Teacher Recruitment and Retention Task Force Recommendations

Created by Proviso 1.114 of the 2022–23 General Appropriation Act

May 2023

"If you choose teaching, may you be so knowledgeable in what you teach, so devoted to your students, so inspiring in your teaching.... that the students will say of you, 'He was born to teach.'" Benjamin E. Mays

"How can you help make a better school in your community? Is it right to employ a teacher, and then never see that she or your children are comfortable?" Wil Lou Gray

Contents

Forward

Proviso 1.114 of the 2022–23 General Appropriations Act established a Teacher Recruitment and Retention Task Force to propose "necessary revisions for improving teacher recruitment, retention, and advancement." The proviso's expansive definition of teacher recognizes the critical importance of classroom-based teachers, counselors, librarians, therapists, psychologists, and nurses in South Carolina schools. The research of this task force has revealed that there is no one-size-fits-all solution for teacher recruitment and retention. For all schools to be successful in providing an excellent education for each student, there must be coordination and collaboration at every level. Schools must develop a team of highly effective teachers supported by highly effective administrators and school service professionals. Districts, state agencies, and the General Assembly must understand the needs of schools to prioritize resources and policies that have a positive impact on student growth, teaching quality, and school climate.

This report provides 23 recommendations that can serve as a roadmap for a multi-tiered policy approach and presents a unique opportunity for South Carolina to improve educational opportunity for all students. Proviso 1.114 was passed in 2021–22, a year when, according to data provided by the Center for Educator Recruitment, Retention, and Advancement (CERRA), schools opened with a then-record 1,063 vacant teaching positions. Although South Carolina school districts reduced the total number of teaching positions statewide by 561 in fall of 2022, schools still started the year with 1,474 vacant teaching positions, a 39% increase over the previous year.

To better understand the factors contributing to teacher shortages, the task force solicited research and data from numerous state and national organizations. The work of the task force was also informed by feedback from educators and community members gathered during three statewide listening sessions and numerous surveys from education professional organizations.
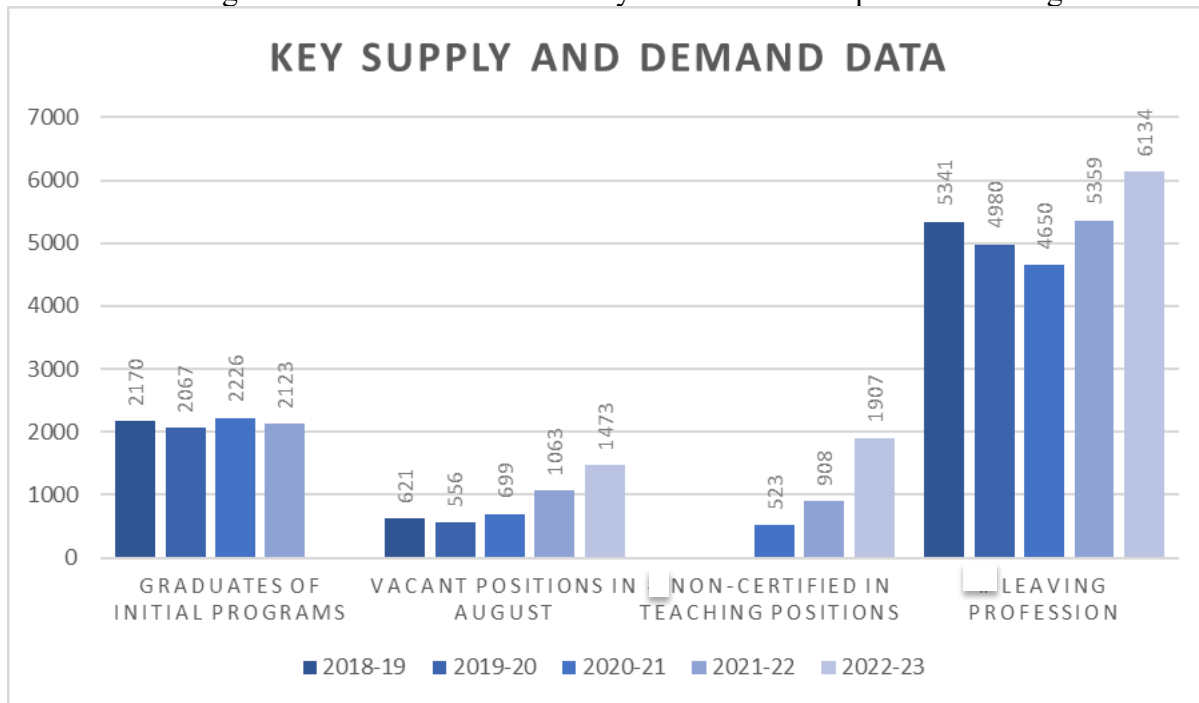
Source: CERRA (2023a) and SC Department of Education (2023e)

In addition to the raw numbers, commentary provided during public listening sessions suggests that teachers may often feel overworked, under supported, underpaid, and not respected in the community. This task force calls on South Carolina to go beyond the enactment of the policies in this report to redefine what it means to be a teacher in this state. In South Carolina, teachers should be respected and celebrated for the positive, life-changing difference they can and do make every day in the lives of their students. Teaching should be elevated, both through policy and through rhetoric, as a profession that is essential to the future economic success of the state as well as the continued health of our communities. The work of changing the narrative of what it means to be a teacher in this state starts with the words and actions of government, community, business, parent, and student leaders, and continues with the words and actions of district and school leaders, but it ultimately requires the engagement of every South Carolinian to firmly establish the teaching profession as one worthy of pursuing as a lifelong career.

This report provides a range of recommendations, including some that are relatively easy to implement short-term and others that will require considerable research, funding, and collaboration. South Carolina is presented with a moment where the pool of teachers is declining, and there is a unified recognition of the importance of education to our society and our workforce in the Governor's office, the General Assembly, the Department of Education, and all of the organizations represented on the task force. This report and the summary tables provide a suggested timeline for what should be completed by June 2024. The task force recommends that the South Carolina Department of Education report annually on South Carolina's progress toward these recommendations at the August meeting of the State Board of Education, at a minimum through August 2026.

Task Force Composition and Methodology

Requirements

Proviso 1.114 of the 2022–23 South Carolina General Appropriations Act provides that:
The Department of Education shall convene a task force to examine and propose necessary revisions for improving teacher recruitment, retention, and advancement. In examining necessary revisions and improvements to the education profession, the task force must consider factors including:

    (1)   public input gathered through meaningful consultation with teachers, principals, district officials, education preparation programs including both alternative and traditional higher education providers, and members of the public, including conducting hearings to gather public input;

    (2)   research on how teacher salary structures can:

      (a)   improve teacher recruitment and retention;

      (b)   incentivize methods used within the teaching profession which have an evidence-based impact on student achievement; and

        (c)   address staffing shortages in critical needs geographic and content areas;

    (3)   assistance from the Southern Region Education Board, Education Commission of the States, the National Conference of State Legislatures, and the National Center on Education and the Economy regarding educator recruitment, retention, and advancement from high performing jurisdictions; and

(4)   information provided from the Working Conditions Survey administered by SC
TEACHER.

The task force must submit recommendations for potential reforms to the Governor, the Speaker
of the House of Representatives, and the President of the Senate by no later than May 31, 2023.
Recommendations shall include, but not be limited to, the following areas:
(1)   increasing recruitment to the teaching profession;
(2)   improving teacher preparation;
(3)   transforming compensation for teachers;
(4)   enhancing the effectiveness of teacher evaluation;
(5)   improving working conditions for all teachers; and
(6)   identifying best practices from other jurisdictions and designing them for South
Carolina.

Members

Dr. Barbara S. Nielsen, Chair, Former South Carolina Superintendent of Education
Sen. Greg Hembree, South Carolina Senate, Educator Preparation Subcommittee Chair
Rep. Tim McGinnis, South Carolina House of Representatives, Recruitment Subcommittee Chair
Dr. Carolyn Styles, Appointee of the South Carolina Superintendent of Education, Greenville
        County School District, Compensation and Evaluation Subcommittee Chair
Rita Allison, State Board of Education, Working Conditions Subcommittee Chair
Dr. Mark Butler, Anderson University
Dr. Tommy Hodges, University of South Carolina
Deion Jamison, South Carolina Teacher of the Year
Dr. Callum Johnston, Francis Marion University
Patrick Kelly, Palmetto State Teachers Association
Mark Manigo, South Carolina Alliance of Black School Educators
Dr. Kevin O'Gorman, Superintendent of Edgefield County School District
Dr. Sheila Quinn, Superintendent of York 2 School District
Frank Rainwater, Revenue and Fiscal Affairs
Tim Curtis Rhodes, School Board Member Abbeville County
Julia Sowell, Teaching Fellow
Rise Strickland, South Carolina Education Association

Schedule

Full Task Force Meetings
April 21, 2023
March 10, 2023
February 10, 2023
January 10, 2023
October 10, 2022

Subcommittee Meetings
Each Subcommittee met at least four times between February and April 2023.

Listening Sessions
February 27, 2023, Greenville, SC
March 13, 2023, Florence, SC
March 20, 2023, Columbia, SC

Stakeholder Feedback

The task force held listening sessions that included testimony from teachers, retired teachers, instructional assistants, administrators, parents, instructional coaches, school counselors, school librarians, and speech language therapists. A total of 50 people testified. Major themes included how a perceived lack of respect for teachers makes both teaching and supporting a productive and safe learning environment more difficult; the impact of large class sizes and serving students with behavioral disabilities on classroom climate; the impact of large caseloads on special education teachers, school counselors, and speech language professionals; and the impact of parental leave policies on teacher retention.

The task force also administered a survey that was open from February 27, 2023 to April 3, 2023. In both the survey and the listening sessions, the top category of concerns was "Other," in other words, the needs and concerns of those responding were diverse. When analyzed for trends, the most frequently mentioned topics were Compensation (including salary and paid family leave), Planning time (including caseloads and extra duties), Respect for the Teaching Profession, and Student Behavior (including Parent Engagement and Accountability). More detailed analysis is available in Appendices A and B. Additional data and articles that informed the task force's recommendations are listed in References below.

<div align="center">Recommendations</div>

Compensation and Evaluation Recommendations[1]

1. Salary Schedule

The General Assembly should set the minimum teacher starting salary to at least $50,000, to be completed by FY 2026–27, with corresponding increases to all cells of the statewide salary schedule. Future increases should remain competitive with salaries available to teachers in other states, as well as the private sector job markets with similar education and qualification requirements as the teaching profession in South Carolina.

Governor McMaster has stated his desire to raise the minimum starting salary for teachers in South Carolina to at least $50,000 by 2026 (2023). Since Governor McMaster first publicly stated his goal of increasing minimum starting pay to $50,000, the Governors of Tennessee and Arkansas have expressed support for the same goal, with Arkansas recently passing legislation to achieve the goal this year. According to the National Association of Colleges and Employers Winter 2022 Salary Survey, the average starting salary for all reported bachelor's degrees is

---

[1] School librarians, school psychologists, speech language professionals, and school counselors are included in all teacher recommendations listed in this section.

above $50,000.[2] Increasing starting salaries for teachers is necessary to ensure South Carolina's competitiveness in attracting top teachers and in strengthening the workforce in all sectors.

2. Teacher Career Ladder

The General Assembly should fund and districts should adopt a career ladder compensation model that includes pay increases or "lanes" for advancement along the ladder: Beginning, Professional, Master, and Distinguished. This career ladder would provide a path for teacher advancement outside of being a school administrator and would establish clear criteria for advancement to each of the established lanes. Appendix C includes a proposed salary schedule which serves as a starting point for the development of concrete policy. Teachers meeting the criteria along the career ladder would become eligible for expanded leadership opportunities and associated pay increases. We believe a reimagined salary schedule, based on a career ladder, would keep our most talented teachers in direct instructional roles with students, which will enrich and elevate the collective leadership capacity in our schools while improving student achievement.

Under the existing teacher salary schedule, teachers experience pay increases by accruing additional years of experience and/or completing additional post-baccalaureate coursework and degrees that may or may not have alignment to a teacher's instructional context. Additionally, teachers that want to stay in the field of education largely lack opportunities for career advancement unless they choose to leave the classroom. A reimagined salary schedule would create new pathways and opportunities for earning salary increases and pursuing new leadership opportunities without leaving the classroom. This type of career ladder could keep talented teachers in direct instructional roles with students, enrich and elevate collective leadership capacity in schools, and improve access to effective teaching by increasing the influence of great teachers while keeping them in instructional roles.

Other states and districts across the nation have implemented career ladder salary structures, with examples including Iowa, Arkansas, DC Public Schools, and Public Impact districts in states like North Carolina. The implementation of these types of career ladders have resulted in increases in student achievement and educator retention (Public Impact, 2023).

3. Extend Salary Schedule Steps

Extend the steps on the statewide minimum salary schedule to at least 30 years of experience. Currently, the statewide minimum salary schedule only awards steps for experience through 23 years. While multiple districts have chosen to fund steps beyond 23 years, the number of steps eligible for salary increases varies widely across the state. This increase in steps would even the playing field for all South Carolina teachers and recognize the critical importance of retaining our most experienced educators.

---

[2] Even taking into account teachers' nine month versus regular twelve-month contracts, average teacher salary for Elementary Education majors is lower than every sector except some communications, humanities, and social science majors (National Association of Colleges and Employers, 2022).

4. Critical Needs Stipend

Support the development of strategic compensation stipends to recruit and retain teachers in critical needs subject areas. While shortages have continued to grow in recent years, it is also true that shortages are most acutely felt in specific critical needs subject areas such as special education. Providing stipends would incentivize more individuals to consider certification in these areas while enhancing the retention of current teachers.Stipends targeted to specific local needs are more effective for attracting high quality teachers in areas of need than blanket stipends. Hawaii's stipend for special education teachers helped cut their statewide special education vacancies in half (Putnam & Gerber, 2022).

5. School Support Professionals

Many professionals with specialized skills are needed to support teaching, learning, and school climate. The task force recommends that districts take the time to educate school leadership about the specific skills of school nurses, school counselors, school librarians, school psychologists, and speech language therapists to recognize all these professionals can and do positively impact students' success and safety. A better understanding of these essential roles will also help with recruitment and retention of these essential professionals.

School Nurses

Include school nurses in position codes that must be paid no less than the requirements of the statewide minimum teacher salary schedule. Currently, school nurse salaries are not required to be tied to the statewide minimum teacher salary schedule. As a result, school nurses in many districts are paid below the teacher scale, a salary that is far below the average expected earning for an individual with a RN in non-education settings in SC. As a result, school districts are finding it increasingly difficult to compete with private health care settings in attracting nursing talent.

Like teachers, school nurses are critical to the well-being of students, a fact made readily apparent during the COVID-19 pandemic. The General Assembly has provided funding in recent years to increase school nursing positions, but districts across our state continue to struggle to fill these positions. Beyond the negative impact on student wellness, nursing vacancies also result in diminished working conditions for other school employees as they are tasked with attempting to fill the essential roles of a school nurse.

Other recommendations for school nurses include the establishment of a statewide student-to-nurse ratio that accounts, at minimum, for the student population of a school, with a minimum of one nurse per school. Stipends for school nurses that achieve national board certification should also be provided. Where possible districts should provide clinical oversight by an unencumbered lead nurse. Finally, determination of years of experience should be related to years of nursing experience in general, not just years of school nursing.

School Counselors

Districts should train school leaders in the SC Comprehensive School Counseling and Career Guidance Model in order to better budget for and support the school counseling programs. Whenever possible, districts should aim to use the American School Counselor Association (ASCA) model student to counselor ratio of 250:1 in all South Carolina public PK-12 schools.

School Librarians

Consistent with guidance from the State Board of Education, local district boards of education should review, revise, and implement clear, consistent, and fair policies and procedures for the review and purchase of materials in school libraries. Whenever possible, districts should provide for trained library assistants to aide in the key instructional role of the school library. Library assistants' compensation should be budgeted as support staff and not be placed as a burden upon the library budget.

Speech-Language Therapists

Districts should consider paying licensed Speech Language Therapists on a separate salary scale competitive with the private sector in order to entice these professionals into public educational settings. The South Carolina Department of Education (SCDE) should continue collaboration with the Department of Labor, Licensing, and Regulation in order to streamline requirements for certification renewal for Speech-Language Therapists practicing in South Carolina public school settings. Whenever possible, districts should review maximum caseload limits recommended by the American Speech-Language-Hearing Association.

School Psychologists

SCDE should develop and implement a best practice-based model and job description for each school-based behavioral and mental health provider. The SCDE should then provide districts training in order to integrate the standard model statewide. This model would include support and evaluation for each school-based behavioral and mental health provider. The SC General Assembly should fully fund the recommended program.

6. Consistent Educator Evaluation

Research finds consistently that the quality of teachers and principals "is the most important element of a quality school." Moreover, reliable evaluations are an essential element to "support overall personnel systems, to provide information to teachers and principals on how to improve, and to guide corrective actions if there is no improvement" (Hanushek, 2023). South Carolina's statewide educator evaluation systems already include many best practices including observations, feedback conferences, scoring on a common rubric, evidence of student growth, goal setting, and rigorous evaluator training. To ensure the consistency of the evaluation systems, we recommend that the South Carolina Department of Education should:

- Ensure districts have enough trained evaluators to include at least one individual with content-area expertise on evaluation teams.[3]
- Establish SCDE ongoing evaluation "calibration" teams in 4.0 observations and offer inter-rater reliability support to districts.[4]
- Audit the SCLead system to identify ways to increase efficiency and streamline completion of required information.

.

Additional recommendations for further research and discussion

- Support the implementation of S 552 that provides educators with 6 weeks of paid parental leave (the same as other SC state employees).
- Review the practice of calculating leave payouts for teachers to match payouts for equivalent leave of other district staff.
- Provide preschool vouchers for educators with young children.
- Provide after school care for teachers' children.
- Provide discounts for teachers' children at higher education institutions.
- Pay induction teachers on 195-day contract to build in professional development ahead of the beginning of school.
- Provide a stipend to pay teacher candidates working full-time internships.
- Create a statewide "teacher discount card" with participating businesses receiving a tax credit.
- Calculate leave and payouts for teachers on the same basis used for district staff.
- Require all districts to allow teachers to participate in a sick leave bank.
- Increase annual supply check to $500.

---

[3] Research shows that teachers "perceive evaluations to be more meaningful and see greater improvement in their practice when those doing the evaluating have been trained on the observation rubric, have more experience in and knowledge of the setting where teachers and being observed, and are familiar with the content their evaluees are teaching," (Gerber, 2022).

[4] Effective implementation of teacher evaluation rubrics remains a challenge nationally. One study found that "99 percent of teachers (were) rated good or great, confirming related findings that evaluation systems are not meaningfully differentiating teachers or providing useful feedback," (Education Commision of the States, 2018).

Recruitment Recommendations

7. Implement a Public Relations Campaign

South Carolina should fund a comprehensive, state-wide campaign designed to elevate the public discourse around the field of education. The public relations campaign should provide a strong message to all South Carolina citizens regarding the value and quality of the profession of educators. Recruitment of educators suffers from negative discourse surrounding the field of public education. Across three public listening sessions, the issue of respect was a consistent thread in a majority of comments. Respect was cited as the primary issue for teachers who expressed concerns about remaining in the profession; while this is a recruitment issue, it also directly impacts the ability to retain veteran educators. Educators reported feeling a lack of respect from a variety of sources. This testimony reinforces data received by the task force from multiple agencies: respecting educators is not solely a local issue. A state-wide campaign to elevate and promote public education can elevate the discourse in the state of South Carolina and make it a destination state for current and future educators. This campaign should also feature the educational value and importance of educator roles other than classroom teachers, especially school support professionals like school librarians, school counselors, speech-language therapists, psychologists, and nurses.

To start, the SCDE should inventory all current marketing efforts including those conducted by the Center for Educator Recruitment, Retention and Advancement (CERRA), districts, the Commission on Higher Education (CHE), the Department of Employment and Workforce, the Department of Commerce, and any other relevant agency. An evaluation of return on investment, messaging focus, and duplication should be completed before a comprehensive plan is completed and responsibility assigned. Any decisions on additional funding should be postponed until the comprehensive audit and plan is approved.

A dedicated and coordinated public relations campaign could communicate the importance of public education to the overall public good. Our ability to recruit future educators to the field of education is dependent upon a sentiment that they are entering into a field that is respected and supported. In addition, the plan should include a dedicated campaign that highlights schools' successes. It should also be transparent about what should be improved and how the state, districts, and communities can work together to address those needs.

Finally, the SCDE, working with CERRA, the SC Education Deans Alliance (SCEDA), the SC Association of School Administrators (SCASA), the SC School Boards Association (SCSBA), and districts should provide a toolkit for districts on best practices for recruitment, including best practices for public relations and interviews.

8. Expand Loan Forgiveness

The General Assembly should expand investments into current loan forgiveness programs to assist future educators in acquiring high-quality teacher preparation paid off through service to the state. As an example, Senate Bill 125 would expand the life scholarship to education majors.

The state of South Carolina has developed several pathways to loan forgiveness, which can and should be expanded to recruit high-quality teachers. The state should also work with banking institutions to lower interest payments for students majoring in education. Recruitment of teachers will benefit from additional opportunities for loan forgiveness repaid through service.

The issue of loan forgiveness directly relates to the issue of salary, as teachers report they often do not make enough money to afford monthly student loan payments upon graduation forcing them to pursue careers outside of education. Reducing the financial burden of teacher training will reduce this obstacle. Additionally, data provided and testimony heard from the Center for Educator Recruitment, Retention, and Advancement (CERRA) and Call Me MISTER programs suggest that educators who receive these types of loans, are more likely than not to remain in the field, fulfill their service obligations, and not default on loans than those without this aid. Our ability to recruit future educators to the field of education, specifically public education, is dependent upon financial support of pre-service candidates interested in entering the field. Furthering the state's investment in established loan forgiveness pathways, including the South Carolina Teaching Fellows Program, is a viable option for accomplishing this goal.

9. Implement Grow Your Own Programs

Districts should develop initiatives and funding streams to provide low- or no-cost training of current district personnel (i.e., teacher assistants) that allow districts, particularly those classified as "rural" with the ability to "Grow Their Own" teachers from among those in the community. A review should be conducted of educator preparation program-district Grown Your Own partnerships and a thorough analysis of alternative teacher certification programs to make informed recommendations for funding and expansion. This analysis should include the successes of SC-CREATE, an SCDE sponsored Grow Your Own pathway for special education teachers.

Recruitment of teachers will benefit from tapping into existing school personnel who are invested in their communities and interested in expanding their professional opportunities. This approach has the added advantage of addressing the challenges rural districts have attempting to attract candidates from outside the area to teach in remote areas. Additionally, data from other states have demonstrated the efficacy of Grow Your Own initiatives on addressing shortages in hard to reach rural communities. Grow Your Own initiatives can be supported with targeted agreements between districts (or a consortium of districts) and institutes of higher education to train qualified personnel to serve as certified educators within those same districts.

Our ability to recruit future educators to rural public school districts will be significantly enhanced through targeting individuals who currently reside and work in rural communities. Removing the barrier of cost and allowing these individuals to continue work within the district while simultaneously pursuing certification will result in additional qualified educators for rural school districts. Additionally, localized recruiting has the added advantage of training up a workforce that is knowledgeable of and invested in the community. Private industry has paid for master's degrees and upskilling; the education sector should do the same.

10. Engage Retirees

The State Department should collaborate with districts to partner with AARP Experience Corps, community organizations, and directly with certified and non-certified retirees to leverage their talents as part-time teachers, tutors, facilitators, and volunteers. S.C. Code Ann. § 59-26-20(j) requires the State Board of Education (SBE) to designate South Carolina's critical need subject areas and critical need geographic areas (schools) on an annual basis. The State Board of Education should consider expanding critical needs areas to include removing the $ 10,000 earning limitation for retired educators, bus drivers, and classified personnel.

South Carolina has seen a massive influx of retirees moving here for the past several decades. That trend appears to be nowhere near slowing down. Many of these men and women look for ways to serve their community and many of them come from k-12 careers. Districts can develop programs to bring these people into their schools to help teachers and staff.

As one example, AARP has a program called Experience Corps that "engages highly trained adults 50-plus to help children attain reading and writing proficiency….With its intergenerational approach, the program not only helps students at a critical juncture in their education but also engages volunteers in their communities, putting their wisdom to work while guiding the next generation of readers" (AARP, 2023).

11. Streamline the Certification Process

South Carolina is attracting a variety of teachers including participants in alternative certification and residents from other states. The South Carolina Department of Education should simplify the process for credentialed out-of-state educators to earn a reciprocal credential. The South Carolina Department of Education should continue to fund and monitor the effectiveness of a clearinghouse like TeachSC to make applying to educator preparation quick and easy. Additionally, to retain SC teachers, the SCDE should streamline the process to maintain certification. We recommend that the SC Department of Education work to:

- Identify and publicize the steps necessary to be hired as a teacher in SC.
- Revisit and streamline reciprocity guidance to attract qualified, mobile, out-of-state educators and ensure candidates understand the process for applying.
- Streamline and simplify the process to reactivate entry for veteran teachers.
- Provide work credit in determining years of experience for initial teacher certification.
- Provide teachers with professional development grants to be used on teacher-selected, context-aligned professional development activities that are eligible for certificate renewal credits such as micro-credentials, completion of advanced coursework, or attendance at professional conferences.
- Ensure that teachers are eligible to receive recertification hours for eligible in-service professional development activities completed during a teacher's 190-day contract[5].

---

[5]Teachers are required to complete 120 hours of approved recertification activities every five years. SCDE's existing renewal matrix (SCDE, 2023d) does not prohibit awarding renewal credits for professional development activities completed by a teacher during their 190 day contract; however, not all districts across the state allow teachers to receive renewal credits for activities that meet the criteria but are a part of their 190 day contracted work.

Educator Preparation Recommendations

The state of South Carolina has a total of 500 traditional educator preparation programs across 30 providers in addition to 9 currently approved alternative pathways for teacher certification (SCDE, *Approved Educator Preparation Program List*, 2023) .New alternative programs are also being discussed and submitted for approval. A total of 509+ pathways towards certification suggests a great deal of variation in the readiness of newly certified teachers to teach in South Carolina.

People completing teacher preparation programs from 2013 to 2020 declined by 23%. The 2019–2020 average teacher turnover rate in Southern Regional Education Board (SREB) states among teachers with fewer than 5 years' experience was 45% versus the average in SREB states of 10%. The projected teacher turnover rate for teachers with fewer than 5 years of experience for 2029–2030 is 56% (SREB, 2023). With a 30% increase in turnover among the demographic of teachers with fewer than 5 years' experience in the last ten years, educator preparation should be an urgent priority.

The subcommittee was well aware of the importance of recruiting, maintaining and preparing quality educators. To this end we reviewed the research, national and state reports, heard input from a wide range of stakeholders and professional groups, and analyzed survey results. (All information, summaries and outreach are available in the report appendix). Of note, new teachers cited classroom management, curriculum alignment to standards and assessments, and effective communication with parents as areas for improvement within preparation programs. Another theme among newer teachers regarding their preparation is a lack of varied and extended exposure to different school types early on in their programs, such as experiences in rural schools, charter and magnet schools, Title I, and non-Title I schools.

12. Develop the Profile of the Prepared SC Educator

The SCDE should develop a Profile of the Prepared SC Educator to include teachers, media specialists, school nurses, counselors and psychologists that identify the skills and competencies required for initial certification.
- These skills and competencies would ensure that educators are ready for Day 1 of teaching.
- The skills and competencies should include how to access and utilize a comprehensive and viable curriculum (see curriculum recommendations below).
- The profile would be aligned with the Profile of the South Carolina Graduate and reviewed on a routine basis.
- Colleges and all alternate preparation programs should then use the profiles on an annual basis to review and modify their course content and to update their programs of study.
- Subject-area content in teacher preparation programs should always be aligned with SC Academic Standards.
- The SCDE should develop virtual learning modules that align with the profiles in order for districts to assign professional learning as needed to veteran teachers;

teachers that have been certified in another state; or teachers in need of improvement in specific areas.

Feedback from listening sessions, surveys, and testimonies before the panels identified numerous gaps in preparation of new educators regardless of preparation pathway. Providing more consistency in teacher education programs to graduate teachers and support staff ensures they are prepared with skills, knowledge and competencies for their beginning years. A comprehensive profile, much like the Profile of the 21st Century SC Graduate, would provide a more consistent set of expectations across the board. EPPs could utilize this profile to analyze their programs and data in order to drive continuous improvement measures and to collaborate with partner institutions in collegial efforts to improve educator preparation across the state.

The profile should be aligned with the Profile of the South Carolina Graduate and reviewed on a routine basis. This workgroup should include representative input from SCDE, SCEDA, SCASA, the National Association for State Directors of Teacher Education and Certification (NASDTEC), SREB, and content professional organizations including the SC Coalition for Math and Science. The profiles should be completed by June 2024 for passage by the State Board of Education. The SCDE should develop virtual learning modules that align with the profiles in order for districts to assign professional learning as needed to veteran teachers, teachers that have been certified in another state, or teachers in need of improvement in specific areas.

The SCDE should convene a work group to create a Profile of the South Carolina Principal following the same procedure above. The working group should include representation from sitting principals and superintendents from schools and districts, public and private colleges and universities, districts, and schools. The Profile should be completed by June 24, 2024 for passage by the State Board of Education. In addition to the Profile, the panel should review requirements for program approval of Educational Leadership and Administration programs, consider the standards and dispositions regarding management of school safety and climate, and gather feedback on the desired outcomes of both state-level and district-level principal induction and mentoring programs.

13. Align Pathways to Certification

As a part of the collaboration between the CHE, SCDE, Revenue and Fiscal Affairs Office (RFA), and SC-TEACHER established by S.C. Code Ann. § 59-26-35, the SCDE should work with CHE to conduct an inventory and evaluation of all current and proposed preparation pathways including apprenticeship, residency, and internship models.
- The SCDE and CHE should inventory all programs, providers, goals/objectives, and participation in certification pathways and provide them to the Education Oversight Committee (EOC) for program evaluation purposes.
- The EOC should conduct an analysis and evaluation of each program with recommendations for continuation and expansion as part of their oversight and research responsibility.
- The EOC should establish and maintain a statewide clearinghouse for all approved teacher preparation pathways to include report card required reports, retention data, effectiveness data, CERRA Supply and Demand reports, program review and

accreditation results, and any other data deemed appropriate. This will assist in identifying and sharing best practices, eliminating duplication, informing needed policy changes, and coordinating management.

- The SCDE should encourage the development of innovative pathways while maintaining appropriate processes for program approval and evaluation related to alternative pathways through the Educator Preparation Program Report Card.[6]

14. Evaluate Mentoring and Induction

The Education Oversight Committee should inventory and evaluate all current teacher induction and mentoring programs with the goal of informing the implementation of a mandatory three-year Comprehensive Induction and Mentoring Program–to include training for Mentors.

- An inventory should be conducted of the many induction programs already operating (including the State Dept of Education, Districts, CERRA and other providers) in South Carolina. Each of these should be evaluated by EOC to compile a description, model, goals/objectives, competencies, participants, results, best practices, and return on investment.
- EOC should complete this evaluation by June 4, 2024, to provide a comprehensive vision for induction and mentoring in the state. At that time the SCDE should facilitate a comprehensive working group to assist and inform future policy and funding to reach that vision.

The SCDE should revise the Principal Induction Program and guidance for district principal induction and mentoring based on feedback from the Profile of a South Carolina Principal working group, to include representatives of sitting and retired principals and superintendents in districts and schools.

- The program should be based on best practices, research, and address the Principal Profile, and provide personalized onboarding and mentoring.
- The program should also include ongoing professional development and on-site support for veteran and induction administrators in the areas of instruction; extensive support in areas of establishing and maintaining a collegial decision making environment with school staff; positive school climate; and implementing positive school, parent, and community relations.
- An annual evaluation by the EOC should assess results, return on investment, and needed modifications.

The SCDE should explore establishment of a statewide Rookie Teacher of the Year recognition program aligned to the existing State Teacher of the Year program. The South Carolina Teacher of the Year program has long been a national leader in elevating and celebrating the teacher profession. This program provides both financial incentives and unique professional development growth opportunities through CERRA for one teacher each year from each of the state's traditional and charter school districts. Establishing a similar program and set of

---

[6] Examples of innovative pathways include approved alternative pathways like The Program for Alternative Certification for Educators (PACE), Teach for America, support models that complement traditional pathways like Call Me Mister and Carolina TIP, proposed pathways like TeachRightUSA, and the Interstate Teacher Mobility Compact which would offer out-of-state educators an additional pathway to certification in South Carolina.

incentives for Rookie Teachers of the Year would provide a powerful tool for recognizing, elevating, and retaining the best early career teachers in the state. Such a program is especially important in light of the fact that approximately 33% of teachers that depart their position each year have less than five years of experience (CERRA, 2022).

15. Eliminate Basic Skills Assessment (Praxis Core)

The General Assembly should repeal S.C. Code Ann. § 59-26-20, to no longer require a candidate seeking full admission to an undergraduate teacher preparation program to earn a passing score on a basic skills assessment in reading, mathematics, and writing. This requirement is currently the Praxis Core.

After three listening sessions and testimony from SCEDA, SREB, the National Center for Teacher Quality, the SERVE center and numerous deans of education in our state, the most common theme regarding barriers to preparing educators in South Carolina is the current requirement of a passing score on Praxis Core for entrance into the educator preparatory programs. Potential candidates have already demonstrated mastery of basic skills in order to be admitted to the college or university. The requirement of another assessment is burdensome and costly to the student. No data exists to establish a pattern between passing the Praxis Core and effectiveness of the educator in the field. However, the number of completers reported by educator preparation programs declined by 23% between 2013 and 2020, with many citing Praxis as the cause. According to the Education Oversight Committee, from a pool of 200 potential teachers, PRAXIS CORE eliminates 71 of them.

16. Expand ProTeam and Teacher Cadet

The EOC, working with CERRA, SCDE, CHE, and districts should review the program of study for Pro Team, Teacher Cadet programs, Technical College educational course offerings, traditional certification programs, and alternative pathways to develop clearer pathways for students to become certified teachers and to align with the Profile of the Prepared South Carolina Educator. The EOC should conduct an evaluation of Pro Team and Teacher Cadet programs and make recommendations for additional funding if needed. Specific attention should be given to expanding the funding available for the SC Teaching Fellowships Scholarships based upon return on investment and results. Additionally, South Carolina should consider:
- Expanding Pro Team in middle schools to every district by awarding a Carnegie unit for graduation.
- Awarding work-based learning credits for Teacher Cadet Completers.
- Adopting statewide practices for Teacher Cadet courses to become dual enrollment opportunities that lead to students graduating with a high school diploma and an associate's degree, subsequently leading to opportunities for faster completion of certification in a four year program. Consider creating a pathway to fast-track successful Teacher Cadets directly into Educator Preparation Programs and providing them advisors earlier.
- Monitoring all data annually to assess long term impact on K-12 education.

Between the years of 2013 and 2020, the number of completers reported by South Carolina Educator Preparation Providers declined by 23%. In 2022–23, only 27 of the 76 districts in the state hosted ProTeam sites while 74 districts had Teacher Cadet programs. In an effort to expand opportunities to reach younger students and to influence Individual Graduation Plan decision-making as 8th graders plan for their high school futures and beyond, CERRA should work to reach their target audience to spread the word about ProTeam. In addition to the recommendations above, districts should celebrate and honor Teacher Cadets with public recognition as a way of establishing respect for the program, as well as for the career of teaching. CERRA should collect and track data through their data clearinghouse and provide data as needed to the EOC for program evaluation.

17. Create Consistency of Admissions and Field Placements for Student Teachers

The SCDE and CHE should conduct an inventory of all current student teaching/field placement practices and goals for all certification pathways including apprenticeship, internship, residency, and traditional, and create a detailed glossary and catalog of these pathways. In conjunction with this work, the committee recommends that:
- The State Board of Education should finalize and approve Field Placement Guidelines, including clearly defined qualifications and compensation for Cooperating Teachers, and evaluation of effectiveness.
- SCEDA and SCDE should work together to find ways to adjust teacher candidate's academic calendar dates to district calendar dates to enable the student teacher to shadow the cooperating teacher for the opening of school.

The SCDE working with the State Board of Education and the CHE should collaborate on a published catalog, including a glossary, of all certification pathways, clearly defining "Apprenticeship", "Internship", "Residency", and all other terminology used frequently in these pathway communications. Recently updated Field Placement Guidelines, incorporating earlier and broader field experiences, need to be finalized and approved by SBE. It is the recommendation of this group that more, not fewer hours in field placement are most beneficial to candidates entering the field. Students enrolled in an educator preparation program should be exposed immediately upon enrolling in the program to a variety of field placements in schools ranging from poverty to affluent, and urban to rural. Coordinating student teaching schedules to allow student teachers to be present at and before the beginning of the school year for school opening tasks, meetings, and groundwork with establishing classroom culture and procedures will be beneficial for teacher candidates' future success. Where possible, student teachers should begin the semester on the cooperating district calendar rather than the EPP calendar. Proposed changes should take into account findings from the publication of the Education Preparation Report Card and evaluations by the EOC.

Working Conditions Recommendations

The climate in any profession leads to better outcomes for all. Teachers need the respect and clear pathways to teach the students and prepare them for future work and citizenship. In three statewide listening sessions and multiple surveys, teachers have shared that compensation and benefits, planning time, respect, and student behavior are some of the top issues that impact their

career satisfaction. We believe the following recommendations will increase teachers' sense of respect and improve overall school climate and support.

18. Implement Meaningful and Unencumbered Planning Time

Teachers need unencumbered time to assess, plan, and collaborate with peers and parents. Some expressed their schedules are so packed they feel they don't have a chance to catch a breath during the day. Per S.C. Code Ann. § 59-5-63, districts must ensure that local school boards adopt a policy and implement a plan that directs the principal of each elementary school to provide at least thirty minutes of unencumbered time on each regular school day to all full-time teachers teaching in grades kindergarten through fifth grade. Districts should expand the unencumbered time policy to include middle school and high school general and special education teachers.

Additionally, the State Superintendent of Education should convene a working committee to identify and review all forms and paperwork requested from the schools and districts to eliminate duplication. The SCDE should get input from teachers on current pain points and use lessons learned from the 2019 paperwork reduction report, including feedback on the efficacy of simplifying teacher evaluation paperwork like the Student Learning Objective and concerns raised about additional duties like supervising students before and after school and during lunch (SCDE, 2019).

A new report should be completed by December 1, 2023. As an example, listening sessions revealed that although much special education paperwork is mandatory, special education teachers may need support for scheduling and entering IEP data so that they can focus on serving students.

19. Prioritize Learning through Assessment

Listening sessions and survey input clearly communicated a disconnect between the use of assessments, the data they yield, and instructional practices. Teachers see testing as taking time away from instructional time; they believe there is too much testing; and they believe instruction is too focused on "teaching to the test." Based on testimony received, the frustration with assessments appears to be directed at off-the-shelf assessments and how they are used to inform instruction. This leads to the question of what assessments are required in South Carolina.

The South Carolina Education Accountability Act, which was enacted in 1998 and revised in 2014, requires formative assessments in all subjects and grade levels in South Carolina. This legislation outlines the state's assessment and accountability system, which includes both formative and summative assessments. Specifically, S.C. Code Ann. § 59-18-310 of the South Carolina Code of Laws requires that the State Board of Education "create a statewide adoption list of formative assessments for grades kindergarten through nine aligned with the state content standards in English/language arts and mathematics" and that these formative assessments "provide diagnostic information in a timely manner to all school districts for each student." Additionally, Section 59-18-320 of the South Carolina Code of Laws requires that the state develop and implement a system of summative assessments that measure student achievement and progress toward state standards. Together, these sections of the Education Accountability Act establish the framework for South Carolina's assessment and accountability system, which includes both formative and summative assessments to support student learning and improve educational outcomes.

In K-12 schools in South Carolina, assessments serve several purposes:
1. To measure student learning. Assessments are used to measure what students have learned and their level of understanding in a particular subject or skill. This helps teachers identify areas where students may be struggling and adjust their teaching methods accordingly.
2. To evaluate teacher effectiveness. Assessments are also used to evaluate the effectiveness of teachers and their teaching methods. This information can be used to provide feedback to teachers, inform professional development opportunities, and identify areas where additional support may be needed.
3. To inform instructional decisions. The data from assessments can be used to inform instructional decisions, such as determining which students need additional support, identifying areas where curriculum may need to be adjusted, or determining which teaching methods are most effective.
4. To measure school and district performance. Assessments are often used to measure school and district performance and determine which standards are and are not met by students.
5. To inform college and career readiness. Assessments are also used to inform college and career readiness, such as identifying areas where students may need additional support to prepare for college entrance exams or the workforce.

In addition to these assessments, Regulation 43-243, which was adopted by the South Carolina Board of Education in 2018, requires all public schools to conduct dyslexia screening (perceived as an assessment) for students in kindergarten through second grade, as well as any students in higher grades who are suspected of having dyslexia. The regulation also requires that the screening process use a research-based dyslexia screener that is approved by the South Carolina Department of Education. The screener must be administered to all students within the first 30 days of the school year, and any students who show signs of dyslexia should receive further evaluation and support.

Too often, assessments at the state, district, and school level are administered without teachers having a solid understanding of the purpose of the assessment or knowing how the results of the assessment will be used. We also heard that the results of state summative assessments are not provided in a timely manner to teachers and the information from the assessments typically do not yield data to inform curriculum and instruction. Therefore, they are perceived by teachers as being a waste of instructional time. With the adoption of new English language arts, mathematics, and science standards, the state has the opportunity to reevaluate the purpose of testing as a way to inform instruction and to measure and report on student progress.

As a state, we need assessments that provide meaningful data that teachers can use to inform instructional decisions, that parents can use to support their child's education, and that provide more information to determine which standards are and are not met. The task force recommends that the Department of Education should collaborate with educators, including classroom teachers, and the Education Oversight Committee to complete a comprehensive evaluation of our current testing system in order to:

1. Determine which state assessments are currently required and to identify the data that teachers need from these assessments to make timely instructional decisions.
2. Ensure that reports provided to parents provide details on which standards are met and what their child needs help with.
3. Determine if there is a need to eliminate any duplication of assessment practices.
4. Make recommendations for the development of a strong program of training for educators and parents on how to use assessment effectively to make good decisions for students specific to academic standards mastery.

Several states in our southern region are working on this goal and it is recommended that South Carolina learn from their efforts and when possible work in collaboration with them.

20. Evaluate and Simplify Standards and Curriculum Adoption

The South Carolina Department of Education has invested in high quality curricular materials through the establishment of the Instruction Hub, approval of statewide instructional materials, and implementation of approved K-5 reading curricula. The South Carolina
Department of Education should continue to support districts with standards and curriculum by:

- Identifying priority content standards and eliminating non-priority standards.
- Working with the General Assembly to reexamine S.C. Code Ann. § 59-18-350 and lengthen the amount of time a set of standards are in place.
- Investing in statewide curriculum resources and providing guidance around pacing to ensure teachers have time to teach priority standards.
- Investing in high quality statewide instructional materials, curriculum resources, and assessments for all content areas as a resource for all teachers in all districts.

In tested grades and courses, time is spent trying to cover every standard. There is little guidance on which standards may be most critical to the next grade level. To support consistency and the quality of instruction, standards should be paired down to what is essential and developmentally appropriate for students to know and be able to do. The SCDE should consider prioritizing the standards and indicators at each grade level and for each subject and content area and aligning state assessments to priority standards. Although guidance from the U.S. Department of

Education dictates that assessment systems must cover both breadth and depth of standards, attention to prioritizing standards would allow teachers to target instruction based on the most important standards and indicators and adjust the curriculum and instructional requirements accordingly (2018, p. 24). Additionally, the General Assembly should consider revision of S.C. Code Ann. § 59-18-350, particularly the requirement that "at a minimum, each academic area should be reviewed and updated every seven years."

Teachers express that they do not have enough time to ensure students master standards and make their curriculum as strong as possible. As soon as they feel like they have their lessons in order and have mastered the new standards, the standards change. Providing standards-aligned curriculum resources through the Instruction Hub and purchases of approved instructional materials should help save teachers time and focus instruction on the most important priority standards.

21. Promote Community Engagement

The State Department of Education should offer training for districts in communication and community engagement. Districts should be encouraged to tell the story of the great moments happening every day in SC schools. Training should build the capacity of districts to engage with community members in a positive way.

22. Ensure Accountability for Student Behavior and Family Engagement

Local school boards should work with the district administration, legal counsel, and the SC School Boards' Association to set or revise board policy on student behavior and the support and involvement of parents and guardians, particularly for students with persistent behavioral infractions. In particular, policy should consider whether students who have issued a threat of violence or engaged in an act of violence should be excluded from physical attendance on campus.

Although many districts require students, parents, and guardians to sign a school handbook at the beginning of each year, current policies don't always address the concerns teachers and school administrators have about student behaviors that impede safe and supportive learning environments for all. The newly established Office of Safe Schools at the South Carolina Department of Education can support this work by reinforcing expectations for reporting school and classroom violence and continuing training in behavioral threat assessment. Additionally, Districts should adopt policy that includes school communication about how to support students who are suspended or expelled and what the reentry process should look like before students return to school.

The abundance of teacher testimony about trends in student behavior is disturbing. In the listening sessions, teachers and counselors reported an increase in challenging student behaviors including those defined in Regulation 43-279 as disruptive behaviors (e.g. use of an intoxicant, fighting, vandalism, and abusive language to staff) and those classified as criminal conduct (e.g. assault and battery that results in injury or physical harm, threat of the use of a destructive devices, and possession, use, or transfer of a dangerous weapon). Student behavior has a direct

impact on working conditions. Student behavior is the responsibility of the student, school, parents, and the community. Students, parents and guardians should be involved with students' attendance, behavior, and success in the school, especially when a partnership is needed to help a student meet expectations for attendance and behavior.

23. Ensure Administrative Support for Student Behavior

School administration and staff should follow best practices for supporting educators with discipline, including clear communication with students, teachers, and families, establishing clear expectations and procedures, having tiered intervention structures, creating a culture of strong relationships, and providing ongoing training and support from counselors, psychologists, nurses, and school resource officers.

Just as teachers shared their concerns about not feeling supported by administrators with behavior management, school administrators also report disciplinary issues that are increasingly complex and severe, involving coordination with law enforcement, district safety staff, district communications staff, and district executive leadership. Communities deserve consistent and able leadership from school administrators. School administrators deserve ongoing support and training that addresses the severity and complexity of student needs. To better support school administrators with establishing safe and supportive learning environments, the task force recommends that:
- Schools and districts review resources available in the SC Department of Education's Best Practices for Supporting Educators with Discipline, and School Safety website, and their own discipline data to review and assess policies and practices.
- The South Carolina Department of Education, in partnership with SCASA, SCSBA, Education Preparation Programs, and other national experts should research and recommend instruction, training and coaching for school administrators on best practices related to school discipline and maintaining a positive and safe learning environment for students and teachers.

Additional recommendations that need further research and discussion

- The General Assembly should review class size and caseload requirements. Regulations 43-231, 43-232, and 43-234 establish that average pupil-teacher ratios and maximum class sizes. Regulation 43-205 establishes recommended ratios for counselors and librarians. South Carolina requirements should reflect national recommendations from the American Association of School Counselors, the American Association of School Librarians, and the National Association of School Lunches.
- Districts should provide increased mental health support for students and teachers.[7]

---

[7] Increasing percentages of teachers report burnout because of larger class sizes, lack of dedicated planning time, increased accountability expectations, lack of breaks, and extended work hours. While there are many discussions about student mental health brought to the forefront as a result of the COVID-19 pandemic, little to nothing is readily available for teachers (Will, M. & Superville, D. R., 2022). Colorado has done innovative work on school employee mental health. Pilot districts "typically score high on employee benefits for mental health, he said, but there was a need for more education and training (Colorado School for Public Health, 2021).

- Districts should provide training for teachers on federal, state, and district policy for students with Individual Education Plans and 504s and support available for students whose disabilities impact their behavior.
- The State Department of Education should research and promote policies that empower parents to support students. For example, districts could provide counseling sessions for parents of students who have three incidents of behavior that interrupts instruction.
- Students with multiple incidents of violent behavior should be supported with alternative settings that address their individual educational and social development needs. Although many districts offer alternative settings for students who have been expelled, there is a need to research potential collaboration, funding, and best practices for students who may need a smaller therapeutic setting.

Summary Tables

The task force recommends that the South Carolina Department of Education use the tables below to structure an annual report on South Carolina's progress toward these recommendations at a minimum through August 2026. The task force also recommends annual evaluations of initiatives enacted with attention to return on investment to serve as a basis for decision-making about future funding and expansion.

Compensation and Evaluation Recommendation Summary

Recommendation	Lead	Partners	Recommended action by June 2024
1. Salary Schedule	SC General Assembly	RFA, SCDE, Governor's office	Pass legislation that raises salaries to $50,000 by 2026.
2. Teacher Career Ladder	SC General Assembly Education Committees	Districts, SCSBA, SCDE, and State Board of Education	Develop funding model, pass legislation, and enact policy.
3. Extend Salary Schedule Steps	SC General Assembly	Districts, SCDE	Develop funding model and pass legislation.
4. Critical Needs Stipends	SC General Assembly Education Committees	SCDE, State Board of Education, and Districts	Identify areas and fund stipends.
5. School Support Professionals	SC General Assembly Education Committees	SCDE, Districts, and related professional associations	Pass legislation and fund reduced ratios and other working condition recommendations.
6. Consistent Educator Evaluation	SCDE	Districts, State Board of Education, state organizations related to supporting teaching and learning	Advisory committee convened and changes recommended.

Recruitment Recommendations Summary

Recommendation	Lead	Partners	Recommended action by June 2024
7. Public Relations Campaign	SCDE	CERRA, Districts, CHE, related state agencies, and other state organizations related to supporting teaching and learning	Public relations campaign plan funded, completed and start date set.
8. Loan Forgiveness	SC General Assembly Education Committees	SC Student Loan, CERRA	Pass legislation.
9. Grow Your Own	Districts	SCEDA, SCDE	Districts assess needs and develop plans. SCDE and SCEDA draft recommendations for expansion.
10. Engage Retirees	SCDE	Districts, General Assembly, State Board of Education	Review completed and recommendations drafted.
11.Streamline the Certification Process	SCDE	State Board of Education	Process review completed and recommendations drafted.

Educator Preparation Recommendations Summary

Recommendation	Responsible for Implementation	Partners	Recommended action by June 2024
12. Profile of the Prepared SC Educator	SCDE	State Board of Education, SCEDA, Districts, and state and national organizations related to supporting teaching and learning	Profile completed and adopted.
13. Pathways to Certification	SCDE	CHE, EOC	Inventory and education preparation program report card published. Process for development of innovative pathways clarified.
14. Mentoring and Induction	EOC	SCDE, CERRA, Districts, and other state organizations related to supporting teaching and learning	Inventory published and evaluation timeline adopted.
15. Eliminate Basic Skills Assessment (Praxis Core)	SC General Assembly	SCDE, SCEDA	Pass Legislation
16. ProTeam and Teacher Cadet	EOC	CERRA, SCDE, CHE, Districts	Review completed and changes adopted.
17. Consistency of Student Teaching	SCDE	CHE, SCEDA, Districts	Adopt revised guidelines. Catalog published.

Working Conditions Recommendations Summary

Recommendation	Lead	Partners	Recommended action by June 2024
18. Meaningful and Unencumbered Planning Time	SCDE	General Assembly, Districts	Report completed and recommendations adopted.
19. Prioritizing Learning Through Assessment	SCDE	State Board of Education, General Assembly, Districts, state organizations related to supporting teaching and learning	Report completed and recommendations to SBE. Training developed by 2027.
20. Standards and Curriculum Adoption	SCDE	State Board of Education, Districts, state organizations related to supporting teaching and learning	Review policies and publicize prioritized standards.
21. Community Engagement	SCDE	Districts, SCSBA	Training conducted.
22. Accountability for Student Behavior and Family Engagement	SCSBA	Districts	Model policy drafted and disseminated.
23. Administrative Support for Student Behavior	Districts	SCDE, State Board of Education, SCASA, SCSBA, SCEDA	Recommendations made and trainings recommended.

References and Presentations

The following references and presentations were received and reviewed as information and do not imply endorsement by the SC Department of Education or the Teacher Recruitment and Retention Task Force. Additional presentations and references can be found here.

AARP Foundation. (2023). *Experience Core. Our impact.* https://www.aarp.org/experience-corps/our-impact/

Berry, B. (2023a). *Future of SC teaching profession.* University of South Carolina. https://ed.sc.gov/newsroom/errtf/documents/03-23/usc-berry-future-of-sc-teaching-profession-presentation/

Berry, B. (2023b). *Future of South Carolina's teaching profession: Addressing teacher shortages and accelerating student-led learning.* University of South Carolina. https://ed.sc.gov/newsroom/errtf/documents/03-23/usc-berry-the-future-of-scs-teaching-profession-report-brief/

Call Me Mister. (2023). *The intentionality of legacy.* https://ed.sc.gov/newsroom/errtf/documents/03-23/call-me-mister-teacher-recruitment-task-force/

Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Palo Alto, CA: Learning Policy Institute.

Center for Educator Recruitment, Retention, and Advancement. (2021a). *South Carolina annual educator supply & demand report.* https://ed.sc.gov/newsroom/errtf/documents/10-22/cerra-2021-22supplydemandreport1/

Center for Educator Recruitment, Retention, and Advancement. (2021b). *Teacher supply & demand in South Carolina, 2021-22.* https://ed.sc.gov/newsroom/errtf/documents/10-22/cerra-special-supplydemand-data-for-hub21-22/

Center for Educator Recruitment, Retention, and Advancement. (2022). *February 2022 supply and demand update.* https://ed.sc.gov/newsroom/errtf/documents/10-22/cerra-february2022supplydemandupdate1/

Center for Educator Recruitment, Retention, and Advancement. (2023a). *Key data from CERRA's South Carolina annual educator supply and demand reports.* https://ed.sc.gov/newsroom/errtf/documents/10-22/cerra-21-22-supply-demand-key-data/

Center for Educator Recruitment, Retention, and Advancement. (2023b). *CERRA teacher recruitment and retention task force.* https://ed.sc.gov/newsroom/errtf/documents/03-23/cerra-teacher-recruitment-and-retention-task-force/

Center for Educator Recruitment, Retention, and Advancement. (2023c). *Teacher vacancies (as reported in supply and demand surveys).* https://ed.sc.gov/newsroom/errtf/documents/03-23/cerra-vacancies-by-district5-years/

Center for Educator Recruitment, Retention, and Advancement. (2023d) *Pro-Team Sites.* https://www.cerra.org/proteam-sites.html

Center for Educator Recruitment, Retention, and Advancement. (2023e). *Teacher Cadet Program.* https://www.teachercadets.com/teacher-cadet-sites.html

Colorado School for Public Health. (2021). *Supporting employee mental health: A new module for employers to make real change.* https://coloradosph.cuanschutz.edu/research-and-practice/centers-programs/chwe/about-us/newsroom/public-health-main-site-news/supporting-employee-mental-health-a-new-module-for-employers-to-make-real-change

Education Commission of the States. (2005). Eight Questions on Teacher Recruitment and Retention: What Does the Research Say? https:// www.ecs.org/trrreport.

Education Commission of the States. (2018). *Policy snapshot: Teacher evaluations*. https://www.ecs.org/wp-content/uploads/Teacher_Evaluations.pdf

Education Commission of the States. (2021). *Enhancing teacher preparation through clinical experience*. https://www.ecs.org/enhancing-teacher-preparation-through-clinical-experience/

Education Commission of the States. (2023a). *State policy levers to address teacher shortages*. https://ed.sc.gov/newsroom/errtf/documents/10-22/ecs-2022-state-policy-levers-to-address-teacher-shortages/

Education Commission of the States. (2023b). *South Carolina teacher recruitment and retention task force: selected ECS resources.* https://ed.sc.gov/newsroom/errtf/documents/02-23/ecs-sc-teacher-rr-task-force-resource-list/

Education Commission of the States. (2023c). *Recruiting and retaining great teachers: A look at the national policy landscape.* https://ed.sc.gov/newsroom/errtf/documents/02-23/ecs-presentation/

Future-Ed. (2023). *The future of American education.* https://www.future-ed.org/the-future-of-american-education-next-generation-ideas-for-the-nations-schools-and-colleges/

Gerber, N. (2022, February 10). *Seven ways to make improving teacher evaluation worth the work.* National Center for Teacher Quality. https://www.nctq.org/blog/Seven-ways-to-make-improving-teacher-evaluation-worth-the-work

Hanushek, E. A., (2023). *The Unavoidable: Tomorrow's teacher compensation, a policy analysis from the Hoover Education Success Initiative.* https://ed.sc.gov/newsroom/errtf/documents/10-22/hanushek-2020-hesi-teacher-compensation/

Hanushek, E. A., Luo, J., Morgan, A., Nguyen, M., Ost, B., Rivkin, S. G., and Shakeel, A. (2023). The Effects of comprehensive educator evaluation and pay reform on achievement. National Bureau of Economic Research. http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%20et%20al.%202023%20NBER%20w31073.pdf

Ingersoll. (2023). *Teacher Working Conditions: Connection to Ingersoll's Research Findings and Next Steps.*

Kids Upstate. (2023a). *A Catcher in the kudzu: Teacher recruitment/preparation/retention/productivity via comprehensive after school programs.* https://ed.sc.gov/newsroom/errtf/documents/03-23/kids-upstate-a-catcher-in-the-kudzu/

Kids Upstate. (2023b). *Kids Upstate teacher task force fact sheet.* https://ed.sc.gov/newsroom/errtf/documents/03-23/kids-upstate-teacher-taskforce-fact-sheet/

Kraft, Matthew A., and Melissa Arnold Lyon. (2022). *The Rise and Fall of the Teaching Profession: Prestige, Interest, Preparation, and Satisfaction over the Last Half Century.* (EdWorkingPaper: 22-679). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/7b1a-vk92

Lovison, Virginia S., and Cecilia H. Mo. (2022). Investing in the Teacher Workforce: Experimental Evidence on Teachers' Preferences. (EdWorkingPaper: 22-528). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/fygj-e132

McMaster, H. (2023, January 25). *State of the state address*. South Carolina General Assembly. Columbia, South Carolina. https://governor.sc.gov/news/2023-01/2023-state-state-address-governor-henry-mcmaster

National Association of Colleges and Employers. (2022). *NACE Salary survey: Starting salary projections for Class of 2022 new college graduates.* https://careers.unc.edu/wp-content/uploads/2022/02/NACE-Salary-Survey_Winter-2022.pdf

National Council on Teacher Quality. (2023). *South Carolina educator recruitment and retention task force.* https://ed.sc.gov/newsroom/errtf/documents/03-23/nctq-sc-legislative-task-force/

Palmetto State School Counselor Association. (2023). *Proviso 1.114 task force on recruitment and retention.* https://ed.sc.gov/newsroom/errtf/documents/03-23/pssca-proviso-1114-presentation/

Public Impact. (2023). *Opportunity Culture In Action.* https://www.opportunityculture.org/what-is-an-opportunity-culture/

Putman, H. & Gerber, N. (2022, May 12) *Strategies to build a sustainable special education teacher workforce.* National Council on Teacher Quality. https://www.nctq.org/blog/Strategies-to-build-a-sustainable-special-education-teacher-workforce

SC Teacher. (2021). *Summary of results for the SC Teacher exit survey from the 2020-21 pilot administration.* https://ed.sc.gov/newsroom/errtf/documents/10-22/scteacher-exitsurvey2020-21final/

SC Teacher. (2023). *Proviso 1.114 teacher recruitment and retention task force.* https://ed.sc.gov/newsroom/errtf/documents/02-23/scteacher-task-force-10-february-2023/

South Carolina Association of School Librarians. (2023a). *2022 State of the state infographic.* https://ed.sc.gov/newsroom/errtf/documents/03-23/scasl-2022-state-of-the-state-infographic-feb-2/

South Carolina Association of School Librarians. (2023b). *Personal librarian harassment statements.* https://ed.sc.gov/newsroom/errtf/documents/03-23/scasl-librarian-harassment-stories/

South Carolina Association of School Psychologists. (2023). *Recruitment and retention: How school psychologists impact school climate and best practices?* https://ed.sc.gov/newsroom/errtf/documents/03-23/scasp-proviso-presentation/

South Carolina Department of Education. (2017). *Committee on educator retention and recruitment recommendations.* https://ed.sc.gov/newsroom/errtf/documents/10-22/scde-2017-committee-on-educator-retention-and-recruitment-recommendations-1/

South Carolina Department of Education. (2019). *Paperwork Reduction and Streamlining Report.* https://ed.sc.gov/data/reports/legislative/legislative-reports/special-one-time-reports/2019-07-13-paperwork-reduction-and-streamlining-report/

South Carolina Department of Education. (2022). *Progress of 2017 educator retention and recruitment study committee recommendations.*

South Carolina Department of Education. (2023a). *District Memorandum Model Policy for Unencumbered Time.* https://ed.sc.gov/newsroom/school-district-memoranda-archive/model-policy-for-unencumbered-time/model-policy-for-unencumbered-time-attachment/

South Carolina Department of Education, Office of Educator Services. (2023b). *Certification in South Carolina.* https://ed.sc.gov/newsroom/errtf/documents/03-23/scde-oes-task-force-3102023-v-2/

South Carolina Department of Education, Office of Educator Services. (2023c). *South Carolina Approved Educator Preparation Programs List.* https://ed.sc.gov/educators/teaching-in-

south-carolina/epp/south-carolina-approved-educator-preparation-programs/south-carolina-educator-preparation-program-inventory/

South Carolina Department of Education, Office of Educator Services. (2023d). *Teacher Certification Renewal Matrix*. https://ed.sc.gov/educators/certification/certification-forms/forms/renewal-matrix/

South Carolina Department of Education, Office of Educator Effectiveness and Leadership Development. (2023e) *Efforts to retain and support educators*. https://ed.sc.gov/newsroom/errtf/documents/02-23/scde-oeeld-proviso-1114-presentation/

South Carolina Department of Revenue and Fiscal Affairs. (2022). *An Overview of South Carolina Demographic Trends and Projections*. https://rfa.sc.gov/sites/default/files/2022-12/Demographic%20Trends%20and%20Projections%20December%202022.pdf.

South Carolina Education Deans' Alliance. (2023). *Educator preparation in South Carolina*. https://ed.sc.gov/newsroom/errtf/documents/02-23/educator-preparation-in-sc-t-west/

South Carolina Education Oversight Commission. (2023a). *A Study of teacher recruitment programs funded with Education Improvement Act (EIA) revenues*. https://ed.sc.gov/newsroom/errtf/documents/10-22/eoc-anderson-2022-eia-program-review/

South Carolina Education Oversight Committee. (2023b). 2022-2023 Accountability Manual. https://eoc.sc.gov/sites/eoc/files/Documents/Acct%20Manual%202022%2023/FINAL%20AccountabilityManual%20SY%202022-23%20(with%20updates%202022%2003%2002).pdf

Southern Regional Education Board. (2023). *Educators: The overlooked workforce*. https://ed.sc.gov/newsroom/errtf/documents/02-23/sreb-230210scteachertaskforce/

Starrett, A., Barth, S., Geo, R., DiStefano, C., Liu, J., Go, J. & Lewis, A. Summary of results for the South Carolina teacher working conditions survey 2023. (2023). SC TEACHER. https://sc-teacher.org/ documents/teacher-working-conditions-summary/

US Department of Education. (2018). *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*. https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf

Will, M. & Superville, D. R. (2022). Don't forget the adults: How schools and districts can support educator mental health. *EducationWeek*. https://www.edweek.org/teaching-learning/dont-forget-the-adults-how-schools-and-districts-can-support-educator-mental-health/2022/03

Appendix A: Feedback Survey Summary

The task force administered a survey with the following questions. The survey was open from February 27 through April 3, 2023. The survey questions were:
- Email address
- Provide feedback or suggestions on one or more of the following topics: (1) increasing recruitment to the teaching profession; (2) improving teacher preparation; (3) transforming teacher compensation and enhancing the effectiveness of evaluation; and (4) improving working conditions for all teachers
- Name
- Organization
- Job Title
- Phone

Number of Responses: 176
Number of Responses with no recommendations: 47
Most Frequent Responses
- Other: 85
- Compensation: Salary & Paid Family Leave: 69
- Planning Time, Caseloads, & Extra Duties: 33
- Respect for Teaching Profession: 25
- Student Behavior & Parent Accountability: 20
- Testing, Standards, & Curriculum: 13
- Educator Preparation & Mentoring: 18
- Class Size: 12
- Support from Administrators: 8

Link to full text of responses.

Appendix B: Listening Session Summary

Most Frequent Responses
- Other: 42
- Compensation: Salary & Paid Family Leave: 21
- Respect for Teaching Profession: 20
- Planning Time, Caseloads, & Extra Duties: 19
- Student Behavior & Parent Accountability: 18
- Testing, Standards, & Curriculum: 13
- Educator Preparation & Mentoring: 11
- Class Size: 14
- Support from Administrators: 8

Link to full text of written statements submitted at listening sessions.

Appendix C: Salary Schedule Example

This salary schedule is intended as a possible model of what a career ladder schedule could include, with the expectation that this document would serve only as a starting place for conversation and engagement of diverse stakeholders. In any effort to implement a revision of this scale, state and local boards must ensure all current employees are not negatively impacted by a revision. This salary schedule model still assumes the continuance of local district salary supplements as well as periodic percentage increases to salaries by the General Assembly.

Salary Lanes

Steps (Years Experience)	Beginning Teacher * BA Required	Professional Teacher	Master Teacher	Distinguished Teacher
0	$50,000	X	X	X
1	$51,000	X	X	X
2	$52,000	X	X	X
3	$53,000	$4,000 annual stipend*	$6,000*	X
4	$54,000			X
5	$55,000			$10,000 annual stipend*
6-8	$56,500			
9-11	$58,000			
12-14	$59,500			
15-17	$61,000			
18-20	$62,500			
21-24	$63,000			
25-27	$64,500			
28-30	$66,000			

*Salary Lane recognition stipends can be layered on top of other stipends.

Salary Stipends

Master's Degree*	Doctorate or National Board Certification*	Priority School Designation**
$5,000 annually	$12,000 annually	$5,000 annually

*Cannot be layered with Doctorate or National Board Stipend.
**To receive Priority School designation, teacher must meet Professional Teacher criteria AND work in a school that meets criteria for "chronically underperforming school" in S.C. Code Ann. § 59-18-1615.

Salary Lanes Glossary

Recognition	Eligibility	Roles
Professional Teacher	- At least 3 years experience - Professional Certificate - Two consecutive years of Exemplary evaluations - Must be employed in school-based position	Department/Grade Level leader; member of school collective leadership team; serve as demonstration classroom for novice teachers; reading or math interventionist; content-area coach/specialist; instructional technology specialist
Master Teacher	- Meets all criteria for Professional Teacher 3 consecutive years of Exemplary evaluations - Successful completion of CERRA Mentor training - Successful completion of SCTS 4.0 Evaluator training	Serve as coaching teacher for pre-service teacher (student teacher or co-teaching with resident); mentor teacher for teachers in first 3 years of teaching
Distinguished Teacher	- Meets all criteria for Master Teacher - At least 5 years experience - Four consecutive years of Exemplary evaluations - Successful completion of SDE-approved micro credential stack - Selection through screening/interview	Member of teacher evaluation team; co-classroom observations; design/deliver district professional development

Notes

To receive recognition as a Professional, Master, or Distinguished Stipend, a teacher must meet all eligibility criteria AND be selected by building or district level leadership for additional leadership positions such as the identified roles in the table for the level of recognition. In addition to stipend, school leaders are encouraged to provide Professional, Master, or Distinguished Teachers with job-embedded time to complete the additional assigned roles for their position.

Appendix D: Salary and Fringe Benefits 190 and 260 Day Comparison

FY 2022–2023 State Minimum Salary Schedule with 12 Years Experience

190
260
Day:
SC Revenue and Fiscal Affairs Office 4/17/2023