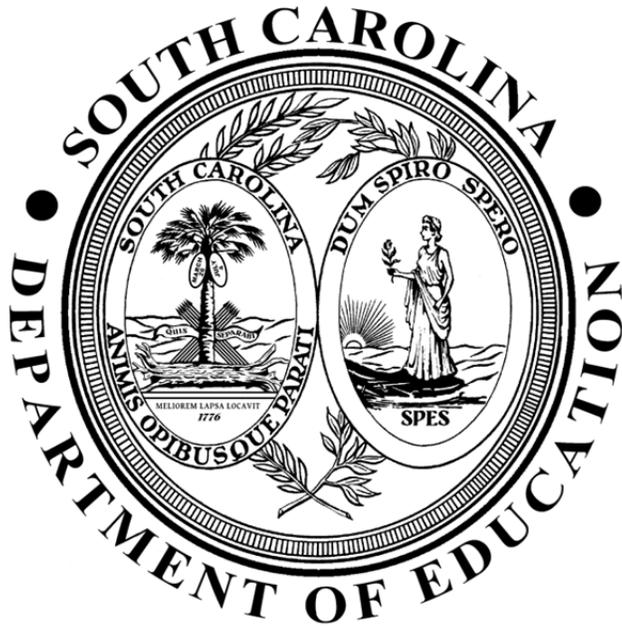


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



**DRAFT: Committee on Educator Recruitment and  
Retention Recommendations**

Provided to the South Carolina Legislature

Pursuant to Proviso 1.92 of the 2017-18 Appropriations Act

December 31, 2017

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Our state has committed to the Profile of the South Carolina Graduate - every high school graduate will be prepared for success in college, career, and citizenship. To accomplish this goal, we must first ensure that every child has an effective teacher in every classroom, every day.

At the beginning of the 2016 school year, districts reported 481 vacant teaching positions in our public school classrooms. The vacancy rate grows each year - particularly in mathematics and special education. Many rural districts must rely on international teachers to fill core subject positions and often find over half of their faculty with international credentials.

Fewer students are entering the teaching profession. The number of South Carolina graduates eligible for a teaching certification declined from 2,447 in 2013 to 1,898 in 2016 as reported by the Center for Educator Recruitment, Retention, & Advancement. Even with alternative certification programs that give pathways for career changers, retiring military personnel, and other bachelor degree recipients to become classroom teachers, the reality of a teacher shortage faces all school districts in South Carolina.

Teacher recruitment and retention issues affect states across our nation and have been researched extensively. This Teacher Recruitment and Retention Task Force reviewed current research, best practices, and received input from South Carolina teachers during the fall of 2017.

Twenty-nine practical recommendations resulted and are detailed in this report. These recommendations should be implemented swiftly and with fidelity.

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## Report Requirements

Per Proviso 1.92, included in the 2017-18 Appropriations Act, the State Superintendent of Education convened stakeholders to examine and make recommendations regarding educator recruitment and retention to include identification of the causes of teacher shortages and the state's educational system's future demand for teachers.

**1.92.** (SDE: Committee on Educator Retention and Recruitment) From the funds appropriated to the department, the Superintendent of Education shall initiate convening a study committee to address the issue of educator recruitment and retention to include identification of the causes of teacher shortages and the state's educational system's future demand for teachers. The study committee shall develop recommendations for the General Assembly to consider which include, but are not limited to, building teacher recruitment; alternative certification; financial incentives; induction and mentorship; evaluation and feedback; and teacher leadership.

The study committee shall be comprised of the following members:

- (1) Chairman of the Senate Education Committee, or his designee;
- (2) Chairman of the House Education and Public Works Committee, or his designee;
- (3) Chairman of the Senate Labor, Commerce, and Industry Committee, or his designee;
- (4) Chairman of the House Labor, Commerce, and Industry Committee, or his designee;
- (5) Senate Majority Leader, or his designee;
- (6) Senate Minority Leader, or his designee;
- (7) House Majority Leader, or his designee;
- (8) House Minority Leader, or his designee;
- (9) Chairman of the State Board of Education, or his designee;
- (10) Chairman of the Palmetto State Teacher's Association, or his designee;
- (11) Chairman of the South Carolina Education Association, or his designee;
- (12) Superintendent from a small School District appointed by the Governor;
- (13) Superintendent from a medium School District appointed by the Governor;
- (14) Superintendent from a large School District appointed by the Governor;

Of the three Superintendents appointed by the Governor, at least one Superintendent must come from a plaintiff or trial district in the Abbeville lawsuit;

- (15) Executive Director of CERRA;
- (16) Chairman of the Education Oversight Committee;
- (17) Two Deans of Colleges of Education appointed by the Governor; and
- (18) State Superintendent of Education who shall serve as Chairman of the Committee.

Staff support shall be provided by the Department of Education, with assistance from the staffs of the Senate Education Committee and the House Education and Public Works Committee, upon request.

Findings and recommendations shall be submitted to the General Assembly by December 31, 2017.

## Work Completed

The committee met on five separate occasions—August 10, September 21, October 19, November 15, and December 20, 2017—to discuss challenges related to educator recruitment and retention in South Carolina. The following is a breakdown of the five meetings and the meeting documents can be found in the links listed below:

### 1. August 10, 2017

The committee heard from Jane Turner, Executive Director of CERRA (Center for Educator Recruitment, Retention, & Advancement), Mary Hipp, Director of Teacher

Committee on Educator Recruitment and Retention Recommendations

December 31, 2017

Certification at the South Carolina Department of Education (SCDE), and Dr. Falicia Harvey from the Commission on Higher Education (CHE). A link to all meeting documents and presentations may be found here:

<https://ed.sc.gov/newsroom/educator-retention-and-recruitment-study-committee/august-10-2017-meeting-handouts/>

**2. September 21, 2017**

The committee heard from Dr. Jon Pederson, Dean of Education at the University of South Carolina, and Dr. Jennie Rakestraw, Dean of Education at Winthrop University regarding the Colleges of Education's role in teacher shortage in South Carolina. The committee also convened a panel of five teachers from around the state to address their point of view with regard to educator recruitment and retention. The following five teachers participated in the panel:

- a. Ann Blackman, 2nd grade Teacher, Summerton Early Childhood Center, Clarendon School District One;
- b. Erin Fox, English Teacher, Gaffney High School, Cherokee County School District, 2018 State Teacher of the Year;
- c. Justin Goldsmith, 5th Grade Teacher, Legacy Early College Middle School, South Carolina Public Charter School District;
- d. Patrick Kelly, AP U.S. Government Teacher, Blythewood High School, Richland School District Two, Teacher Fellow at US Department of Education; and
- e. Vanessa Torres, Spanish Teacher, Nursery Road Elementary School, Lexington-Richland District Five, 2017 Milken Educator of Year.

A link to all meeting documents may be found here:

<https://ed.sc.gov/newsroom/educator-retention-and-recruitment-study-committee/september-21-2017-meeting-handouts/>

**3. October 19, 2017**

The committee heard from Andy Baxter, Vice President of Educator Effectiveness with Southern Regional Education Board (SREB), Dr. Russell Booker, Superintendent, Spartanburg School District Seven and Dr. Roy Jones, Executive Director of the Call Me MISTER Program, and Jane Turner, Executive Director of CERRA on the Rural Recruitment Initiative. A link to all meeting documents may be found here:

<https://ed.sc.gov/newsroom/educator-retention-and-recruitment-study-committee/october-19-2017-meeting-handouts/>

**4. November 15, 2017**

The committee debated, discussed, and voted on recommendations to be included in the report. A link to all meeting documents may be found here:

<https://ed.sc.gov/newsroom/educator-retention-and-recruitment-study-committee/1-92-committee-member-recommendations/>

**5. December 20, 2017**

The committee met to vote on the final draft of the report.

## ***Public Comment and Feedback from Educators***

In addition, the committee created a feedback form for teachers and educators to submit on the SCDE's website; almost 200 public comments were received. A link to the forms may be found here: <https://ed.sc.gov/newsroom/educator-retention-and-recruitment-study-committee/public-comments-received-as-of-12-12-17/>. The following is a breakdown of the six major issues teachers and educators viewed as reasons for teacher shortage and recruitment issues:

1. 127/196 submissions listed low salary as the major issue for teachers entering and staying in the profession.
2. 118/196 submissions listed lack of support in the classroom and lack of support from administrators as major issues for teachers entering and staying in the profession
3. 94/196 submissions listed accountability/student performance demands as a major issue for teachers entering and staying in the profession.
4. 29/196 submissions listed student discipline as a major issue for teachers entering and staying in the profession.
5. 23/196 submissions listed student loan forgiveness as a major issue for teachers entering and staying in the profession.
6. 15/196 submissions listed the Retirement Cap/end of the TERI program as the major issue for teachers entering and staying in the profession.

(See Appendix B for the full chart)

### ***Participants***

1. State Superintendent Molly M. Spearman, Chairman;
2. Senator Greg Hembree, Chairman of Senate Education Committee designee;
3. Rep. Rita Allison, Chairman of House Education and Public Works Committee;
4. Senator Sandy Senn, Chairman of Senate LCI Committee designee;
5. Rep. Mike Anthony, Chairman of House LCI Committee designee;
6. J. Steven English, Principal, McCormick High School, Senate Majority Leader designee;
7. Senator John Matthews, Senate Minority Leader designee;
8. Rep. Raye Felder, House Majority Leader designee;
9. Superintendent Jesulon Gibbs-Brown, House Minority Leader designee;
10. Dr. Sharon Wall, Chairman of the State Board of Education designee;
11. Kathy Mannes, Chairman of Palmetto State Teacher's Association designee;
12. Bernadette Hampton, Chairman of the SC Educator's Association designee;
13. Superintendent Fay Sprouse, Gubernatorial Appointee (Small District);
14. Superintendent Jesse Washington, Gubernatorial Appointee (Medium District);
15. Superintendent Stephen Hefner, Gubernatorial Appointee (Large District);
16. Jane Turner, Executive Director of CERRA;
17. Neil Robinson, Chairman of the Education Oversight Committee;
18. Dean Jon Pederson, Gubernatorial Appointee (College of Education);
19. Dean Jennie Rakestraw, Gubernatorial Appointee (College of Education).

## Recommendations

The following recommendations were adopted by the committee on November 15, 2017. They include best practices as well as proposals for changes in legislation:

### *Salary Recommendations*

- 1. Raise the overall teacher salary and make teacher salaries more competitive while taking into consideration the following:**
  - **Allocate stipends for teachers in areas of high poverty;**
  - **Extend teacher salary step increases; and**
  - **Raise the \$10,000 salary cap for retired teachers in the highest poverty areas or those with the lowest index of tax-paying ability to include schools and districts.**

Raising the teacher salary is a top priority and was listed as the number one reason in feedback received from educators as to why teachers are leaving the classroom or as a deterrent from entering the profession. The Teacher Salary Schedule Structure Committee recommended increasing the base salary in the current state salary schedule to “reflect a starting salary that is more competitive and based on current starting salaries across employment markets.” (Appendix E). The average entry wage of a teacher (\$14.20/hour) falls below many other professions requiring a bachelor’s degree and licensure including landscape architects (\$15.64/hour), accountants (\$16.32/hour), environmental scientists (\$15.97/hour), athletic trainers (\$14.82/hour), and social workers (\$15.87/hour). All positions in the teaching profession require an internship/residency, while some of these professions require neither. (Appendix A).

Step increases in the salary schedule are recommended at the beginning for years 0–2, and at the end of the salary schedule to ensure that the state minimum goes to 30 years. The State Minimum Salary Schedule (SMSS) contains 24 steps that are years of experience. A teacher moves up a step each year. There is a corresponding step increase in salary each year that averages about 2 percent per teacher for each year of experience on the salary schedule. The current SMSS may be found here:

<https://ed.sc.gov/finance/financial-services/budget-planning-for-upcoming-school-year/fy-17-18/fy-17-18-state-minimum-salary-schedule-final/>

- 2. In conjunction with the Public Employee Benefits Authority (PEBA), the State Board of Education (SBE) will work together to set this list to determine the fiscal impact of expanding the list to incorporate more geographic needs areas as well as critical subject areas**

Since 1999, South Carolina has identified critical just and geographic areas. Pursuant to Section § 9-1-1795 of the South Carolina Code of Laws,

Employment of certain retired teachers without loss of retirement benefits; procedure by which retired teachers may be employed.

- (A) A retired member of the system may return to employment covered by the system without affecting the monthly retirement allowance he is receiving from the system if the retired member is a certified teacher and is employed by a school district to teach in the classroom in his area of certification in a critical academic need area or geographic need area as defined by the State Board of Education.
- (B) For the provisions of this section to apply, the Department of Education must review and approve, from the documentation provided by the school district, that no qualified, nonretired member is available for employment in the position, and that the member selected for employment meets the requirements of this section. However, a school district may not consider a member of the system for employment before May thirty-first of each year. After approval is received from the Department of Education, school districts must notify the State Board of Education of the engagement of a retired member as a teacher and the department must notify the State Retirement System of their exemption from the earnings limitation. If the employing district fails to notify the department of the engagement of a retired member as a teacher, the district shall reimburse the system for all benefits wrongly paid to the retired member.
- (C) A school district shall pay to the system the employer contribution for active members prescribed by law with respect to any retired member engaged to perform services for the district, regardless of whether the retired member is a full-time or part-time employee, a temporary or permanent employee. If a district which is obligated to the system pursuant to this subsection fails to pay the amount due, as determined by the system, the amount must be deducted from any funds payable to the district by the State.
- (D) Beginning July 1, 2001, any retired certified school teacher or certified employee may be employed in a school or school district which is in a critical geographic need area or has received a 'below average' or 'unsatisfactory' academic performance rating pursuant to the Education Accountability Act without penalty from the South Carolina Retirement System.

HISTORY: 1999 Act No. 100, Part II, Section 82, eff July 1, 1999; 2000 Act No. 387, Part II, Section 11A, eff July 1, 2000; 2000 Act No. 393, Section 17, eff August 1, 2000; 2001 Act No. 64, Section 1, eff June 28, 2001.

Editor's Note

1999 Act No. 100, Part II, Section 82A, provides as follows:

"The General Assembly finds that:

"(1) educational improvement is the primary issue in this State and that teaching experience is one of the keys to educational improvement;

"(2) South Carolina is faced with a teacher shortage; and

"(3) incentives, and funding for these incentives, for rewarding and retaining experienced teachers are vital to maintaining a professional teaching corps."

Effect of Amendment

The first 2000 amendment (by Act No. 387, Part II), in subsection (B), substituted in the second sentence "May 31" for "July 15" and made other nonsubstantive changes.

The second 2000 amendment (by Act No. 393) made identical changes.

The 2001 amendment added subsection (D).

### ***Marketing Recommendations***

- 1. Create a statewide collaborative education marketing plan to include all programs the state offers for teacher recruitment and retention.**

The committee as a whole agreed that the state needs to make the teacher profession more appealing. The SCDE, in consultation with relevant stakeholders and organizations, will execute a strategic communications and marketing campaign surrounding the recruitment and retention of teachers into South Carolina classrooms. In order to accomplish this, the SCDE and its partners will use a data driven creative campaign that will seek to entice young people to join the teaching profession and uplift the moral and public perception of our current teachers. This marketing initiative will include information on readily available programs such as the teacher loan forgiveness program, which are known to be underutilized, as well as use industry standards tools and platforms to drive audience engagement and messaging outreach. The SCDE will evaluate the marketing campaign regularly and establish metrics to drive continuous improvement.

- 2. All education partners (both K–12 and Higher Education) should collaborate to promote the teaching profession.**

### ***Incentives for Educators Recommendations***

- 1. Improve/enhance teacher loan forgiveness programs.**

While student loan forgiveness is already in effect, more teachers and educators need to be taking advantage of this program. The South Carolina Student Loan Corporation has two loans that are available to applicants who teach in a South Carolina public school in a critical subject or geographic needs area: the SC Teachers Loan and the SC Career Changers Loan. In addition, a third type of loan exists for those involved in the SCDE's Program of Alternative Certification for Educators (PACE). (Appendix D)

CERRA, along with the Teacher Loan Advisory Committee at the CHE have recommended increasing the loan amount for juniors, seniors, and graduate students along with basing the loan eligibility for freshmen and sophomores solely on their declared intent to pursue an education degree. (Appendix C)

- 2. Add teaching/education as an enhancement to the LIFE Scholarship.**

Currently the LIFE and Palmetto Fellows scholarships have an enhancement for those students working in a math, science, or health related field. The committee supports adding education as an enhancement in order to recruit more teachers to the field. (see SECTION § 59-149-15 and SECTION §59-104-25 of the South Carolina Code of Laws).

- 3. Continue to fund the rural recruitment initiative and consider additional incentives for rural areas.**
- 4. Lower the district average percentage turnover rate to greater than 10% for the rural recruitment initiative.**

Many of our school districts are still located in rural, high poverty areas of the state. Currently CERRA receives funding for the Rural Recruitment Initiative Proviso (Proviso 1A.64) that allows for districts who have an average of 11 percent teacher turnover rate or higher to receive additional funding to provide stipends. This is critical in retaining teachers in rural areas. The committee is also recommending that these small, rural districts look in to consolidating services amongst themselves in order to help with the disparity between these districts and those that are larger, urban districts

**5. Consider bonuses for years of service for teachers who remain in a district.**

**6. Promote the home down payment assistance program.**

Home down payment assistance is another incentive to help recruit teachers to rural areas. SC Housing manages a program called Palmetto Heroes that assists with this. In 2017, they allocated approximately \$10 million to the program to assist with lower interest rates and down payment assistance. (SC Housing, 2017)

*\*The committee considered reinstating National Board Certification stipends, which was requested by the Palmetto State Teachers Association (PSTA) and the South Carolina Education Association (SCEA). However, there was not a consensus among the committee to reinstate this particular stipend.*

***Teacher Support Recommendations***

**1. Implement high quality and equitable teacher mentor programs in every district.**

- **Develop and implement new mentor guidelines;**
- **Increase state allocation to adequately fund release time for teachers;**
- **Provide additional mentor support in rural areas for the first 3 years;**
- **Conduct a teaching working conditions survey through collaboration with the SCDE and the EOC; and**
- **Provide support for district collaboration for regional mentoring programs.**

One of the major issues teachers communicated was a feeling of a lack of support once they entered the classroom. The committee heard testimony as to how strong mentoring programs improve teacher retention and give teachers the support they so desperately need.

**2. Provide additional opportunities for mid-career and long term-career teachers.**

- **Support a statewide model for collective (teachers and principals) school leadership. Support districts, schools, and school leaders to provide meaningful leadership opportunities (microcredentialed); and**
- **Consider the Master Teach Career Track Program.**

The committee also heard from veteran teachers that they need more opportunities to provide leadership, yet be able to stay in their classrooms. The SCDE is currently developing teacher leadership opportunities and micro-credentials.

### *Certification Recommendations*

- 1. Continue to evaluate candidate performance data on the assessments approved for admission to a teacher preparation program (Praxis Core, SAT, and ACT) and recommend adjustments as warranted.**
- 2. Encourage identification of future teachers during high school and provide support for them to meet program admission requirements including Praxis Core, SAT, and ACT.**

In June 2017, the SCDE presented recommendations for updated cut scores on the writing and mathematics portions of Praxis Core to the SBE. These recommendations, based on the review of three years of data, were approved by the SBE as were updated exemptions for Praxis Core based on the revised SAT and comparable scores on the ACT. Annually, the SCDE reviews test-taker results on all program admission, content area, and pedagogy assessments. Educational Testing Service (ETS) is in the process of re-examining each Praxis Core test and is undertaking an online survey of college and university faculty to re-assess the content of these assessments and the relevance of the topics and skills being measured. South Carolina colleges and universities will have an opportunity to participate in this survey, and results of the national survey will be used as part of the test regeneration process.

- 3. Form a taskforce to review current certification grade spans and content areas.**

The SCDE Office of Educator Services will convene a taskforce early in 2018 to review the current certification system including certificate types, grade spans, and content areas. This stakeholder group will include representatives from districts and teacher preparation programs who will evaluate the strengths and limitations of the current system, identify areas improvement, and recommend changes to meet the learning and developmental needs of the state's P-12 students and the staffing needs of the state's public schools and school districts.

- 4. Establish a district pilot program through which teachers in a participating district may demonstrate their pedagogical knowledge and skills through an alternative to the Principles of Learning and Teaching (PLT) examination. The SCDE will review this requirement and make a recommendation to the State Board of Education.**

Applicants who have completed a traditional teacher preparation program must have successful scores on both a content area examination and a pedagogy assessment approved by the SBE in order to be issued their first educator certificate. Participants in alternative route certification programs and some out-of-state applicants, who qualify for a South Carolina certificate at the initial level, must complete the pedagogy assessment while employed as a classroom teacher in order to advance to a standard professional certificate. Effective January 1, 2018, South Carolina's educator preparation providers (EPPs) have the option to adopt either the edTPA or PPAT assessment of teaching performance for use with teacher candidates in lieu of the PLT. The SCDE will accept successful scores on these assessments for certification purposes.

- 5. After 25 years of service, or retirement, eliminate renewals requirements for teachers.**

Several states allow educators at the time of retirement to convert a standard educator credential to a retired educator certificate. With a retired educator certificate, these retired teachers may serve as substitute teachers and be compensated at a higher rate and do not have to submit renewal credits in order to maintain a valid credential. In Georgia, if a retired educator accepts a long-term position for which a specific content area teaching certificate is required, that educator must convert the retirement certificate to a standard educator certificate and participate in professional learning opportunities.

- 6. Work with the General Assembly to ensure when mandates are given for additional teacher certification requirements, funding is provided to cover the cost for coursework.**

#### *Teacher Preparation Program Recommendations*

- 1. Conduct an inventory and evaluation of all current recruitment initiatives and preparation pathways to determine effectiveness, and whether they should be continued, expanded, or deleted. Several examples include: Teacher Cadets, Teaching Fellows, Teach for America, National Board, and Troops to Teachers.**
- 2. Require all Educator Preparation Programs (EPP) to have strong clinical components (traditional and alternative for teacher and leader preparation) through effective, ongoing partnerships with school districts, including residency programs for teachers and leaders in training. Encourage the State Board of Education to strengthen and review all clinical components of all EPP programs.**
- 3. Complete update of EPP guidelines.**

South Carolina's EPPs must meet the standards of the national accreditation organization with which the state has a partnership agreement. This accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), requires providers to design and implement quality field and clinical experiences in collaboration with district and P-12 school partners. These clinical experiences should reflect promising practices and may include teacher residency programs. The updated EPP Guidelines, currently in development, will require alternative route providers to include quality clinical experiences in their programs. For alternative route candidates, these clinical experiences may be job-embedded while serving as an employed teacher of record.

- 4. Implement strong bridge programs to identify middle and high school students as teacher candidates.**
- 5. Increase funding for the Call Me MISTER Program.**

During the October 17, 2017, meeting, Dr. Russell Booker, Superintendent, Spartanburg School District Seven and Dr. Roy Jones, Executive Director of the Call Me Mister Program presented to the committee. Dr. Booker is currently piloting a program in the high schools in his district to help bring African-American high school males into the

teaching profession early. While originating at Clemson University, the Call Me MISTER Program is now located in 21 of the state's technical schools, colleges, and universities. "The mission of the Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools. Student participants are largely selected from among underserved, socio-economically disadvantaged and educationally at-risk communities." (Call Me MISTER, 2016) Due to the incredible retention rate of these African American males in classrooms across South Carolina, the committee recommends they receive an increase in funding.

### *Auxiliary Support Recommendations*

1. **Encourage the provision of adequate funding, policy support, and provide professional development to assist teachers and administrators in supporting the social emotional learning needs of students.**
  - **Encourage the sharing of wrap around services including other educations trained as behavioral interventionists.**
2. **Work with Department of Mental Health to identify school psychologists and guidance counselors to allow these candidates to participate in the loan forgiveness program.**

Beyond academic development, the skills students need to be successful in the classroom and in life can be grouped into three areas, according to Aspen Institute's National Commission on Social, Emotional, and Academic Development, sometimes also referred to as Social Emotional Learning (SEL). The institute organized a panel of 28 academic researchers who study issues like student motivation, school climate, and social-emotional learning whose goal is to bring together educators, scientists, policy makers, and philanthropists to define what social emotional learning looks like in action and how it can be supported in schools and by states. Harvard University Professor Stephanie Jones noted: "This body of research demonstrates what parents have always known—the success of young people in school and beyond is inextricably linked to healthy social and emotional development, such as the ability to pay attention, understand and manage emotions, and work effectively in a team. The evidence should move us beyond debate as to whether schools should address students' social and emotional learning to how schools can effectively integrate social, emotional, and academic development into their daily work." The group defines Social Emotional Learning as follows:

- **"cognitive skills** including executive functions such as working memory, attention control and flexibility, inhibition, and planning, as well as beliefs and attitudes that guide one's sense of self and approaches to learning and growth;
- **emotional competencies** that enable one to cope with frustration, recognize and manage emotions, and understand others' emotions and perspectives; and
- **social and interpersonal skills** that enable one to read social cues, navigate social situations, resolve interpersonal conflicts, cooperate with others and work effectively in a team, and demonstrate compassion and empathy toward others."

In addition the panel notes that SEL skills can be taught, developed and supported through programs that improve teacher effectiveness and well-being, engages families

and communities regarding child development. In addition the group recommends training and teacher support as necessary elements to make social-emotional learning effective. (Blad, Elvie. 2017, September 13).

- 3. District strategic plans must include a strategy for developing and sustaining school leadership (i.e., for each school to have a high-quality leader), and for teacher recruitment and retention - to include personalized, relevant and effective support for at least the first five years.**

#### *Other Recruitment Initiative Recommendations*

- 1. Continue to evaluate accountability requirements including reduction in paperwork and high stakes testing**
- 2. Streamline and improve data collection to identify best practices.**

Teachers are frustrated with a lack of “time to teach” and often feel their voices are not heard. The committee recommends that policymakers continually review required assessments and mandates placed on teachers.

- 3. Currently, the SCDE, CERRA, and the CHE share roles in teacher recruitment, retention, and preparation. The responsibilities of these agencies should be assessed and roles and expectations clearly identified.**

#### *Summary of Recommendations/Action Required*

1. Raise the overall teacher salary and make teacher salaries more competitive while taking into consideration the following:
  - Allocate stipends for teachers in areas of high poverty;
  - Extend teacher salary step increases; and
  - Raise the \$10,000 salary cap for retired teachers in the highest poverty areas or those with the lowest index of tax-paying ability to include schools and districts.

*\*Legislative action required*

2. In conjunction with the Public Employee Benefits Authority (PEBA), the State Board of Education (SBE) will work together to set this list to determine the fiscal impact of expanding the list to incorporate more geographic needs areas as well as critical subject areas.

*\*Action required by SBE & PEBA*

3. Create a statewide collaborative education marketing plan to include all programs the state offers for teacher recruitment and retention.

*\*SCDE & CERRA plan already underway*

4. All education partners (both K–12 and Higher Education) should collaborate to promote the teaching profession.

*\*All education partners*

5. Improve/enhance teacher loan forgiveness programs.  
*\*Legislative action required*
6. Add teaching/education as an enhancement to the LIFE Scholarship.  
*\*Legislative action required*
7. Continue to fund the rural recruitment initiative and consider additional incentives for rural areas.  
*\*Legislative action required*
8. Lower the district average percentage turnover rate to greater than 10% for the rural recruitment initiative.  
*\*Legislative action required*
9. Consider bonuses for years of service for teachers who remain in a district.  
*\*Legislative action/local district decision*
10. Promote the home down payment assistance program.  
*\*SCDE and CERRA*
11. Implement high quality and equitable teacher mentor programs in every district.
  - Develop and implement new mentor guidelines;  
*\*SCDE action required*
  - Increase state allocation to adequately fund release time for teachers;  
*\*Legislative action required*
  - Provide additional mentor support in rural areas for the first 3 years;  
*\*Legislative action required*
  - Conduct a teaching working conditions survey through collaboration between the SCDE and the EOC; and
  - Provide support for district collaboration for regional mentoring programs.  
*\*SCDE action required*
12. Provide additional opportunities for mid-career and long term-career teachers.
  - Support a statewide model for collective (teachers and principals) school leadership. Support districts, schools, and school leaders to provide meaningful leadership opportunities (microcredentialing);  
*\*SCDE action required*
  - Consider the Master Teacher Career Track Program.  
*\*Local district decision*
13. Continue to evaluate candidate performance data on the assessments approved for admission to a teacher preparation program (Praxis Core, SAT, and ACT) and recommend adjustments as warranted.  
*\*SCDE & SBE action required*

14. Encourage identification of future teachers during high school and provide support for them to meet program admission requirements including Praxis Core, SAT, and ACT.  
*\*CERRA, School Districts & Institutions on Higher Education*
15. Form a taskforce to review current certification grade spans and content areas.  
*\*SCDE action required*
16. Establish a district pilot program through which teachers in a participating district may demonstrate their pedagogical knowledge and skills through an alternative to the Principles of Learning and Teaching (PLT) examination. The SCDE will review this requirement and make a recommendation to the State Board of Education.  
*\*SCDE action required*
17. After 25 years of service, or retirement, eliminate renewals requirements for teachers.  
*\*Legislative action required*
18. Work with the General Assembly to ensure when mandates are given for additional teacher certification requirements, funding is provided to cover the cost of coursework.  
*\*SCDE action required*
19. Conduct an inventory and evaluation of all current recruitment initiatives and preparation pathways to determine effectiveness, and whether they should be continued, expanded, or deleted. Several examples include: Teacher Cadets, Teaching Fellows, Teach for America, National Board, and Troops to Teachers.  
*\*CERRA/Legislative action required*
20. Require all Educator Preparation Programs (EPP) to have strong clinical components (traditional and alternative for teacher and leader preparation) through effective, ongoing partnerships with school districts, including residency programs for teachers and leaders in training. Encourage the State Board of Education to strengthen and review all clinical components of all EPP programs.  
*\*SBE & CHE action required*
21. Complete update of EPP guidelines.  
*\*SCDE action required*
22. Implement strong bridge programs to identify middle and high school students as teacher candidates.  
*\*EPPS/School District action required*
23. Increase funding for the Call Me MISTER Program.  
*\*Legislative action required*
24. Encourage the provision of adequate funding, policy support, and provide professional development to assist teachers and administrators in supporting the social emotional learning needs of students.

- Encourage the sharing of wrap around services including other educations trained as behavioral interventionists.  
*\*SCDE, DMH, & DSS action required*
25. Work with Department of Mental Health to identify school psychologists and guidance counselors to allow these candidates to participate in the loan forgiveness program.  
*\*Legislative action required*
  26. District strategic plans must include a strategy for developing and sustaining school leadership (i.e., for each school to have a high-quality leader), and for teacher recruitment and retention - to include personalized, relevant and effective support for at least the first five years.  
*\*SCDE/School Districts action required*
  27. Continue to evaluate accountability requirements including reduction in paperwork and high stakes testing.  
*\*SCDE and EOC*
  28. Streamline and improve data collection to identify best practices.  
*\*SCDE, RFA & CERRA*
  29. Currently, the SCDE, CERRA, and the CHE share roles in teacher recruitment, retention, and preparation. The responsibilities of these agencies should be assessed and roles and expectations clearly identified.  
*\*Legislative action required*

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## Appendix A

### Entry Wage for Education-Related Occupations in South Carolina, 2016

Occ. Code	Occupation Title	2016			
		Employment	Entry Wage	Average	
			Education	On-the-Job Training	
25-3011	Adult Basic and Secondary Education and Literacy Teachers and Instructors	370	14.20	Bachelor's	Internship/residency
25-2023	Career/Technical Education Teachers, Middle School	190	16.23	Bachelor's	Internship/residency
25-2032	Career/Technical Education Teachers, Secondary School	1,110	18.56	Bachelor's	Internship/residency
11-9039	Education Administrators, All Other	260	23.75	Bachelor's	None
11-9031	Education Administrators, Preschool and Childcare Center/Program	600	11.09	Bachelor's	None
25-9099	Education, Training, and Library Workers, All Other	620	12.95	Bachelor's	None
25-2021	Elementary School Teachers, Except Special Education	21,450	16.10	Bachelor's	Internship/residency
25-2012	Kindergarten Teachers, Except Special Education	2,550	16.43	Bachelor's	Internship/residency
25-2022	Middle School Teachers, Except Special and Career/Technical Education	9,070	16.75	Bachelor's	Internship/residency
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	14,770	16.61	Bachelor's	Internship/residency
25-2052	Special Education Teachers, Kindergarten and Elementary School	3,190	17.30	Bachelor's	Internship/residency
25-2053	Special Education Teachers, Middle School	1,280	17.76	Bachelor's	Internship/residency
25-2051	Special Education Teachers, Preschool	200	16.03	Bachelor's	Internship/residency
25-2054	Special Education Teachers, Secondary School	1,410	17.13	Bachelor's	Internship/residency
25-3098	Substitute Teachers	6,800	8.03	Bachelor's	None
25-3097	Teachers and Instructors, All Other, Except Substitute Teachers	**	12.98	Bachelor's	Internship/residency
25-1194	Vocational Education Teachers, Postsecondary	1,540	14.10	Bachelor's	None

### Entry Wage of Occupations Not Related to Education in South Carolina Requiring a Bachelor's Degree and Licensure\*, 2016

Occ. Code	Occupation Title	2016			
		Employment	Entry Wage	Average	
			Education	On-the-Job Training	
13-2011	Accountants and Auditors	14,470	16.32	Bachelor's	None
53-2011	Airline Pilots, Copilots, and Flight Engineers	70	34.15	Bachelor's	Moderate OJT
13-2021	Appraisers and Assessors of Real Estate	870	13.17	Bachelor's	Long-term OJT
17-1011	Architects, Except Landscape and Naval	1,050	19.14	Bachelor's	Internship/residency
11-9041	Architectural and Engineering Managers	2,500	34.94	Bachelor's	None
29-9091	Athletic Trainers	310	14.82	Bachelor's	None
17-2031	Biomedical Engineers	70	20.38	Bachelor's	None
17-2041	Chemical Engineers	690	30.64	Bachelor's	None
21-1021	Child, Family, and School Social Workers	3,440	10.09	Bachelor's	None
17-2051	Civil Engineers	5,400	21.51	Bachelor's	None
13-1041	Compliance Officers (Coronor, Medical Examiner)	3,090	14.95	Bachelor's	Moderate OJT
11-9021	Construction Managers	3,200	24.80	Bachelor's	Moderate OJT
29-1031	Dietitians and Nutritionists	900	13.13	Bachelor's	Internship/residency
17-2071	Electrical Engineers	2,060	27.25	Bachelor's	None
17-2072	Electronics Engineers, Except Computer	1,310	29.83	Bachelor's	None
17-2199	Engineers, All Other	590	24.47	Bachelor's	None
17-2081	Environmental Engineers	790	20.48	Bachelor's	None
19-2041	Environmental Scientists and Specialists, Including Health	370	15.97	Bachelor's	None
19-1032	Foresters	200	16.17	Bachelor's	None
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	620	15.92	Bachelor's	None
17-2112	Industrial Engineers	6,860	24.01	Bachelor's	None
17-1012	Landscape Architects	340	15.64	Bachelor's	Internship/residency
17-2131	Materials Engineers	500	21.55	Bachelor's	None
17-2141	Mechanical Engineers	5,220	23.66	Bachelor's	None
11-9111	Medical and Health Services Managers	5,240	22.42	Bachelor's	None
17-2161	Nuclear Engineers	1,310	32.76	Bachelor's	None
29-1141	Registered Nurses	41,800	21.04	Bachelor's	None
11-9151	Social and Community Service Managers	880	16.37	Bachelor's	None
19-3099	Social Scientists and Related Workers, All Other	190	25.90	Bachelor's	None
21-1029	Social Workers, All Other	2,980	15.87	Bachelor's	None
17-1022	Surveyors	860	12.86	Bachelor's	None

\*Licensure based on data from the SC Department of Labor, Licensing, and Regulation  
Source: SC Department of Employment and Workforce

Committee on Educator Recruitment and Retention Recommendations

December 31, 2017

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**Appendix B**

<b>196</b>	<b>15</b>	<b>127</b>	<b>29</b>	<b>94</b>	<b>118</b>	<b>23</b>
<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Lex/Rich 5		<b>X</b>			<b>X</b>	<b>X</b>
Teacher Pickens		<b>X</b>	<b>X</b>	<b>X</b>		
Teacher Florence 1		<b>X</b>		<b>X</b>		
Academic Specialist Greenville		<b>X</b>				
Elementary Teacher		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher				<b>X</b>		
Teacher Lexington 1					<b>X</b>	
Teacher 1 <sup>st</sup> Grade		<b>X</b>			<b>X</b>	
Teacher Charleston		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Richland 1					<b>X</b>	
Special Ed Teacher Pickens					<b>X</b>	
Pre-K Special Ed Teacher Greenville					<b>X</b>	<b>X</b>

Curriculum Coordinator Greenville		<b>X</b>		<b>X</b>		
<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/Student Performance Demands</b>	<b>Lack of Teacher/Administrative Support</b>	<b>Student Loan Forgiveness</b>
Special Ed Teacher Sumter	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	
Teacher Greenville		<b>X</b>		<b>X</b>		
High School Teacher Greenville		<b>X</b>		<b>X</b>		
Teacher		<b>X</b>		<b>X</b>		
Teacher Richland 2	<b>X</b>			<b>X</b>		
Teacher Charter School		<b>X</b>			<b>X</b>	
Teacher Charter School		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Teacher Richland 1		<b>X</b>			<b>X</b>	
Teacher Greenville				<b>X</b>		
Teacher Sumter				<b>X</b>		
Retired Teacher	<b>X</b>					
Literacy Interventionist Greenville			<b>X</b>	<b>X</b>	<b>X</b>	

Teacher Aiken		<b>X</b>	<b>X</b>		<b>X</b>	
<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Greenwood 52		<b>X</b>			<b>X</b>	
Teacher Spartanburg 2		<b>X</b>		<b>X</b>		
Teacher Aiken				<b>X</b>		
Teacher Pickens		<b>X</b>		<b>X</b>	<b>X</b>	
Retired Teacher		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Teacher Richland 2		<b>X</b>		<b>X</b>	<b>X</b>	
Elementary Counselor Greenville		<b>X</b>	<b>X</b>	<b>X</b>		
Teacher Greenville		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Calhoun		<b>X</b>				
Reading Coach Greenville		<b>X</b>		<b>X</b>		
Teacher Charter School		<b>X</b>			<b>X</b>	
Special Ed Teacher Cherokee					<b>X</b>	<b>X</b>
Counselor York 3		<b>X</b>			<b>X</b>	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Lex/Rich 5		<b>X</b>	<b>X</b>		<b>X</b>	
Teacher Saluda		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher					<b>X</b>	<b>X</b>
Teacher Florence 1	<b>X</b>					
Teacher Greenville				<b>X</b>	<b>X</b>	
Teacher Greenville			<b>X</b>		<b>X</b>	
Teacher Greenville		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Greenville						<b>X</b>
Teacher Marlboro	<b>X</b>					
Teacher Spartanburg 2		<b>X</b>			<b>X</b>	
Retired Teacher Lexington 3	<b>X</b>	<b>X</b>				
Teacher Lex/Rich 5		<b>X</b>			<b>X</b>	
Substitute Teacher Greenville			<b>X</b>		<b>X</b>	

Teacher Anderson 1					<b>X</b>	
<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Lexington 2			<b>X</b>		<b>X</b>	
Teacher Anderson 1		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Anderson 2					<b>X</b>	
Media Specialist Greenville		<b>X</b>			<b>X</b>	
Instructional Coach Pickens		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Orangeburg 3					<b>X</b>	
Principal	<b>X</b>	<b>X</b>			<b>X</b>	
Teacher				<b>X</b>	<b>X</b>	
Media Specialist Beaufort					<b>X</b>	
Teacher Lex/Rich 5	<b>X</b>					
Teacher Lex/Rich 5	<b>X</b>					
Special Ed Teacher		<b>X</b>				
Teacher Edgefield			<b>X</b>	<b>X</b>	<b>X</b>	
Teacher		<b>X</b>		<b>X</b>		

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Lex/Rich 5		<b>X</b>		<b>X</b>	<b>X</b>	
Assistant Supt Instruction Services	<b>X</b>	<b>X</b>			<b>X</b>	
Teacher Richland 1					<b>X</b>	
Special Ed Teacher Richland 1		<b>X</b>				
Teacher Lex/Rich 5	<b>X</b>					
Teacher Lex/Rich 5		<b>X</b>		<b>X</b>		
Teacher Chesterfield		<b>X</b>				<b>X</b>
Teacher Lexington 2		<b>X</b>		<b>X</b>		
Teacher Greenville		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Clarendon 1		<b>X</b>			<b>X</b>	
Teacher Richland 2		<b>X</b>		<b>X</b>		
Teacher Orangeburg 4	<b>X</b>	<b>X</b>				
Teacher Spartanburg 6		<b>X</b>			<b>X</b>	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Barnwell 9		X			X	
Counselor Greenville		X		X	X	
Teacher					X	
Teacher			X	X	X	
Teacher Dorchester 2		X		X	X	
Teacher		X		X	X	
Teacher Lex/Rich 5		X			X	
Superintendent		X		X		
Teacher Greenville		X			X	
Teacher Greenville	X		X	X		
Teacher Greenville				X		
Teacher Horry		X		X		
Special Ed Teacher Lex/Rich 5		X	X	X		
Literacy Coach Greenville					X	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Charter School				X	X	
Teacher Greenville		X	X	X		
Teacher						
Teacher Lex/Rich 5					X	
Teacher Spartanburg 7		X				X
Teacher Greenville		X	X	X	X	
Teacher Berkley		X				
Principal		X				
Concerned Citizen		X			X	
Teacher Darlington		X			X	
Teacher Spartanburg 2				X		
Teacher Kershaw		X		X	X	
Superintendent		X		X	X	
Teacher		X				X

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Anderson 4		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher				<b>X</b>	<b>X</b>	
Teacher Greenville		<b>X</b>		<b>X</b>		
Teacher				<b>X</b>	<b>X</b>	
Teacher Spartanburg 5			<b>X</b>	<b>X</b>		
Teacher Lancaster		<b>X</b>		<b>X</b>		
Teacher Saluda					<b>X</b>	
Teacher Laurens 55		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Pickens		<b>X</b>			<b>X</b>	
Teacher Greenville					<b>X</b>	
Teacher Horry		<b>X</b>				<b>X</b>
Teacher Lancaster		<b>X</b>		<b>X</b>		
Teacher Lex/Rich 5		<b>X</b>			<b>X</b>	
Teacher Greenville		<b>X</b>	<b>X</b>			

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher					X	
Teacher Greenville		X		X		
Teacher		X		X		
Teacher Anderson 5		X	X	X	X	
Teacher Orangeburg 4					X	
Teacher					X	
Teacher Greenville		X				X
Teacher		X		X	X	
Teacher Greenville		X		X	X	
Teacher Pickens				X		
Teacher		X				
Teacher					X	
Teacher Greenville				X	X	
Retired Teacher			X		X	
Teacher Greenville		X		X	X	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Greenville		<b>X</b>		<b>X</b>	<b>X</b>	
Assistant Principal				<b>X</b>	<b>X</b>	
Teacher		<b>X</b>			<b>X</b>	<b>X</b>
Teacher		<b>X</b>	<b>X</b>		<b>X</b>	
Teacher Lancaster	<b>X</b>					
Teacher Greenville		<b>X</b>				
Teacher Greenville						<b>X</b>
Teacher		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Lex/Rich 5	<b>X</b>					
Teacher Pickens		<b>X</b>				<b>X</b>
Teacher Spartanburg 6		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Greenville					<b>X</b>	
Teacher Greenville		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Anderson 5				<b>X</b>	<b>X</b>	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Richland1		<b>X</b>		<b>X</b>		
Instructional Coach Greenville				<b>X</b>		
Teacher Anderson 5		<b>X</b>		<b>X</b>	<b>X</b>	
Teacher Lex/Rich 5		<b>X</b>		<b>X</b>	<b>X</b>	
Speech Pathologist Greenville		<b>X</b>		<b>X</b>		
Teacher Jasper		<b>X</b>				
Teacher					<b>X</b>	
Teacher Beaufort		<b>X</b>				
School Counselor Greenville					<b>X</b>	
Teacher Greenville		<b>X</b>		<b>X</b>		
School of Education Student		<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
Teacher Richland 2					<b>X</b>	
Teacher		<b>X</b>				
Teacher Union		<b>X</b>			<b>X</b>	

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Spartanburg 5				X	X	
Teacher Greenville			X			
Teacher Greenville		X		X	X	
Teacher Sumter		X	X		X	
Teacher Lex/Rich 5		X			X	
Private School Teacher			X			X
Teacher Greenville		X		X	X	
Teacher Anderson 1		X			X	X
Teacher Spartanburg 6				X	X	
Teacher Greenville		X				X
Teacher Greenville		X		X		
Teacher Greenville		X				X
Teacher Spartanburg 5		X		X	X	
Teacher Greenville				X		

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Teacher Spartanburg 5				X	X	X
Teacher Spartanburg 5		X		X	X	
Instructional Coach Greenville		X		X	X	
Teacher Greenville				X		
Teacher Greenville		X		X		X
Teacher Greenville		X		X	X	X
Teacher Anderson 5		X		X	X	
Retired Educator		X		X	X	
Teacher Edgefield		X			X	
Teacher Edgefield		X	X		X	X
Education Major					X	
Anonymous		X	X		X	
Retired Teacher		X		X	X	
Anonymous		X	X			X
Teacher Barnwell		X				

<b>Position/District</b>	<b>Retirement Cap/TERI</b>	<b>Low Salary</b>	<b>Student Discipline</b>	<b>Accountability/ Student Performance Demands</b>	<b>Lack of Teacher/ Administrative Support</b>	<b>Student Loan Forgiveness</b>
Sumter Teacher Forum		<b>X</b>			<b>X</b>	
Teacher Darlington		<b>X</b>				

DRAFT

## Appendix C

### MEMORANDUM

To: Dr. Karen Woodfaulk  
CC: Student Loan Corporation  
From: Jane Turner  
Date: October 19, 2017  
Re: SC Teachers Loan

As Chair of the SC Teacher Loan Advisory Committee (TLAC), I am writing to provide the Commission on Higher Education (Commission) with TLAC's recommendations related to the Loan Program. These recommendations are based on the state's critical teacher pipeline shortages and the need to recruit more students into teacher education programs, as well as the need to make the administration of the loan more cost-effective. The recommendations, to take effect no earlier than July 1, 2019, are as follows:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

The TLAC requests that the Commission move forward with seeking these changes. With the exception of the loan amounts, these recommendations involve changes to the Teacher Loan Program statutory provisions, SC Code Ann. Section 59-26-20(j). The loan amounts are not set by statute or regulation and would appear to be within the discretion of the Commission. Representatives from TLAC and the Student Loan Corporation would be happy to meet with the Commission and/or the appropriate Committee to provide information about the reasons for these changes and to develop projected funding needs. We also would be happy to provide a draft of the proposed statutory changes for the Commission's and Committee's consideration. Thank you.

## Appendix D

SC Student Loan Information (<https://www.scstudentloan.org/students/teacherforgiveness.aspx>)

- You must complete an application and sign a promissory note.
- You must be a citizen or permanent resident of the United States.
- You must be a resident of South Carolina.
- You must be enrolled in and making satisfactory academic progress at an approved institution on at least a half-time basis.
- You must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.
- Entering freshmen must have been ranked in the top 40% of their high school graduating class and have an SAT or ACT score equal to or greater than the South Carolina average for the year of high school graduation. Currently, the average scores are: SAT (2 parts) 987, SAT (3 parts) 1458, ACT 18.
- Enrolled undergraduate students, including enrolled freshmen (2nd term of freshman year), must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis I (Praxis Core after 06/30/14). Students with a SAT score of 1100 or greater (1650 for 3-part exams taken on or after March 1, 2005) or an ACT score of 24 or greater are exempt from the Praxis requirement.
- Entering graduate students must have at least a 2.75 grade point average on a 4.0 scale.
- Graduate students who have completed at least one term must have a grade point average of 3.5 or better on a 4.0 scale.
- If previously certified to teach, you must be seeking initial certification in a different critical subject area currently listed.
- The maximum loan amount provided for the SC Teacher loan is \$2,500 per year for freshmen and sophomores and up for \$5,000 per year for juniors, seniors, and graduate students: ( SC Student Loan, 2017)

In order for a student to qualify for the SC Career Changers Loan, the applicant must meet the following requirements:

- You must meet the above requirements except (1) the last requirement pertaining to previously certified teachers because the Career Changers Loan is only for someone changing careers to become a teacher, and (2) the academic requirements; those will be waived for the first year you apply for the Career Changers Loan.
- You must have possessed a baccalaureate degree for at least three years. This requirement is waived for individuals who are instructional assistants in the South Carolina public school system.
- You must have been employed full-time for at least three years.
- These applicants may borrow up to \$15,000 per year or an aggregate maximum of \$60,000. (SC Student Loan, 2017)

A third type of loan exists for those involved in the SCDE's Program of Alternative Certification for Educators (PACE). Applicants must meet the following requirements for this loan:

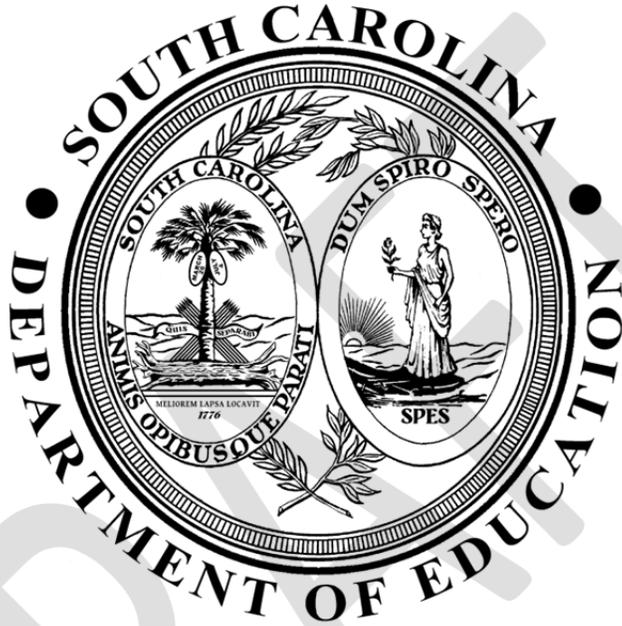
- You must be enrolled in the South Carolina Program of Alternative Certification for Educators (PACE) and have received an Educator's Certificate for the current year.
- You must be teaching full-time in a South Carolina public school. The subject is determined when the borrower enters the PACE Program.

PACE Loan Program participants may borrow up to \$750 per year, not to exceed a total maximum of \$5,000. (SC Student Loan, 2017)

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**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



**Teacher Salary Schedule Structure Recommendations**

Provided to the South Carolina Legislature

Pursuant to Proviso 1.69 of the 2017–18 Appropriations Act

October 2017

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1-800-421-3481.

## **Report Requirements**

Per Proviso 1.69, included in the 2017–18 Appropriations Act, the South Carolina Department of Education convened stakeholders to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule.

**1.69.** (SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, the Education Oversight Committee and CERRA to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. The department shall also include information from each of the districts who are, or were, the original trial and plaintiff school districts in the Abbeville law suit regarding salary needs in those districts. Recommendations shall be provided on the modification of the teacher salary schedule structure and the potential fiscal impact on implementing the modification recommendations to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by October 1, 2017.

## **Work Completed**

The group met in three separate sessions – September 15, 2015, March 3, 2017, and September 7, 2017 – to discuss current challenges related to the state salary schedule including steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of the state salary schedule structure. The group reviewed recommendations and considerations from districts in the state as well as salary policies from other states.

### *Participants*

- South Carolina Association of School Administrators – Beth Phibbs
- South Carolina Association of School Business Officials – Sandy Smith, Mellanie Jinnette (Chester County School District), and Tray Traxler (Aiken County School District)
- Palmetto State Teachers Association – Kathy Maness, Craig King, and Taylor Pipkin
- Center for Educator Recruitment and Retention (added in 2017) – Jane Turner and Jenna Hallman
- South Carolina School Boards Association – Debbie Elmore
- South Carolina Education Association – Joanie Lawson, Bernadette Hampton, and Phadra Williams
- The Education Oversight Committee – Melanie Barton
- South Carolina Department of Education – Emily Heatwole and Nancy Williams
- Halligan, Mahoney, and Williams – Kathy Mahoney

## **Issues and Recommendations:**

The following recommendations are made per Proviso 1.69. Critical recommendations are those the group considers most important, needed immediately, and essential to new legislation.

### *Critical Issues*

- Consider increases at both ends of the salary schedule. Increase the starting pay and add steps to the end of the salary schedule to ensure the state minimum goes to 30 years.
  - For FY 19 the recommendation is that the starting salary should be increased to \$32,000 for teachers in STEPS 0–3. The SCDE has included this recommendation in the agency budget request submitted to the Executive Budget Office (EBO).
- Remove the salary cap for retirees.
- Request the Legislature appropriate a recurring pot of money that districts can use for locally designed recruitment and retention, especially in the rural districts.
- Make years 0–3 on the salary schedule a band.
- Address the districts that are still behind one or two steps from the recession.
- Request the Legislature fund salary supplements for mentor teachers and continue the supplement for National Board Certification.

### *Recruitment/Retention*

- Request the Legislature fund a recurring allocation that districts can use to recruit and retain teachers. Districts should align recruitment and retention plans to the overall district strategic plan. Funds may be used for incentives that may include, but shall not be limited to:
  - Bonuses/salary stipend for critical need subject areas and critical need geographic areas,
  - Bonuses/salary stipend/extended contract days for additional duties,
  - Assistance for aides and other para professionals or potential teachers who will need to complete a post-secondary degree or alternative certification program, offsetting costs of a “grow your own model” for districts.
- Amend the statute to allow the State Board of Education to expand the critical needs geographic areas to allow retired teachers to continue to work.
- Advocate that the Legislature retain funds that are currently used for state National Board supplements in the teacher salary line if state funding for the supplements ceases.

### *Teacher Salary Schedule*

- Increase the base salary in the current state salary schedule. This should reflect a starting salary that is competitive and based on current starting salaries across employment markets.
- Reset the current state salary schedule and ensure all districts are caught up. Preliminary fiscal impact information indicates that this may cost \$9,000,000 in recurring funding at the local level barring the Legislature from recommending state funding. State funding was allocated in FY 13 in order to assist districts in catching up.

### *Final*

- The group will develop recommendations to submit to the Legislature to fund a pilot in the Abbeville Trial and Plaintiff districts that will allow new salary structure models for compensation to be tested and to allow time to build out a statewide recommendation.
- Request additional appropriations for recruitment and retention be loaded in the same line as the current recruitment/retention incentives that are being implemented by the Center for Educator Recruitment, Retention, and Advancement (CERRA), but request that the funding to flow through the districts via a monthly payment from the department. Districts must report how the funds were utilized to CERRA. This will allow CERRA to collect comprehensive data on both current and new recruitment and retention strategies that will inform statewide recommendations.
- Allocate CERRA funds to cover administrative costs associated with the data collection and analysis.
- Ensure work is aligned to district strategic plans.

### **Conclusion**

The issues studied by the group will not be solved quickly and require continued analysis. Piloting changes to the salary structure via the aforementioned final recommendations will allow for potential issues to be identified and address as an updated system is built out statewide.

### **Resources**

#### *South Carolina*

Association of School Business Officials and SCDE. *Financial implications and impacts of changes to the salary schedule.*

SCDE. *Minimum state teacher salary schedules (FY 2013–14 through FY 2016–17).* Retrieved from <https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/>

#### *Georgia*

Georgia Department of Education. (2017). *FY 18 State salary schedule.* Retrieved from <https://www.gadoe.org/Finance-and-Business-Operations/Budget-Services/Documents/FY18-TeacherSalaryScheduleReport.pdf>

#### *North Carolina*

North Carolina Department of Public Instruction, Financial and Business Services. (n.d.). *Fiscal year 2017–2018 North Carolina public school salary schedules.* Retrieved from <http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/2017-18schedules.pdf>

#### *Tennessee*

Tenn. Code Ann. § 49-3-306 (2016)

Tennessee Department of Education. (n.d.). *Differentiated pay.* Retrieved from <http://www.tennessee.gov/education/topic/differentiated-pay>

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*Wisconsin*

Kimball, S. M., Heneman, H. G., Arrigoni, J., Worth, R., & Marlin, D. (2016, August). *Teacher compensation: Standard practices and changes in Wisconsin*. WCER Working Paper No. 2016–5. Retrieved from [https://wcer.wisc.edu/docs/working-papers/Working\\_Paper\\_No\\_2016\\_5.pdf](https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf)

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