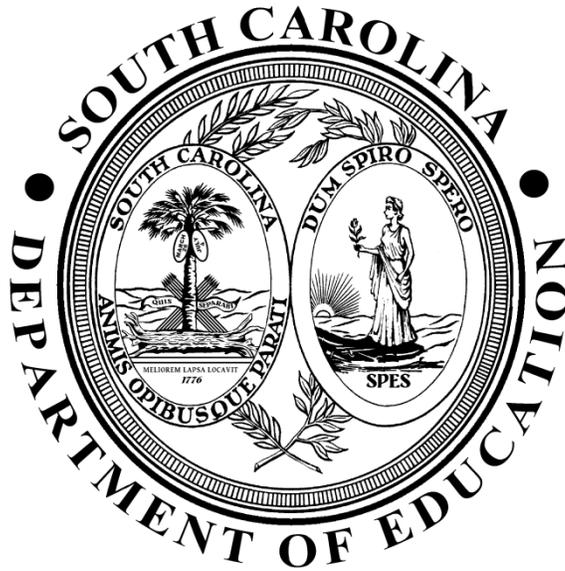


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**Changes to Federal Requirements Related to
“Highly Qualified Teachers”**

Addressed to the South Carolina General Assembly

Pursuant to Proviso 1.90

February 1, 2017

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Pursuant to Proviso 1.90, the South Carolina Department of Education (SCDE) must report to the General Assembly regarding highly-qualified educators and the new federal requirements under the Every Student Succeeds Act (ESSA). The term and definition of “highly qualified teacher” was established under the No Child Left Behind Act re-authorization of the Elementary and Secondary Education Act (ESEA). ESSA eliminates the previous ESEA highly-qualified teacher provisions, which required states to staff all core-content classes with teachers who hold a bachelor's degree, are state certified, and have demonstrated subject-matter competency. Elimination of the highly-qualified requirement reduces federal involvement in state certification issues and refocuses states on equitable distribution of excellent educators.

Consistent with section 1111(g)(1)(B) of ESSA, the proposed ESSA regulations would require state education agencies (SEAs) to demonstrate whether low-income or minority students enrolled in schools that receive funds under Title I, Part A, are taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers, as compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. Proposed ESSA regulation § 299.18(c)(1) (currently paused by executive order).

To fulfill this requirement, SEAs must establish and provide in their state plans definitions, using distinct criteria, so that each definition provides useful information about educator equity and disproportionality rates, for each of the following terms: ineffective teacher, out-of-field teacher, and inexperienced teacher. The definitions provided below for ineffective teacher, out-of-field teacher, and inexperienced teacher are currently in draft form, pending public consultation, review by the Governor, submission, and the final approval of South Carolina’s ESSA Consolidated State Plan by the United States Department of Education.

Ineffective Teacher

South Carolina’s current draft plan proposes to define an “ineffective teacher” as any teacher receiving two consecutive ratings of “Unsatisfactory” as outlined in the *Expanded ADEPT Support and Evaluation System Guidelines for Classroom-Based Teachers* (March 2015). [To access these guidelines, please click this hyperlink](#). Please note that revisions to these guidelines are underway and are subject to change upon system feedback and South Carolina State Board of Education review.

Out-of-Field Teacher

The proposed definition of an “out-of-field” teacher is a teacher who does not possess the requisite certification or certification permit for the course or grade level to which he or she has been assigned. The document, *Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina’s Public Schools*, is updated annually and establishes the acceptable certification credentials for educators working in various settings and roles.

Inexperienced Educator

An “inexperienced” educator is proposed to be defined as an educator with less than 1.0 years of experience. Operationally, an inexperienced teacher is defined as one on an Induction 1 contract. Special rules are being considered for teachers with experience in other states or in South Carolina’s private schools or public charter schools. An inexperienced school leader is proposed

Highly Qualified Teachers

February 1, 2017

Page 1

to be defined as an educator in his/her first year as a school principal and enrolled in South Carolina's Principal Induction Program (PIP).

Reporting

The SCDE will use these proposed statewide definitions of ineffective, out-of-field, and inexperienced teachers to calculate student-level rates in each category (low-income and minority, Title I and non-Title I) for each category of teacher. Rates will be reported as percent of students taught by each type of teacher. Rates will be calculated by school and published annually on the state report card. Rates will also be compiled for state-level reporting. Proposed ESSA regulation § 200.37 would require each state and district report card to list "aggregated and disaggregated by high-poverty [top quartile] and low-poverty schools [bottom quartile], the number and percentage" of inexperienced educators, teachers on emergency or provisional credentials; and teachers not teaching in the subject or field in which the teacher is certified. Under regulation § 299.13(c)(a)(iii), the state must annually report the student-level data referenced above under §299.18(c); and the percentage teachers who are "ineffective," "out-of-field," or "inexperienced." Whenever low-income or minority students in Title I schools are taught by these teachers at higher rates than students who are not low-income or minority in non-Title I schools, the state must describe likely causes and provide strategies and timelines to address the root causes of the differences.

In the past, data were reported at the school and course level. For example, South Carolina reported the percentage of courses taught by teachers who did not meet the "highly-qualified" definition. ESSA and the regulations require looking at student-level information across all courses. Most students take six or more courses per year, sometimes with more than one teacher. Yet to be determined is how the percentages of low-income, minority students in Title I schools taught by ineffective, out-of-field, or inexperienced teachers will be calculated across course enrollments.

Information about disproportionalities will be shared among SCDE offices and used to target support for teacher evaluation, certification, and professional development. In addition, proposed regulation § 299.18 authorizes the state to direct districts contributing to the differences to use portions of their federal money under Title II provide greater access to effective educators.

For more information, please contact:

Karla Hawkins
Deputy Superintendent, Division of State, Federal, and Community Resources
Email: khawkins@ed.sc.gov
Telephone: 803-734-7078