broad certification areas, several areas emerge as having percentages of non-HQ classes greater than 15 percent (i.e. special education, foreign languages in grades K-8, and science in grades 9-12). Although specific courses representing other areas are identified in Table 5 as also having non-HQ percentages greater than 15 percent, aggregate data for the broad areas such as the arts, foreign language in grades 9-12, and secondary areas other than science indicate that the HQ percentages of these courses are not common to all courses within these disciplines. This can often be attributed to courses that have low frequency. For example, the non-HQ percentage for piano in grades 9-12 is approximately 53; however, the 79 piano classes across the State are a small portion of those offered within the arts.

¹ AYP status was determined by results on 2004-05 State reports cards required by the *Education Accountability Act of 1998*. AYP data for 2005-06 will be available in December 2006.

In addition to the groups of teachers established through 2005-06 data, the State also recognizes middle grades as another area of concern. South Carolina is phasing in middle level certification in the areas of language arts, mathematics, science, and social studies. Since few colleges or universities in the State have programs to prepare teachers for this certification and since those that do offer such programs report low enrollments, a shortage is expected in 2008-09, the school year in which middle level certification will be required. (The current system allows middle grades to be taught by persons certified in elementary, middle, or secondary.) To determine the possible impact of this change, the HQ percentages will be recalculated for seventh and eighth grade courses in language arts, mathematics, science, and social studies using 2008-09 standards and year-end 2005-06 SASI data as soon as it is available.

Table 2: Groups of Teachers for Priority

Number of Classes	Grade Level	Number of Classes	Percentage of Non HQ Classes	Priority
HQ Status as Reported in 2005-06				
Special Education	Pre-K – 6	5,601	35.55	2
	7 – 8	3,271	39.53	2
	9 – 12	3,477	55.25	1
Foreign Language	Pre-K – 6	3,181	19.59	3
	7 – 8	978	15.85	3
Science	9 – 12	8,935	15.12	3
HQ Status as Reported in 2005-06 and Matched with 2008-09 Standards				
English/Language Arts	7 – 8	5,331	40.95	1
Mathematics	7 – 8	4,070	41.20	1
Science	7 – 8	4,660	41.09	1
Social Studies	7 – 8	4,399	47.17	1

Priorities for schools were set using the following scale and will be used for Title II monitoring:

- Priority 1 = 40 or higher percent classes taught by teachers who are not HQ
- Priority 2 = 25 – 40 percent classes taught by teachers who are not HQ
- Priority 3 = 15 – 25 percent classes taught by teachers who are not HQ

Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

Districts

As listed in Table 3 below, 13 of the State’s 85 regular school districts had non-HQ class occurrence higher than 15 percent. One special school district, S.C. Department of Juvenile Justice, also fell into this category.

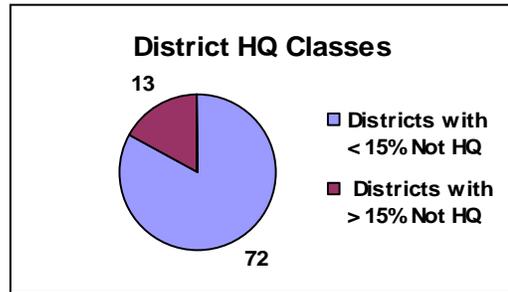


Table 3: Districts with Significant Numbers of Non-HQ Classes

District	Priority	District	Priority
Allendale	3	Jasper	2
Bamberg 2	2	Lee	3
Barnwell 19	3	Marlboro	2
Clarendon 1	3	Orangeburg 3	3
Colleton	3	Orangeburg 4	3
Dillon 1	3	Williamsburg	3
Florence 4	3	<i>Special Districts</i>	
		S.C. Department of Juvenile Justice	1

Priorities for schools were set using the following scale and will be used for Title II monitoring:

- Priority 1 = 40 or higher percent classes taught by teachers who are not HQ
- Priority 2 = 25 – 40 percent classes taught by teachers who are not HQ
- Priority 3 = 15 – 25 percent classes taught by teachers who are not HQ

Schools

The schools with the most significant number of classes taught by teachers who do not meet the HQ requirements are located within the above listed districts and/or are schools identified for school improvement under Title I. Approximately six percent of the State’s schools met these criteria for the most significant number of non-HQ classes. The identified schools with a designation of priority for technical assistance and monitoring are provided in Table 4.

Table 4: Schools with Significant Numbers of Non-HQ Classes

District	School	Priority
Aiken	Schofield Middle	3
	A. L. Corbett Middle	3
	Jackson Middle	3
	Lloyd Kennedy Charter School	1
Allendale	Allendale Elementary	3
	Allendale Middle	3
Bamberg 2	Denmark Olar Elementary	3
	Denmark Olar Middle	2
	Denmark Olar High	2
Barnwell 19	Blackville-Hilda Jr. High	1
	Blackville-Hilda High	2
Beaufort	Whale Branch Middle	2
Charleston	Baptist Hill High	2
	Brentwood Middle	3
	Haut Gap Middle	2
	Memminger Elementary	2
	R. D. Schroder Middle	3
Chesterfield	Cheraw Primary	3
Clarendon 1	Scotts Branch Intermediate	3
	Scotts Branch High	2
Colleton	Colleton Middle	2
	Colleton County High	3
	Bells Elementary	2
	Forest Circle Middle	2
	Ruffin Middle	3
Darlington	Brunson-Dargan Elementary	3
Dillon 1	Lake View High	1
Fairfield	Fairfield Intermediate	3
Florence 4	Johnson Middle	2
	Timmonsville High	2
Hampton 1	Ben Hazel Primary	3
Horry	Aynor Middle	3
Jasper	Jasper County High	1
	Ridgeland Elementary	3
	Ridgeland Middle	1
Lee	Mt. Pleasant Middle	2
	Lee Central High	2

District	School	Priority
	MLD Higher Learning Academy	1
Marlboro	Bennettsville Middle	1
	Clio Elementary/Middle	2
	Marlboro County High	1
	McColl Elementary/Middle	3
	Blenheim Elementary/Middle	2
	Marlboro School of Discovery	2
McCormick	McCormick Middle	3
Orangeburg 3	Holly Hill Middle	3
	St. James-Gaillard Elementary	3
	Elloree Elementary	3
	Lake Marion High	2
Orangeburg 4	Carver Edisto Middle	3
	Edisto High	3
	Edisto Primary	2
	Branchville High	3
	Hunter-Kinard-Tyler High	3
	Hunter-Kinard-Tyler Elementary	3
Orangeburg 5	Robert E. Howard Middle	3
Richland 1	W. A. Perry Middle	2
Sumter 17	Chestnut Oaks Middle	3
Williamsburg	Kingtree Jr. High	3
	Kingtree High	2
	D. P. Cooper Elementary	2
	C. E. Murray High	2
	Greeleyville Elementary	2
	Chavis Elementary	3
	Kingtree Elementary	2
	St. Mark Elementary	2
	C. E. Murray High Annex	3
	Youth Academy Charter School	1
S. C. Department of Juvenile Justice	Willow Lane School	1
	Birchwood High	1

Priorities for schools were set using the following scale and will be used for Title II monitoring:
Priority 1 = 40 or higher percent classes taught by teachers who are not HQ
Priority 2 = 25 – 40 percent classes taught by teachers who are not HQ
Priority 3 = 15 – 25 percent classes taught by teachers who are not HQ

Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Table 5 lists 55 specific subjects for which the occurrence of non-HQ teachers was greater than 15 percent. Data are not included in instances where courses were offered 10 or fewer times across the State, which suggest innovative, pilot programs that do not represent statewide shortages. By far, special education classes have the most significant percentages of classes taught by teachers who are not HQ. This area, as well as foreign languages in grades K-8 and science in grades 9-12, indicate broad areas of concern as discussed on page 4.

Table 5: Courses Taught by Non-HQ Teachers at a Frequency Greater than 15 Percent

SASI Activity Code	Course Title	Number of Classes	Percentage of Non-HQ Classes
Grades PreK - 6			
1525	Dance	273	15.38
1630	Latin	63	58.73
1650	Spanish	2562	22.05
1770	Multiage	105	19.05
1902	Educable Mental Disabilities	1643	44.61
1903	Specific Learning Disability	1673	29.05
1904	Emotional Disability	823	43.50
1905	Orthopedic Disability	73	60.27
1906	Visual Impairment	68	91.18
1907	Deafness or Hearing Impairment	167	36.53
1910	Preschool with Disability	356	16.01
1913	Autism	169	20.71
1916	Generic Cross-Categorical	624	24.04
Grades 7 - 8			
2525	Dance	124	16.13
2620	German	39	30.77
2630	Latin	12	66.67
2630	Spanish	649	16.95
2902	Educable Mental Disabilities	814	45.58
2903	Specific Learning Disability	1303	35.07
2904	Emotional Disability	647	47.91
2905	Orthopedic Disability	29	34.48
2906	Visual Impairment	37	86.49
2907	Deafness or Hearing Impairment	73	50.68
2913	Autism	20	20.00
2916	Generic Cross-Categorical	348	20.69

SASI Activity Code	Course Title	Number of Classes	Percentage of Non –HQ Classes
Grades 9 – 12			
3141	Math for the Technologies 1	1452	16.67
3211	Physical Science	2592	24.38
3236	Chemistry for the Technologies	365	22.74
3243	Physics for the Technologies 1	103	15.53
3265	Earth Science	160	49.38
3277	Advanced Placement Environmental Science	18	16.67
336C	History of Americas HL-1	11	18.18
3365	Western Civilization	24	16.67
3375	AP Economics	31	22.58
3574	AP Art Studio Two Dimensional Design	13	23.08
3576	AP Music Theory	33	30.30
3631	Latin 1	88	35.23
3632	Latin 2	53	15.09
390A	Alternative 1 High School Credit ²	188	44.68
3902	Educable Mental Disabilities	960	55.52
3903	Specific Learning Disability	751	55.66
3904	Emotional Disability	419	54.42
3905	Orthopedic Disability	40	42.50
3906	Visual Impairment	98	83.67
3907	Deafness or Hearing Impairment	122	21.31
3916	Generic Cross-Categorical	892	59.64
4501	Dance 1	94	19.15
4502	Dance 2	49	24.49
4541	Instrumental Music: Piano 1	67	50.75
4542	Instrumental Music: Piano 2	12	66.67

² Due to changes in State regulations, the Alternative 1 High School Credit course will be eliminated in 2006-07.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Does the plan identify LEAs that have not met annual measurable objectives for HQT?

South Carolina’s Consolidated State Plan submitted in September 2003 identified target goals for percentages of highly qualified teachers. All districts in the State met the annual measurable objectives for the 2003-04 and 2004-05 school years. For the 2005-06 school year, the annual measurable objective for all districts was consistent with the State’s goal to have 100 percent of core academic classes taught by HQ teachers. Although preliminary data show that many districts have come very close, none has met the 100 percent goal. Thirty-eight districts have attained approximately 95 percent or greater, and the remaining 47 districts have made significant progress.

Table 6: Districts’ Percent of Classes Taught by Teachers Who Are Not Highly Qualified

District	Total Number of Core Classes	Classes Not Taught by HQ Teachers	
		Number	Percentage
Abbeville	1,064	56	5.26
Aiken	6,540	483	7.39
Allendale	514	100	19.46
Anderson 1	2,301	44	1.91
Anderson 2	694	8	1.15
Anderson 3	776	26	3.35
Anderson 4	777	3	.39
Anderson 5	2,623	110	4.19
Bamberg 1	566	41	7.24
Bamberg 2	307	77	25.08
Barnwell 19	355	72	20.28
Barnwell 29	304	20	6.58
Barnwell 45	713	6	.84
Beaufort	4,677	513	10.97
Berkeley	5,996	172	2.87
Calhoun	529	28	5.29
Charleston	13,848	1,387	10.02
Cherokee	2,615	121	4.63
Chester	1,568	48	3.06
Chesterfield	1,953	224	11.47

District	Total Number of Core Classes	Classes Not Taught by HQ Teachers	
		Number	Percentage
Clarendon 1	316	65	20.57
Clarendon 2	1,005	108	10.75
Clarendon 3	362	11	3.04
Colleton	1,987	348	17.51
Darlington	2,691	205	7.62
Dillon 1	256	45	17.58
Dillon 2	899	27	3.00
Dillon 3	396	48	12.12
Dorchester 2	4,433	144	3.25
Dorchester 4	639	66	10.33
Edgefield	1,338	64	4.78
Fairfield	1,302	66	5.07
Florence 1	3,023	335	11.08
Florence 2	252	21	8.33
Florence 3	986	39	3.96
Florence 4	382	78	20.42
Florence 5	443	7	1.58
Georgetown	2,880	319	11.08
Greenville	20,268	1,121	5.53
Greenwood 50	2,786	144	5.17
Greenwood 51	413	9	2.18
Greenwood 52	419	6	1.43
Hampton 1	769	26	3.38
Hampton 2	379	33	8.71
Horry	10,624	1,317	12.40
Jasper	818	252	30.81
Kershaw	2,600	191	7.35
Lancaster	3,012	363	12.05
Laurens 55	1,942	148	7.62
Laurens 56	760	17	2.24
Lee	730	131	17.95
Lexington 1	5,324	214	4.02
Lexington 2	2,645	138	5.22
Lexington 3	618	9	1.46
Lexington 4	949	75	7.90
Lexington 5	5,223	363	6.95
Marion 1	885	31	3.50

District	Total Number of Core Classes	Classes Not Taught by HQ Teachers	
		Number	Percentage
Marion 2	551	36	6.53
Marion 7	323	34	10.53
Marlboro	1,494	400	26.77
McCormick	335	43	12.84
Newberry	1,860	152	8.17
Oconee	3,201	343	10.72
Orangeburg 3	1,034	179	17.31
Orangeburg 4	1,268	232	18.30
Orangeburg 5	1,560	99	6.35
Pickens	5,375	154	2.87
Richland 1	9,918	1,147	11.56
Richland 2	6,425	255	3.97
Saluda	686	96	13.99
Spartanburg 1	1,214	26	2.14
Spartanburg 2	2,567	80	3.12
Spartanburg 3	848	20	2.36
Spartanburg 4	632	6	.95
Spartanburg 5	1,648	104	6.31
Spartanburg 6	3,533	382	10.81
Spartanburg 7	2,917	142	4.87
Sumter 2	2,782	223	8.02
Sumter 17	2,435	206	8.46
Union	1,233	82	6.65
Williamsburg	1,955	444	22.71
York 1	1,470	61	4.15
York 2	1,620	107	6.60
York 3	4,116	112	2.72
York 4	2,007	115	5.73
DJJ	155	80	51.61
Felton Lab	14	1	7.14
SCSDB	216	27	12.50
STATE TOTALS	199,014	15,730	7.90

Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

Districts will use available resources, including Title II, Part A allocations, to ensure that teachers of core academic subjects who have not met requirements become highly qualified as soon as possible. Specific steps that districts have specified in their yearly plans include the following ways to support teachers in meeting requirements:

- reimbursing for courses needed for full certification or for demonstration of content mastery,
- offering study sessions for exam preparation,
- reimbursing for Praxis II content exams,
- conducting HOUSSE, as appropriate,
- providing support and stipends for National Board for Professional Teaching Standards Certification above the support provided by the State, and
- stipulating in teacher contracts the necessary steps and timeline to meet HQ requirements.

Districts are also reevaluating how teacher assignments are made. To the degree it is necessary and educationally advantageous, districts and schools are reassigning teachers to classes for which they are HQ. Since SASI data are essential in identifying classes taught by teachers who are not HQ, districts must ensure that scheduling and teacher information entered at the school level are complete and accurate. **Classes are counted as not HQ if they cannot be matched to HQ teachers because of incomplete data.** We believe that collecting accurate data is as big a challenge as having 100 percent of classes taught by highly qualified teachers.

Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Each district must present a plan and timeframe to accomplish the goal of having 100 percent of core academic classes taught by HQ teachers in its Title II, Part A application. Districts must offer appropriate methods for teachers to become HQ and must address all groups of teachers who have not met requirements. Applications are not approved and funds are withheld until districts are in full compliance with this expectation.

Data will be collected during the first semester of the 2006-07 school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to districts. The State will monitor LEAs for individual documented plans for non-HQ teachers to become HQ as quickly as possible. Districts will also be required to attach a copy of the letter of notification sent to parents in instances in which the non-HQ teacher is teaching a core academic class in a Title I setting.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

State coordinators will continue initiatives to provide LEAs with technical assistance as follows:

Through Training

- Conduct annual regional workshops for district Title II coordinators.
- Conduct annual HQ 101 workshop and notebook of resources. The intended audience is new Title II coordinators although veteran coordinators often participate as well.

Through Technology

- Collaborate with the Office of Technology to ensure accurate and complete SASI data at the district and school levels.
- Review teacher files to verify content competency required for consideration in applications for restricted alternative certificates.
- Maintain current information and relevant updated documents that provide increased understanding of HQ teacher requirements on the DEQL Website.
- Provide preliminary data to districts on classes taught by non-HQ teachers, by schools and classes, for verification of accuracy and completeness.
- Provide districts with on-line current information concerning the HQ status of individual teachers and HQ reports for each school through the Certification Portal System.

Through On-Site Visits

- Visit districts and schools to provide technical assistance and for monitoring purposes. Priority will be given to school districts and individual schools as indicated in the response to Requirement 1. (See pages 5-7.)
- Conduct HQ awareness sessions for teacher groups upon request.

Through Continual Accessibility

- Respond consistently to inquiries from teachers and districts in a timely manner.
- Respond to teachers via telephone, e-mail, and in-person with information specific to their needs for becoming HQ.
- Provide references and resources for exam information and preparation
- Distribute HQT guidance from ED to district Title II coordinators and personnel administrators.
- Revise and publish State guidance to comply with U.S. Department of Education guidance.
- Present HQ and certification updates regularly to district personnel administrators at their monthly meetings.
- Research the credentials of teachers for exams taken prior to the electronic system and for academic majors or their equivalence.

Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

The State’s priority is that all students, regardless of ethnicity or socioeconomic status, be taught by HQ teachers. The Title II, Part A application requires a plan and specific strategies for staffing that comply with NCLB expectations. Districts must provide a rationale for class-size reduction choices of schools, grade levels, and subjects as related to failure to make AYP. The plan must also include documentation of scientifically-based research for professional development initiatives.

South Carolina’s *Education Accountability Act of 1998* requires that each district develop and submit to the SDE a strategic plan. This plan includes an assurance that the district will, “target Title II teacher quality funds to schools that have the lowest population of highly qualified teachers or have the largest average class size or are identified for school improvement under the specification in Title I, §1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA), ‘a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for two consecutive years, to make adequate yearly progress as defined in the State’s plan under §1111(b)(2).’” Schools that receive report card absolute ratings of below average or unsatisfactory receive funds for targeted school improvement. Staffing initiatives that schools can choose to implement and that are supported programmatically by the SDE include the following:

- Teacher Specialists,
- Curriculum Specialists,
- Principal Specialists,
- Principal Leaders, and
- District Instruction Facilitators.

Descriptions of these programs are provided in the response to Requirement 6. (See pages 31 - 32.)

Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

In addition to the services outlined on page 14, the SDE assists teachers and ensures that districts will meet their highly qualified teacher goals through its support of a variety of programs and services that focus on three areas: **(1) ensuring that employed teachers meet requirements, (2) recruiting a workforce of highly qualified teachers, and (3) retaining a workforce of highly qualified teachers.** (Web links are provided as resources for additional information.)

Ensuring That Employed Teachers Meet Requirements

- Project CREATE
The Centers for the Re-Education and Advancement of Teachers in Special Education (CREATE) were initially funded in 2003 by the Office of Exceptional Children and now in collaboration with the DEQL. The chief mission of Project CREATE is to reduce the number of non-certified special education teachers employed in South Carolina public schools, thereby enabling them to more effectively teach students with disabilities. Through

a partnership with leading colleges and universities across the state that have approved teacher preparation programs in special education, the project provides qualifying teachers with course scholarships to fulfill add-on course requirements for special education.

http://ed.sc.gov/agency/offices/ec/create/projectcreate_000.html

- **ML-TEACH**

Through a partnership between the University of South Carolina and DEQL, ML-TEACH will ensure *m*iddle *l*evel *t*eacher *e*ducation, *a*dvancement, *c*ertification, and *h*igh-qualification for all participants by coordinating coursework and professional development experiences that are closely aligned with National Middle School Association (NMSA) standards for teacher preparation. ML-TEACH will provide access to the coursework needed to obtain middle level add-on certification and associated HQ status to all eligible middle level teachers who are certified at the elementary or secondary level.

- **MULTI-SUBJECT HOUSSE**

South Carolina has instituted the use of a multi-subject HOUSSE in the areas of early childhood, elementary, and special education. Teachers can demonstrate subject matter knowledge in language arts, math, science, and social studies in less than one year through an integrated approach, rather than with four separate subject plans as previously required.

<http://www.scteachers.org/Adept/housse.cfm>

- **RESTRICTED ALTERNATIVE CERTIFICATE**

The restricted alternative certificate provides a route for teachers who are already fully certified to add other areas to their credentials. Districts request the restricted certificate for teachers who have demonstrated content competency in the area requested and have at least 12 semester hours toward certification requirements for the new area. Districts also sign assurances that include their responsibility for these teachers in the following areas:

1. providing high quality professional development that is sustained, intensive, and classroom-focused;
2. providing a program of intensive supervision that consists of structured guidance and regular ongoing support;
3. assuring that this alternative route to added areas of certification will not exceed three years;
4. assuring satisfactory progress toward full certification as prescribed by the State (six semester hours annually plus Praxis exam(s) within the three year period).

Recruiting a Workforce of Highly Qualified Teachers

- **CERTIFICATION RECIPROCITY**

The SDE signed the 2005-2010 NASDTEC Interstate Contract and currently has reciprocity with more than 50 states, territories, and countries to provide a smooth transition to South Carolina certification. Reciprocity has been extended to include acceptance of other states' HOUSSE plans for the purpose of demonstrating content mastery for becoming highly qualified.

- **TEACHERS-TEACHERS.COM**
 Teachers-Teachers.com is an educational recruitment service that is free to teachers, administrators, and other school personnel seeking positions. The site leads applicants through the process of creating an electronic resume specifically geared toward appropriate placement. The resume is immediately posted online for schools across the country to view. Candidates are notified by e-mail of positions that match their criteria. Recruiters conduct candidate searches electronically. Subscriptions to the service have been provided to school districts in South Carolina by the DEQL.
www.teachers-teachers.com
- **PROGRAM OF ALTERNATIVE CERTIFICATION FOR EDUCATORS (PACE)**
 The Program of Alternative Certification for Educators (PACE) is South Carolina's alternative route for initial certification. To address critical teaching shortages, the South Carolina General Assembly provided for a conditional certification program as part of the 1984 Education Improvement Act. The purpose of the program is to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a critical need subject area teaching position and/or in a critical geographic area where teacher shortages exist, as determined annually by the State Board of Education. Eligible candidates are enrolled in a series of training seminars as well as graduate courses which lead to their professional certification.. Candidate must complete all requirements by the end of year three.
<http://www.scteachers.org/cert/pace/overview.cfm>
- **INTERNATIONAL TEACHERS**
 International certificates are issued to applicants who are from a country other than the United States and have completed at least a bachelor's degree with a major in the teaching field and have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district provided that the teacher has met all certification examination requirements during the first year. The Office of Educator Certification works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.
- **TROOPS TO TEACHERS**
 Troops to Teachers, a cooperative project between ED and the SDE, assists retired and separated members of the Armed Forces, as well as Guard and Reserve personnel with obtaining certification and employment as teachers. Troops to Teachers provides support to personnel who are making the transition to teaching and to the districts who hire them. Eligible veterans may receive either a stipend of not more than \$5,000 to assist in attaining teacher certification or a \$10,000 incentive grant bonus for participants who teach for three years in a high needs school.
<http://www.scteachers.org/troops/index.cfm>.

- CERRA

The Center for Educator Recruitment, Retention, and Advancement (CERRA) is the oldest and most established teacher recruitment program in the country. The Center, established by the Commission on Higher Education in December 1985 and funded by the South Carolina General Assembly, has completed its 20th year of operation. CERRA was created out of a concern for the quality of South Carolina’s teacher supply pool and a need for a centralized teacher recruitment effort.

CERRA’s recruitment agenda is a comprehensive one in which the Center pursues a variety of programs for increasing the number of students in the education pipeline and recruiting certified teachers, including a marketing program to attract teachers for critical needs subjects and locations partially using Title II, A funds. The CERRA Teacher Job Bank allows districts to locate teacher candidates and advertise openings for positions. An “Available Teaching Positions” vacancy list is maintained through the Job Bank and teachers may directly participate by submitting an on-line application. Each summer CERRA co-sponsors the South Carolina Teacher Expo for Teacher Recruitment. The Expo brings together teachers looking for new professional opportunities and South Carolina school districts looking for teachers. The Expo is advertised nationally and attracts teachers from a number of states, as well as a large number of new and veteran in-state teachers.

<http://www.cerra.org>

- CALL ME MISTER

The Call Me MISTER program is an effort to address the critical shortage of African-American male teachers, particularly in the State's lowest performing schools. The program combines the special strengths and resources of Clemson University with the individualized instructional programs offered by four historically black colleges: Benedict College, Claflin University, Morris College, and South Carolina State University. Participants are selected from under-served, socio-economically disadvantaged, and educationally at-risk communities. The project provides tuition assistance, an academic support system to help assure success, and a cohort system for social and cultural support.

<http://www.callmemister.clemson.edu>

Retaining a Workforce of Highly Qualified Teachers

- MENTORING

The DEQL and CERRA collaborated to develop State Induction and Mentoring Guidelines and work together to promote and support mentor training. Based on the work of the New Teacher Center, University of California-Santa Cruz, the Foundations for Mentoring training supports quality learning opportunities to develop mentoring skills to work with beginning teachers. CERRA also offers training for educators in cognitive coaching from the Center of Cognitive Coaching, which is an instructional coaching model that is used by advanced mentors with a variety of educators. Over 575 South Carolina educators have completed the Foundation in Cognitive Coaching training. Every district has at least one trained mentor from at least one of these programs.

<http://www.scteachers.org/cert/mentoring.cfm>

- ADEPT

State Board of Education Regulation 43-205.1 stipulates that each school district must develop and implement a plan to provide induction contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with State Board of Education ADEPT Implementation Guidelines and must be approved prior to implementation. In order to comply with this regulation, all South Carolina public school districts have a written induction plan that includes professional development and support systems for new teachers in that district. The DEQL ADEPT coordinator works closely with the districts' ADEPT coordinators.

<http://www.sctechners.org/adept/index.cfm>.

- NBPTS CERTIFICATION SUPPORT

South Carolina has one of the largest statewide populations of teachers who have achieved certification through the National Board for Professional Teaching Standards (NBPTS), due largely to the substantial investment the State has made in this process. The State has supported this advanced certification for 4,444 teachers, ranking it third in the nation after North Carolina and Florida. Over the years, the General Assembly has increased the salary supplement for NBPTS teachers to the current level of \$7,500 per year for the life of the certificate. In addition, up-front \$2,300 loans have been approved for teachers seeking NBPTS, half of which is forgiven with no interest when a scorable portfolio is submitted and the remainder forgiven upon certification. NBPTS teachers are exempt from taking six semester hours for certification renewal during the ten-year life of the certificate.

- RETIRED TEACHER INCENTIVES

Members of South Carolina Retirement System who are eligible for service retirement may elect to participate in the Teacher and Employee Retention program (TERI). TERI allows a teacher to work for up to five years as a retiree, while accumulating a retirement annuity and drawing salary as a full-time employee. At the end of the program, the participant can choose to receive their retirement as an IRA, 401K rollover or lump sum distribution.

Legislation was amended to lift the earning limitation of \$50,000 on teachers and other State employees who choose to reenter their professions subsequent to retirement. Fully retired teachers may reenter the workforce and receive full teaching salary and full State retirement benefits simultaneously.

Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

As documented in the response to Requirement 1, several subgroups of teachers warrant particular attention in assisting them in attaining highly qualified status. (See pages 4, 8-9.)

Programs to offer this support address teachers in the following areas:

- special education,
- foreign languages in grades K-8,
- science in grades 9-12, and
- middle level language arts, math, science and social studies.

Special education teachers are consistently less likely to be highly qualified for their teaching assignments. Exams required for certification are not acceptable for demonstrating content mastery, so new teachers must take an additional exam after they are fully certified. Veteran teachers must take an additional exam or complete HOUSSE. The problem is complicated by accreditation requirements for specific areas of certification for different classifications of special education. Classes are identified, for data collection purposes, by the highest percent of students that are part of the teacher's class load, which can be a changing variable. For example, a special education teacher certified in the area of learning disabled may be assigned a class load that includes more educable mentally handicapped than learning disabled students. The teacher is then not properly certified and not highly qualified for the teaching assignment. The State issues credentials for twelve special education areas.

The SDE has implemented four initiatives, all previously described, to address the needs of special education teachers. (See pages 15-18 for descriptions and web links.)

1. The restricted alternative certificate allows a veteran special education teacher whose credential is not acceptable for the teaching assignment to add the appropriate area or a more flexible classification.
2. Project CREATE supports veteran teachers in obtaining the coursework necessary to add areas of special education to their credentials.
3. PACE includes provisions to earn initial certification in special education for the emotionally disabled.
4. Implementation of a multi-subject HOUSSE has expedited the process for special education teachers to demonstrate content knowledge of language arts, math, science, and social studies, which is critical in self-contained learning environments.

Foreign language teachers in grades K-8 are another subgroup of teachers who are more likely to be identified as teaching classes for which they are not highly qualified. Elementary foreign language teachers, beginning with the 2005-06 school year, must be certified and highly qualified in the specific foreign language. Currently many of these teachers are highly qualified in early childhood or elementary education, rather than in the foreign language. The restricted alternative certificate offers the opportunity for elementary foreign language teachers to participate in the alternative route to full certification and HQ status.

Secondary science teachers are a subgroup likely to be non-HQ for the classes they instruct. Teachers who are HQ in biology and instructing physical science, for example, are not properly certified for their class assignment since that specific course requires certification in science, chemistry, or physics. Veteran science instructors who are not HQ for their assignments benefit from the restricted alternative certificate. The PACE program provides an alternative route for certification to non-educators with science degrees who want to enter the teaching profession.

Seventh and eighth grade teachers of language arts, math, science, and social studies have been identified as a subgroup more likely to be identified as not highly qualified in the future. South Carolina has initiated the requirement for middle level certification that will be mandatory for seventh and eighth grade teachers of core academic subjects by the end of 2007-08. Three

initiatives address the needs for HQ middle level teachers. ML-TEACH and the restricted alternative certificate are appropriate for teachers who are elementary or secondary certified and need to add middle level certification (See page 16.) Additionally, as a member of the Southern Regional Education Board, South Carolina participates in the Making Middle Grades Work. One of the purposes of this initiative is to ensure that students are taught by HQ teachers who hold a content major or minor in the subject(s) they teach.

<http://www.sreb.org/programs/MiddleGrades/background/backgroundindex.asp>

Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

State and federal funds support projects and services, as described above, that address the needs of teachers who are not highly qualified. Title II, Part A state-level activity monies partially fund Project CREATE. Title II, Part A administrative funds support the ML-TEACH initiative. State funds support related initiatives that include PACE and Troops to Teachers. The State reimburses application expenses and pays stipends to teachers who attain National Board Certification. The S.C. Commission on Higher Education works in conjunction with DEQL to identify priorities and criteria for funding the Improving Teacher Quality State Grants to State Agencies for Higher Education (SAHEs). The Commission administers the application and review process and provides technical assistance to grantees.

<http://www.che.sc.gov>

The Education Lottery Teaching Scholarships, funded through the South Carolina Education Lottery Act, support classroom teachers in their efforts to improve their content knowledge by completing coursework and degree programs. Teachers who hold a professional certificate and teach in the public schools of the state are awarded grants not to exceed \$1000 per year to attend the state's public and independent colleges and universities for the purposes of upgrading existing core content area skills or obtaining a master's degree in the teacher's core content area. The enabling legislation prioritizes these fields by stipulating that if there are insufficient funds in the education lottery account to provide the grant to each eligible recipient for a particular year, priority must be given to those classroom teachers whose teaching areas are critical need subject areas as defined by the State Board of Education.

Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Currently, funds are available to support most of the initiatives included in this report in all districts that choose to participate. When that is not the case, plans are implemented to prioritize services and programs for those that do not make adequately yearly progress. Specific to schools not making AYP, the *Education Accountability Act* mandates intervention and assistance to schools rated below average or unsatisfactory on report cards. Funds are allocated to give the lowest-performing schools priority. (See page 28)

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

The Title II, Part A grant application includes a requirement for districts to explain their plan and timeframe for meeting the 100 percent goal. State coordinators do not approve grant applications or allocate funds until sufficient information is provided. Coordinators review plans and budgeted activities to ensure that teachers are given the resources needed for them to become highly qualified.

The State will utilize its data collection to monitor districts for compliance in fulfilling their documented plans for each teacher of core academic subjects to become HQ. Periodic reports of classes taught by teachers who are not HQ will be generated by the DEQL in collaboration with the Office of Technology. Coordinators will review the data and schedule monitoring visits to districts, giving priority to those that do not make AYP. Districts will provide appropriate documentation of plans and progress toward meeting the 100 percent goal. A plan for corrective action will be mandated for districts that do not fulfill their plans and make sufficient progress.

Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Data collected on classes taught by teachers who are not HQ will be combined with data on schools and districts that do not make AYP to determine the schedule for monitoring and technical assistance visits. Priority will be given to districts and schools that do not meet AYP and that have the greatest percent of classes taught by non-HQ teachers.

Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- **in the percentage of highly qualified teachers at each LEA and school; and**
- **in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?**

Highly Qualified Teachers

Data will be collected during the first semester of the 2006-07 school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to districts. The State will monitor LEAs for individual documented plans for non-HQ teachers to become HQ as quickly as possible. Districts will also be required to attach a copy of the letter of notification sent to parents in instances in which the non-HQ teacher is teaching a core academic class in a Title I setting.

High-Quality Professional Development

The State's certificate renewal system ensures that all teachers receive high-quality professional development that supports their current professional growth and development plans. A South Carolina educator's professional certificate is valid for five years. In order to be eligible for certificate renewal, the educator must earn a minimum of 120 renewal credits that

- directly relate to the educator's professional growth and development plan;
- support the goals of the employing public school district; and
- promote student achievement, as required by State Board of Education Regulation 43-205.1, Assisting, Developing, and Evaluating Professional Teaching and Regulation 43-165.1, Program for Assisting, Developing, and Evaluating Principal Performance.

The district strategic plans required by South Carolina's *Education Accountability Act of 1998* mandate elements that assure that teachers receive high-quality professional development. Districts must attest that they provide staff development training for teachers and administrators in the teaching techniques and strategies needed for the improvement of student academic performance. This training must be aligned with the National Staff Development Council's *Standards for Staff Development*. Professional development to provide students with the opportunity to meet challenging state and local student academic achievement standards must be addressed in the needs assessment as well.

<http://www.nsd.org/standards/index.cfm>

The State supports initiatives to make high-quality professional development accessible to all districts, schools, and individual teachers. South Carolina supports many face-to-face and on-line opportunities for teachers to increase their subject matter knowledge and to become highly qualified. (Web links are provided as resources for additional information.)

South Carolina: Teaching, Learning, and Connecting is a SDE Web resource with South Carolina's standards as its core. It provides teachers with a fully searchable database of South Carolina standards, lesson plans, and professional development and assessment resources as well as a lesson plan builder, Slate. The objectives for Slate include the following:

1. build high quality lessons/units aligned to the South Carolina standards,
2. store and share lessons/units,
3. serve as a professional development resource to assist teachers in identifying and developing the components of a standards-based lesson/unit,
4. save and edit lessons/units in teachers' own personnel workspace, and
5. obtain a peer review and evaluation of a lesson/unit plan using specific criteria.

South Carolina Educational Television (SCETV) provides access to the PBS TeacherLine, which offers professional development through standards-based courses, supportive and collaborative learning communities, and exemplary Internet-based resources. More than 90 courses, developed by leading educational producers in alignment with national standards, focus on mathematics, reading, instructional technology, instructional strategies, science, and curriculum mapping. Courses are facilitated by specially trained educators, combining the best of face-to-face professional development with the best of online instructional design.

http://www.scetv.org/education/pbs_teacherline/index.cfm

The South Carolina Partnership for Distance Education is a collaborative organization with the purpose of increasing access to education for all the State's citizens through the use of technology. Its members include public and independent higher education institutions, preK-12 school districts, public libraries, governmental agencies, businesses and industries, and health care organizations. All of these groups are involved in developing and utilizing distance education courses. The new digital capabilities allow all of the partners to maximize resources through a "PreK - Lifetime" approach.

<http://www.desc.info/>

The South Carolina Reading Initiative, administered by the Governor's Institute of Reading, is an intensive staff development effort carried out through study groups of teachers and administrators in participating schools across the State. Led by a literacy coach, teams meet to conduct systematic inquiry into reading research and practice and to discuss related issues and questions that arise in their classrooms. The initiative's major goals include developing structures within individual schools so that educators can engage in an independent and ongoing process of change.

http://ed.sc.gov/agency/offices/cso/english_la/GRI.html

The SDE Office of Curriculum and Standards provides statewide leadership for Reading First, a national initiative to help every young child become a successful reader. Its goals include staff development that enables and motivates teachers to understand and implement scientifically-based reading programs, strategies, skills, and assessments in their classrooms.

http://ed.sc.gov/agency/offices/cso/english_la/ReadingFirst.html

Because South Carolina is one of sixteen participating states in the Southern Regional Education Board (SREB), residents may participate in the SREB Academic Common Market/Electronic Campus for distance learning programs at significant savings. The Teacher Center is an SREB-State online resource for educators.

<http://www.sreb.org>

Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Technical Assistance

The SDE's Title II, A coordinators will continue to provide on-going technical assistance to districts and schools that do not meet HQT goals. Teacher quality initiatives are also in place to address the staffing needs in districts and schools. The assistance and programs are multifaceted and described in the response to Requirement 3. (See pages 14-21.)

Technical assistance as related to AYP is addressed by the State's *Education Accountability Act of 1998*, which mandates that the State address failure to meet expected progress on report card ratings through an external review process. Dependent on the school's size and rating, each external review team is comprised of two to four members. Members include superintendents, principals, and other educational leaders outside the district being reviewed; respected retired

educators; higher education representatives; parents; business representatives; and SDE staff. They are charged with

- examining all aspects of school operations;
- interviewing stakeholders;
- reviewing documentation;
- working with district offices, school staff, and local boards;
- identifying needed support; and
- reporting needed changes and/or recommendations.

Upon a review of the recommendations, the SDE delineates the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time.

Corrective Actions

Data will be collected during the first semester of the 2006-07 school year and compared to year-end data for 2005-06 to identify school districts and individual schools that have not made sufficient progress toward meeting the HQT goal. These districts and schools will be prioritized for on-site monitoring visits. At this time, districts must present plans and timeframes for each individual teacher to become HQ. Districts will also be required to attach a copy of the letter of notification sent to parents in instances in which the non-HQ teacher is teaching a core academic class in a Title I setting.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are highly qualified in language arts, mathematics, or science at the time of hire.

Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

The vast majority of teachers who are eligible to demonstrate content competency through HOUSSE have already done so. South Carolina will use HOUSSE after the 2005-06 school year in a very limited manner. Consistent with *USED Improving Teacher Quality State Grants Non-Regulatory Guidance (August 3, 2005)*, HOUSSE will continue to be offered under circumstances such as the following:

- Veteran teachers who seek to rejoin the teaching force after a break in service (e.g., retirement, extended family or medical leave),
- Veteran international teachers who have not taken validated content exams in their countries of origin,
- Veteran teachers who are fully certified in multiple subjects and are needed to teach a subject for which they have not yet demonstrated content competency,
- Out-of-state veteran teachers who receive South Carolina certification through reciprocity but do not have a content exam, academic major, or documentation of HOUSSE to demonstrate content competency,
- Veteran teachers who are teaching multiple subjects who have not completed the HOUSSE process. These typically are teachers who are certified in early childhood, elementary, or special education and are teaching in self-contained settings and thus must demonstrate content competency in four subjects (i.e., language arts, math, science, and social studies), and
- Teachers who are fully certified in areas for which no Praxis content exam is available (e.g., dance) or the available exam has not been validated for the State (e.g., Latin). Validation of available exams is difficult in areas in which few teachers are available to participate in the standard setting process.

School districts have been advised that HOUSSE will be available on only a limited basis beginning with the 2006-07 school year. South Carolina will respond promptly in the event that the U.S. Department of Education issues future guidance requiring changes in the above policy.

Does the plan describe how the State will limit the use of HOUSSE after the end of the 2005-06 school year to the following situations:

- **Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or**

Not applicable. No school district in South Carolina meets the federal definition of rural.

- **Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

South Carolina elects not to use this provision except as these teachers may fall into one of the circumstances outlined above in the previous section.

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Does the revised plan include a written equity plan?

The State’s equity plan has two prongs. The first prong is legislative. The South Carolina Education Accountability Act of 1998 (EAA) creates the foundation of programs and services administered by the Office of School Quality. Strategies implemented and supported by the DEQL complement initiatives of the EAA and comprise the second prong.

The purpose of the EAA is to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Provisions focus on eliminating the achievement gap and targeting resources to low-performing schools. These low-performing schools typically have percentages of poor or minority children greater than the State average. Because this legislation preceded NCLB, terms such as “highly qualified teachers” and “equity” are not referenced. The purpose of the legislation, however, is consistent with the spirit of NCLB.

Schools rated below average or unsatisfactory on the annual State report card must create an improvement plan. Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the SDE delineates the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time.

The EAA authorizes a declaration of a state of emergency in schools rated below average that do not satisfactorily implement approved recommendations. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, is granted the authority to take any of the following actions:

1. furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
2. declare a state of emergency in the school and replace the school's principal; or
3. declare a state of emergency in the school and assume management of the school.

Initiatives and strategies implemented and supported by the DEQL comprise the second prong of the State’s plan to ensure that all students are taught by teachers who are highly qualified. These services and programs address training, recruitment, and retention of HQ teachers, and the professional development necessary to give teachers the skills they need to be effective.

Technical assistance and monitoring will be based on data collection that identifies, by school and district, specific classes taught by teachers who are not highly qualified. Although the ultimate goal is for every child to be taught by a teacher who is highly qualified, priority will be given to districts and schools with high minority, high poverty populations that do not meet adequate yearly progress.

Does the plan identify where inequities in teacher assignment exist?

Based on preliminary data, there is a higher occurrence of non-HQ classes in both schools identified as high poverty and those in the highest quartile of minority enrollment.

Table 7: Occurrence of Non-HQ Classes in High Poverty and High Minority Schools

School Type	Total Number of Core Classes	Classes Not Taught by HQ Teachers	
		Number	Number
All Schools	199,014	15,730	7.90
High Poverty Schools	37,379	3,908	10.46
High Minority Schools	30,416	3,310	10.88

Does the plan delineate specific strategies for addressing inequity in teacher assignment?

Strategies to address inequity in teacher assignments and ensure equitable distribution of highly qualified and experienced teachers are provided for in South Carolina legislation and DEQL initiatives.

Strategy: Offer financial incentives to encourage teachers to work in high-need schools.

The South Carolina Teacher Loan Program was established to entice talented and qualified students into the teaching profession. Eligibility requirements include ranking in the top 40 percent of one’s high school graduating class and performing at or above the State average on a college entrance exam. Career changers and teachers in the alternative certification program may participate. Available loan amounts range from \$1,000 annually to an aggregate maximum of \$60,000. This loan is cancelled by teaching in South Carolina public schools in an area of critical need, which may be geographical or subject area. The cancellation rate is twenty percent or \$3000, whichever is greater, for each full year of teaching in a critical subject or critical geographic area. For teachers of both a critical subject and a critical geographic area, loans are cancelled at the rate of thirty-three percent or \$5,000, whichever is greater, for each year of full time teaching.

<http://www.scstudentloan.org>

Strategy: Pay for performance.

The South Carolina Teacher Advancement Program (TAP) is an initiative to attract, retain, develop and motivate talented people to the teaching profession. One of the four elements of TAP is Performance-Based Compensation. Teachers are compensated according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The ultimate goal of this project is to develop policies, practices, and procedures which will be implemented in all of South Carolina’s public schools.

Strategy: Require and fund mentoring and induction programs to give teachers the support that they need to succeed and remain in challenging schools.

The DEQL and CERRA collaborated to develop State Induction and Mentoring Guidelines and work together to promote and support mentor training. Based on the work of the New Teacher Center, University of California-Santa Cruz, the Foundations for Mentoring training supports quality learning opportunities to develop mentoring skills to work with beginning teachers. CERRA also offers training for educators in cognitive coaching from the Center of Cognitive Coaching, which is an instructional coaching model that is used by advanced mentors with a variety of educators. Over 575 South Carolina educators have completed the Foundation in Cognitive Coaching training. Every district has at least one trained mentor from at least one of these programs.

<http://www.scteachers.org/cert/mentoring.cfm>

Mentoring is also an integral component of ADEPT. State Board of Education Regulation 43-205.1 stipulates that each school district must develop and implement a plan to provide induction contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with State Board of Education ADEPT Implementation Guidelines and must be approved prior to implementation. In order to comply with this regulation, all South Carolina public school districts have a written induction plan that includes professional development and support systems for new teachers in that district. The DEQL ADEPT coordinator works closely with the districts' ADEPT coordinators.

<http://www.scteachers.org/adept/index.cfm>.

Strategy: Support the development of high-quality alternative route programs to create a pool of teachers specifically for high-need schools.

The Program of Alternative Certification for Educators (PACE) is South Carolina's alternative route for initial certification. The purpose of the program is to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a critical need subject area teaching position and/or in a critical geographic area where teacher shortages exist, as determined annually by the State Board of Education. Eligible candidates are enrolled in a series of training seminars as well as graduate courses which lead to their professional certification.. Candidate must complete all requirements by the end of year three.

<http://www.scteachers.org/cert/pace/overview.cfm>

The restricted alternative certificate provides a route for teachers who are already fully certified to add other areas to their credentials. Districts request the restricted certificate for teachers who have demonstrated content competency in the area requested and have at least 12 semester hours toward certification requirements for the new area. Districts also sign assurances that include their responsibility for these teachers in the following areas:

1. providing high quality professional development that is sustained, intensive, and classroom-focused;
2. providing a program of intensive supervision that consists of structured guidance and regular ongoing support;

3. assuring that this alternative route to added areas of certification will not exceed three years;
4. assuring satisfactory progress toward full certification as prescribed by the State (six semester hours annually plus Praxis exam(s) within the three year period).

Strategy: Rehire retired teachers.

Members of South Carolina Retirement System who are eligible for service retirement may elect to participate in the Teacher and Employee Retention program (TERI). TERI allows a teacher to work for up to five years as a retiree, while accumulating a retirement annuity and drawing salary as a full-time employee. At the end of the program, the participant can choose to receive their retirement as an IRA, 401K rollover or lump sum distribution.

Legislation was amended to lift the earning limitation of \$50,000 on teachers and other State employees who choose to reenter their professions subsequent to retirement. Fully retired teachers may reenter the workforce and receive full teaching salary and full State retirement benefits simultaneously.

Strategy: Improve administrative support and leadership.

The EAA provides funds and programmatic support for staff to address needs in low-performing schools. The following administrative positions are included:

1. **Principal Specialists** may be hired for a school designated as unsatisfactory if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. The principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. The salary and supplement are to be paid by the State for two years.
2. **Principal Leaders** are employed in situations in which the district board of trustees does not choose to replace a principal. The principal leader works with the building principal, school staff, central office, and the local board of trustees to build local capacity, improve student performance, and increase the rate of student progress in that school.

Strategy: Provide intensive professional development in core academic content to teachers currently working in high-need schools.

The EAA provides funds and programmatic support for staff to address needs in low-performing schools. The following professional development positions are included:

1. **Teacher Specialists** are experienced, exemplary educators committed to improving teaching and learning who partner with classroom teachers to provide support and training, and to serve as a resource needed to help the teacher improve instructional skills. Teacher specialists assist classroom teachers by
 - demonstrating effective teaching and serving as a coach to improve instruction,
 - assisting the faculty in gaining knowledge and in implementing best instructional practices,
 - assisting school teams in analyzing test data to identify patterns and instructional deficiencies,
 - developing strategies to address instructional deficiencies, and
 - providing support and training for needed changes in instructional practices.
2. **Curriculum Specialists and District Instruction Facilitators** provide technical assistance and instructional support in curriculum planning and alignment, professional Development, and student performance.

Does the plan provide evidence for the probable success of the strategies it includes?

Evidence for the probable success of the above strategies is grounded in well-researched and documented studies. Bibliographical citations accompany each synopsis of global findings.

Strategy: Offer financial incentives to encourage teachers to work in high-need schools.

Compensation is one of many job variables that matter to teachers, and it can be adjusted to attract teachers to more challenging assignments. Teachers are more likely to accept assignments in settings that do not have strong records of success if they are compensated for the academic gains they help achieve. Several studies have underscored salary as a factor when potential employees choose whether or not to accept a particular assignment.

Prince, C. (2003). *Higher pay in hard-to-staff schools: The case for financial incentives*. Lanham, MD: Scarecrow Press, Inc.

Kirby, S., Naftel, S., & Berends, M. (1999). *Staffing at-risk school districts in Texas: Problems and prospects*, pp. 57-58. Santa Monica, CA: RAND.
www.rand.org/publications/MR/MR1083/.

Strategy: Require and fund mentoring and induction programs to give teachers the support that they need to succeed and remain in challenging schools.

Teacher turnover is highest in high-poverty schools and contributes to lower levels of student achievement, as much as 50 percent higher than in other settings. Hard-to-staff schools struggle to recruit and keep high-quality teachers because they often fail to provide effective training, valuable induction programs, and a generally supportive teaching environment. This statistic can be offset by induction and mentoring programs, which are attributed to teachers being twice as likely to remain in the profession as those who did not have these resources.

Center for Teaching Quality. (2006, June). "Why mentoring and induction matters and what must be done for new teachers." *Teaching Quality Across the Nation: Best Practices & Policies*, 5(2).

"Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf>

Villar, A. (2004). *Measuring the benefits and costs of mentor-based induction: A value-added assessment of new teacher effectiveness linked to student achievement*. Santa Cruz, CA: New Teacher Center.

Strategy: Support the development of high-quality alternative route programs to create a pool of teachers specifically for high-need schools.

Studies that have examined the effectiveness of alternative route teachers are mixed. Some suggest that they are less effective than those who have gone through traditional four-year teacher preparation programs. Research does show that alternative routes are adding to the ranks of certified teachers by attracting people who would not have entered teaching otherwise. Studies have also concluded that alternative routes attract candidates from diverse backgrounds.

Jacobson, L. "Alternative routes attracting unlikely candidates," *Education Week*, February 23, 2005. <http://www.edweek.org/ew/articles/2005/02/23/24altern.h24.html>

Viadero, D. "Teachers from alternate routes scrutinized," *Education Week*, September 28, 2005. <http://www.edweek.org/ew/articles/2005/09/28/05alternate.h25.html>

Strategy: Rehire retired teachers.

High-need schools have a disproportionate share of inexperienced teachers who are new to the school and new to the profession. Numerous studies have confirmed that teaching experience is directly linked to teacher effectiveness. As stated in *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality*:

The evidence is incontrovertible that experience increases teacher effectiveness. Most research suggests that teachers are considerably more effective after completing two years. Murnane was one of the first to document the relationship between experience and student

achievement; controlling for other factors, teacher effectiveness escalated in the first three years of teaching. Similarly, Rivkin, Hanushek, and Kain reported that beginning teachers in mathematics and second- and third-year teachers perform significantly worse than more experienced teachers. In a recent study of teachers in New York City, researchers found that as teachers gained experience in their first three or four years, student performance increased. <http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf>

Strategy: Improve administrative support and leadership.

One of the most frequently cited reasons that teachers give for moving away from certain schools is weak leadership and lack of administrative support. High-need schools have a disproportionate share of principals who are inexperienced and have little teaching experience themselves.

The National Council of Staff Development has extensive resources available that substantiate the importance of school leadership for professional development and positive school change.

<http://www.nsd.org/standards/leadership.cfm>

Strategy: Provide intensive professional development in core academic content to teachers currently working in high-need schools.

Research has identified strong relationships between teachers' content knowledge and student achievement, particularly in math and science. Evidence suggests that teachers who leave schools with high concentrations of poor and minority students are more likely to be highly-skilled than those who remain. While states may be able to attract some new teachers to high-need schools, states must also be prepared to build the knowledge, skills, and abilities of teachers who remain in these schools. Intensive professional development to build the skills of teachers already working in high-need schools so that they become highly effective is another way that states can ensure an equitable distribution of teachers.

The National Council of Staff Development has extensive resources available that validate the NSDC Standards for Professional Development.

<http://www.nsd.org/standards/leadership.cfm>

Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

The Title II, Part A application will be revised in 2006-07 to include district plans for equitable teacher assignment. The State will use available data that identify classes taught by teachers who are not highly qualified, average teaching experience of teachers, and retention rate for teachers in districts and schools. Technical assistance and monitoring visits will be prioritized for high poverty and high minority districts and schools with the greatest percent of classes taught by teachers who are not highly qualified.