TEACHER SPECIALIST ON SITE
First Year Formative Review
2001-2002

Report
to the
South Carolina Education Oversight Committee

December 5, 2002

Table of Contents

Page

Executive Summary 1

Introduction 4

Part I: The Teacher Specialist on Site Program: Perceptions of Teachers, Teacher Specialists and Principals 7

Part II: The Teacher Specialist on Site Program: Academic Achievement Review 24

Part III: Formative Issues 37

Appendices 38

A: Summaries of Assistance Efforts by Selected States/Districts 39

B: Questionnaires and Responses 55

C: Selected Materials from Teacher Specialist and Administrator Manuals 85

D: Additional Data Tables 89

Executive Summary

The Education Oversight Committee (EOC) is charged with reviewing and monitoring the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding. The EOC requested an evaluation of the Teacher Specialist on Site (TSOS) program and approved a three-year evaluation model, with annual formative reports. For purposes of this evaluation, the focus was limited to 2001-2002, 2002-2003, and 2003-2004 school years.

The EOC staff worked with staff from the SC State Department of Education (SDE) to establish the following principal research question:

Does student achievement improve in schools assigned teacher specialists?

Five related questions also were identified:

- How has student achievement improved over time in schools assigned teacher specialists?
- Are there changes in the school community and/or culture during the years with teacher specialists?
- How has the teacher specialist program impacted upon the instructional skills and professional growth of the teachers involved?
- How has the program functioned over time?
- What are the unintended consequences of the teacher specialist program?

The South Carolina Educational Policy Center (SCEPC) in the College of Education at the University of South Carolina was asked to assist the Education Oversight Committee (EOC) in its review of the 2001-2002 Teacher Specialist On-Site (TSOS) Program. In collaboration with EOC staff and staff from the Office of School Quality at the South Carolina Department of Education, questionnaires were developed to assess the perceptions of teachers, teacher specialists, and principals toward the TSOS program. The purpose of the questionnaires was to gauge the implementation of the program along a number of dimensions, particularly the program's effect on instructional practices and student achievement.

SCPEC staff administered the questionnaires during faculty meetings at 17 schools that had participated in the TSOS program for at least two years and had at least three teacher specialists assigned to the school. Questionnaires were completed by 257 teachers, 52 teacher specialists, and all 17 principals. The major findings include the following:

- Principals, teacher specialists, and teachers expressed positive views about the TSOS program. Seventy-seven percent of the principals, 84% of the teacher specialists, and 71% of the teachers graded the program "A" or "B." A failing grade of "F" was assigned by 4 to 6% of the respondent groups.

- Sixty-nine percent of the teachers, 83% of the teacher specialists, and 94% of the principals agreed that the implementation of the program had gone smoothly.

- The school climate for the program was generally quite positive. An atmosphere of mutual respect and trust seemed to exist in almost all schools. Seventy-five percent of the teachers and all but two of the principals reported that they enjoyed working with the teacher specialists.

- Despite the generally favorable climate for the program, only 46% of teachers and 56% of principals agreed that they felt "ownership" in the TSOS program.

- Sixty-five percent of the teachers, 88% of principals, and 95% of the teacher specialists agreed that the TSOS had “contributed greatly to the effectiveness of the instructional program at this school.”

- Teachers most frequently mentioned that the TSOS program had resulted in improvements in instruction, teacher skills, the use of best practices, and the alignment of the curriculum to the state standards.

- Between 5% and 15% of the teachers were consistently negative about the TSOS program and the work of individual teacher specialists.

- Future research should clarify program implementation issues raised in this study and gather data on all schools participating in the TSOS program.

- Potential areas for improvement in the implementation of the TSOS program include program training, program ownership and support, program monitoring, and engaged time with teachers.

The second component of the evaluation explored the question, Has the program contributed to schoolwide academic performance and can that performance be sustained over time?

Of the schools eligible for teacher specialist, student performance on statewide assessments resulted in the following:

- 6 (55 %) of 11 schools in Tier 1 met or surpassed a five percent improvement gain in one or more performance areas
- 29 (76 %) of 38 schools in Tier 2 met or surpassed a five percent improvement gain in one or more performance areas
- 4 (33 %) of 12 schools in Tier 3 met or surpassed a five percent improvement gain in one or more performance areas
- 4 (40%) of the 10 schools designated for teacher specialists, but not receiving them, met or surpassed a five percent improvement gain in one or more performance areas (gains should be considered in light of other interventions)
- Schools tended to reduce the percentage of students scoring Below Basic more than raise the percentage of students scoring proficient or advanced
- Only four of ten high schools met or surpassed a five percent improvement gain in one or more performance areas
- Only one school (Brockington Elementary) met or surpassed a five percent improvement gain in one or more performance areas

Schools also received ratings for absolute and improvement performance in accordance with the state's annual school and district report card system:

- 14 (23 %) of the 61 schools elevated their absolute rating
- 18 (30 %) of 61 schools elevated their improvement rating
- 7 (11 %) of 61 schools declined in their absolute rating
- 22 (36 %) declined in their improvement rating
- 4 (40%) of the 10 schools receiving alternate interventions improved one or more ratings
- 2 (20%) of 10 high schools elevated one rating

The schools eligible for technical assistance exhibit considerable turnover among teaching and administrative personnel. The TSOS program faces tremendous challenges in environments with as much as 30 percent teacher turnover and average administrative tenure only slightly more than two years.

The First Year Formative review is not intended to provide judgements about the program. This Review provides information for program development. Ten issues are offered for discussion:

1. Would a thorough and systematic definition of the treatment model(s), overall goal and annual objectives generate more uniform progress and minimize the impact of local turnover and variations of technical assistance personnel assignments?
2. Do all external review team reports recommend teacher specialists or are there settings in which a different technical assistance strategy is recommended and/or appropriate? Does the external review team fully understand the available options and when each is appropriate?
3. Can the building blocks for sustainable change be identified and annual as well as long-range expectations made clear to school communities and technical assistance teams so that immediate and interim progress can be recognized?
4. How should the high school model differ from the elementary and middle school model?
5. Can the lines of authority and cooperation among the SDE, local district and school administrations and teacher specialists be clarified to support program implementation and sustain improvement?
6. How can local district and school administrators support and ownership of the teacher specialist role be enhanced?
7. What is the level of annual improvement expected or the level of improvement expected across three years?
8. How can the positive relationships among teachers and teacher specialists be sustained and focused more intently upon student achievement?
9. What are local factors associated with higher levels of student performance among schools in the teacher specialist program?
10. What are the financial and instructional costs to schools and districts sending teachers to serve as teacher specialists in underperforming schools?

Introduction

The Education Oversight Committee (EOC) is charged with several duties including, "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding."[1] Working through the EOC Subcommittee on the Education Improvement Act and Improvement Mechanisms, the EOC asked its staff to conduct an evaluation of the Teacher Specialist on Site (TSOS) program. The EOC approved a three-year evaluation model, with annual formative reports. Formative data collections were scheduled for the academic years of 2001-2002, 2002-2003, and 2003-2004, with a full evaluation report published in winter 2005. Teacher specialists employed as a strategy at schools under the authority of the Education Improvement Act of 1984 impaired school district identification are excluded from this study. For purposes of this evaluation, the focus was limited to the three years stated above.

The EOC staff worked with staff from the SC State Department of Education (SDE) to identify the following principal research question:

Does student achievement improve in schools assigned teacher specialists?

Five related questions also were identified:

- How has student achievement improved over time in schools assigned teacher specialists?
- Are there changes in the school community and/or culture during the years with teacher specialists?
- How has the teacher specialist program impacted upon the instructional skills and professional growth of the teachers involved?
- How has the program functioned over time?
- What are the unintended consequences of the teacher specialist program?

The EOC and SDE also worked with the University of South Carolina (USC) Education Policy Center on the evaluation. The USC Center assumed responsibility for a comprehensive survey discussed in Part I of this report. Costs of the evaluation were borne by the SC Education Oversight Committee and the USC Policy Center. The EOC is funded through an Education Improvement Act appropriation and the USC Policy Center work is funded through a proviso in the General Appropriations Act that authorizes its work on projects mutually defined by USC, EOC and SDE.

Statutory Requirements

The Teacher Specialist on Site (TSOS) Program is one of five technical assistance strategies mandated in the Education Accountability Act of 1998. Each of these technical assistance strategies is targeted to improve the academic achievement of students as soon as possible and over time. Student achievement is measured by the state's accountability system that incorporates standards-based assessments or academic outcomes appropriate to a school level. The TSOS program, administered by the SDE, provides exemplary teachers to work in demonstration and coaching roles with teachers in schools rated Unsatisfactory or Below Average. The statute provides,

§59-18-1530(A). "Teacher specialists on site must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory, if the review team so recommends and recommendation is approved by the State Board of Education. Teacher specialists on site must be assigned at a rate of one teacher for each grade level with a maximum of five to elementary schools in impaired districts or designated as below average or unsatisfactory. The

[1] §59-6-10(A)(1), 1976 Code of Laws, as amended.

Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review committee and approved by the state board. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below standard and unsatisfactory schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years."

The TSOS Program is constructed to provide daily coaching for teachers utilizing the professional development models and practices identified as effective by the National Staff Development Council.[2] Although not identical in structure or implementation, the statutory language seems to be written with the experiences of the Kentucky Distinguished/Highly Skilled Educator and other state assistance programs in mind.[3]

The roles and responsibilities of teacher specialists are the following:

- Provide the services of a teacher specialist for the two hundred-day contract;
- Teach a minimum of three hours per day on average in teach teaching, tutoring, and/or demonstrating lessons;
- Assist the school faculty in gaining knowledge of best practices and well-validated alternatives designed to improve instruction;
- Demonstrate effective teaching and act as a coach for improving classroom practices, especially as it related to connecting activities to the state's curriculum standards and assessment system;
- Provide support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data;
- Assist school teams in analyzing test data to identify patterns and instructional deficiencies;
- Develop strategies for addressing instructional deficiencies, including techniques to improve classroom assessment, and to support teachers in acquiring new skills;
- Serve as an instructional leader by providing information and assistance in activities relevant to improving teacher quality and curriculum;
- Serve as a member of the assistance team if applicable and work collaboratively with other team members in performing job responsibilities
- Participate in any and all training/staff development and assignments give and/or directed by the Department; and
- Abide by the guidelines established by the Department for the role and responsibilities of teacher specialists.[4]

[2] National Staff Development Council, "NSDC Standards for Staff Development (Revised), 1998, 2001.
[3] Education Commission of the States, "What States Are Doing," 2000.
[4] SC State Department of Education, "Teacher Specialist on Site: Teacher Specialist Manual," 2002.

Confounding Factors

The evaluation of the Teacher Specialist on Site Program is confounded by three factors: variations in the assignment of teacher specialists and other technical assistance personnel to schools; differing understandings of the technical assistance to be provided; and the challenge of implementing multiple improvement strategies.

The SDE has demonstrated persistent leadership as the technical assistance strategies have been implemented in identified schools despite shortages in available teacher specialists and related personnel. To respond to differences and preferences among local districts and to overcome personnel shortages the SDE has used varying numbers of teacher specialists in combination with principal specialists, principal leaders, curriculum specialists and SDE personnel. The combinations create different circumstances in which the teacher specialists are working and dilutes the data base from which judgments can be made.

The technical assistance model is premised upon the implementation of "best practices" as developed in the orientation provided teacher specialists by the SDE. The SDE employs a "leadership team strategy" rather than a specific instructional program framework (e.g., Success for All, Direct Instruction, School Development Program). With differing understandings of which practices are best and changing personnel (both school and technical assistance) the instructional program provided students and the substance and nature of professional development and coaching provided to teachers can vary significantly from site to site. This is confounded even more when the variations in personnel assignment are added to the program. The program goal, as understood by participants, is to "get off the list." EOC and SDE leaders agree that sustainable change requires the development of capacity over time and that "getting off the list" is a short-term objective that may or may not reflect long-term capacity-building.

Finally, the technical assistance strategies are implemented in an environment of general school improvement. Programs accompany this general improvement effort. The result is that a school has its own personnel, the technical assistance personnel and related professional development as well as other programs and personnel (e.g., literacy coaches). The state should be cautious that the number of programs and initiatives do not cloud the overall focus of the school and overwhelm school personnel.

PART I

THE TEACHER SPECIALIST ON SITE PROGRAM: Perceptions of Teachers, Teacher Specialists and Principals Toward the Teacher Specialist on Site Program

Diane M. Monrad, John May, and Christina Amsterdam
South Carolina Educational Policy Center, College of Education, USC

Introduction

South Carolina's Education Accountability Act of 1998 specified that school performance report cards be developed for every school and district in the state. Report cards that grade schools as *excellent, good, average, below average, or unsatisfactory* were released for the first time in November of 2001. A variety of strategies were developed by the South Carolina Department of Education to assist schools designated as unsatisfactory or below average to improve student achievement. These strategies include the provision of principal specialists, principal leaders, principal mentors, curriculum specialists, teacher specialists, homework centers, and retraining grants for professional development. The largest assistance initiative, the Teacher Specialist On-Site (TSOS) Program, provides low-performing schools with expert educators who work with classroom teachers to improve classroom instruction. The Teacher Specialist On-Site Program is the focus of this formative program review.

Under provisions of the Accountability Act, one teacher specialist may be assigned for each grade level in elementary schools. For middle and high schools, teacher specialists are placed in the core subject areas of English/language arts, mathematics, and science. Teacher specialists receive a salary supplement equal to 50% of the current southeastern average teacher salary (approximately $19,000 in 2001-2002). For the 2001-2002 school years, 146 teacher specialists were assigned to 49 schools across the state.

The South Carolina Educational Policy Center (SCEPC) in the College of Education at the University of South Carolina was asked to assist the Education Oversight Committee (EOC) in their review of the 2001-2002 TSOS program. Proviso 1A.28 in the 2001-2002 South Carolina budget provides funds to the SCEPC "for collaborative projects with the Department of Education and the Education Oversight Committee to provide research based information and consultation services on technical issues related to establishing a more thorough accountability system for public schools, school districts, and the K-12 education system." A project coordinating team consisting of representatives from the SCEPC, the State Department of Education (SDE), and the EOC work collaboratively to identify research topics and to determine the scope of work for each project. SCEPC's study of the TSOS program was designed in collaboration with staff from the EOC and staff from the Office of School Quality at the South Carolina Department of Education.

A review of the technical assistance strategies used with low-performing schools in other states reveals that most states provide some type of on-site assistance, but few assign fulltime assistance teams or experts to low-performing schools (see Appendix A for summaries of the assistance strategies in selected states). Some of the more well-established programs of school-based assistance are located in Alabama, Kentucky, and North Carolina. The Special Services Program in Alabama provides Special Services Teachers (SST), Chief Academic and Administrative Officers, Reading Specialists, and other SDE staff to their priority schools. Alabama has recently intervened in 16 schools and assigned full assistance teams to these schools. Other priority schools receiving assistance typically are assigned a single SST for a year. Kentucky, the first state to introduce a comprehensive assistance program to low-performing schools following the creation of school accountability legislation, requires Highly Skilled Educators (formerly known as Distinguished Educators) to spend at least 80% of their time their assigned school directing improvement efforts. North Carolina has assigned three to five-member full-time assistance teams since the inception of their assistance program in 1997. The teams remain in their assigned schools for a year.

Assistance efforts in other states provided a basis for development of South Carolina's assistance strategies. Monitoring of the North Carolina program (with full-time teams) indicated that after two years of assistance, 14 of 15 low-performing schools made their expected growth. After five years of assistance, 29 of 33 schools were removed from the low-performing list. The latest Commonwealth Accountability Testing System (CATS) scores indicate that the Highly Skilled Educators Program in Kentucky has a positive impact on student performance. All but one of 107 low-performing schools made enough gains on CATS scores to be removed from the failing list. Similarly, assessment results released in June, 2002, showed that 59 of 103 Alabama schools classified as low-performing in 2001 improved their academic status during the next year.

These states and South Carolina have relied on the National Standards for Professional Development (National Staff Development Council, 1995) in the planning and development of their assistance programs for low-performing schools. Professional development of administrators and teachers is crucial for the success of assistance efforts. The national standards and research on school change described professional development that will result in improved student learning as on-site and sustained. Short-term workshops or drop-in assistance have not been determined to enhance the professional development of staff in low-performing schools.

Method

Following a series of interviews during the fall of 2001 with TSOS program staff members, principal leaders, curriculum specialists, school administrators, and other staff members assigned to support the program, questionnaires were developed to assess the perceptions of teachers, teacher specialists, and principals toward the TSOS. The purpose of the questionnaires was to gauge the implementation of the program along a number of dimensions, particularly the program's effect on student achievement and instructional practices. The individual questionnaires for teachers, teacher specialists, and principals included a set of core items, common to all three instruments, and items peculiar to each of the groups. The items, which included both multiple-choice and open-ended response formats, were designed to examine the following areas:

- Program implementation
- Program climate
- Program outcomes
- Task frequency
- Task confidence (for teacher specialists only)
- Program challenges and needed changes
- Program effectiveness, including perceived strengths and areas for improvement
- Respondent characteristics

For the multiple-choice items on the questionnaires, participants responded using a Likert scale ranging from "strongly agree" to "strongly disagree" with a mid-point of "not sure." A key effectiveness measure was the grade (A, B, C, D, or F) assigned to the effectiveness of the TSOS "at this school." All respondent groups were asked: "Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be?"

SPEPC staff members administered the questionnaires during faculty meetings at 17 school sites during May 2002. The 17 schools included three high schools, four middle schools, and ten elementary schools located in six school districts across the state. The schools were selected for the study because they had participated in the program for at least two years and had at least three teacher specialists assigned to the school. Seventy teacher specialists were assigned to the study schools and 12 of the schools were served by a full complement of specialists (one per grade or content area). The 17 schools were also served by two principal leaders, five principal specialists, and eight curriculum specialists. All teachers,

teacher specialists, and principals present on the day of the administration and served by the program completed questionnaires. In addition, questionnaires and stamped self-addressed envelopes were left at the schools for staff members absent from the meeting.

Results

Questionnaires were collected from 257 teachers, 52 teacher specialists, and all 17 principals. These included 13 teachers, 7 teacher specialists, and 2 principal questionnaires from respondents not present on the day of the administration and mailed back to the SCEPC. The results will be summarized for each group in the following sections. Detailed information on questionnaire responses is included in Appendix B.

Teachers

Ninety percent of the teachers responding to the questionnaire said that a teacher specialist was assigned to their grade or subject area. The majority (58%) of the teachers held a bachelor's degree or a bachelor's plus 18 hours and 41% held a master's degree or a master's plus 30 hours. Seventy percent were continuing contract teachers and 77% held a professional teaching certificate. Eleven percent of the teachers had induction contracts and 13% had critical needs or other alternative certificates. The average number of years in teaching was 12.6 and the mean number of years at the school was 6.4. Eighty-two percent of the teachers said that they planned to teach at the same school during the next school year. Figures 1 and 2 depict the grade levels taught and the amount of training/orientation received about the teacher specialist program prior to the first day of the 2001-2002 school year.

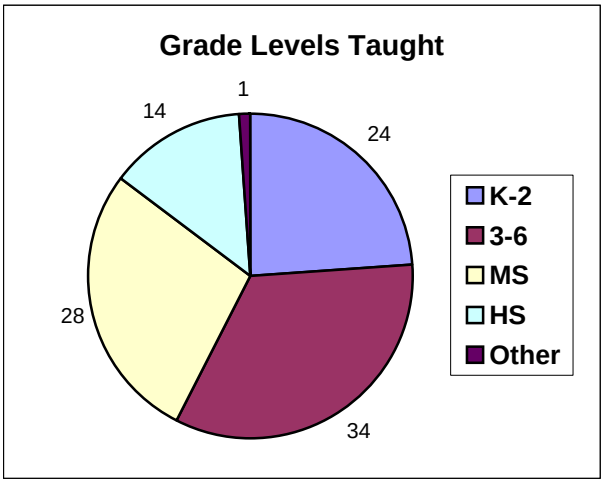

Figure 1. Percentages of teacher respondents working at various grade levels.

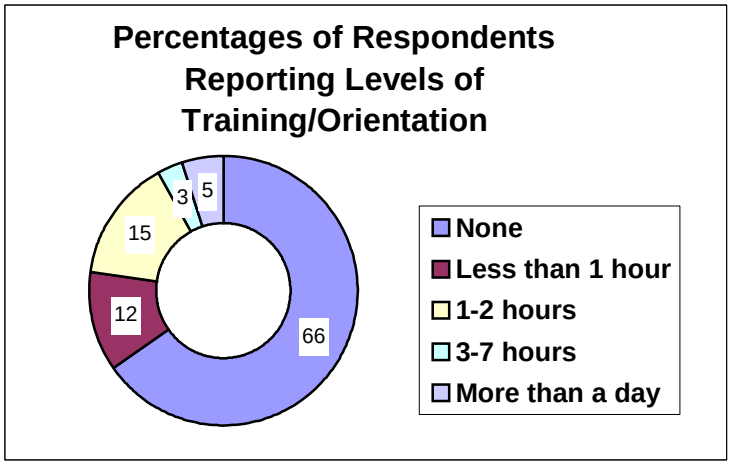

Figure 2. Percentages of teacher respondents receiving various levels of training.

Program ratings. Most teachers viewed the TSOS program quite favorably: 71% assigned the program a grade of "A" or "B" while only 16% gave it a "D" or "F." There was quite a bit of variability across schools in the ratings given of the program. The percentage of teachers rating the program "A" or "B" ranged from 24% to 100%; the median was 70%. The teachers' ratings were generally consistent across grade levels taught, years taught, and contract type. As shown in Figure 3, teachers who received no training/orientation about the program prior to the first day of school were less positive (65%) than teachers who received any amount of training.

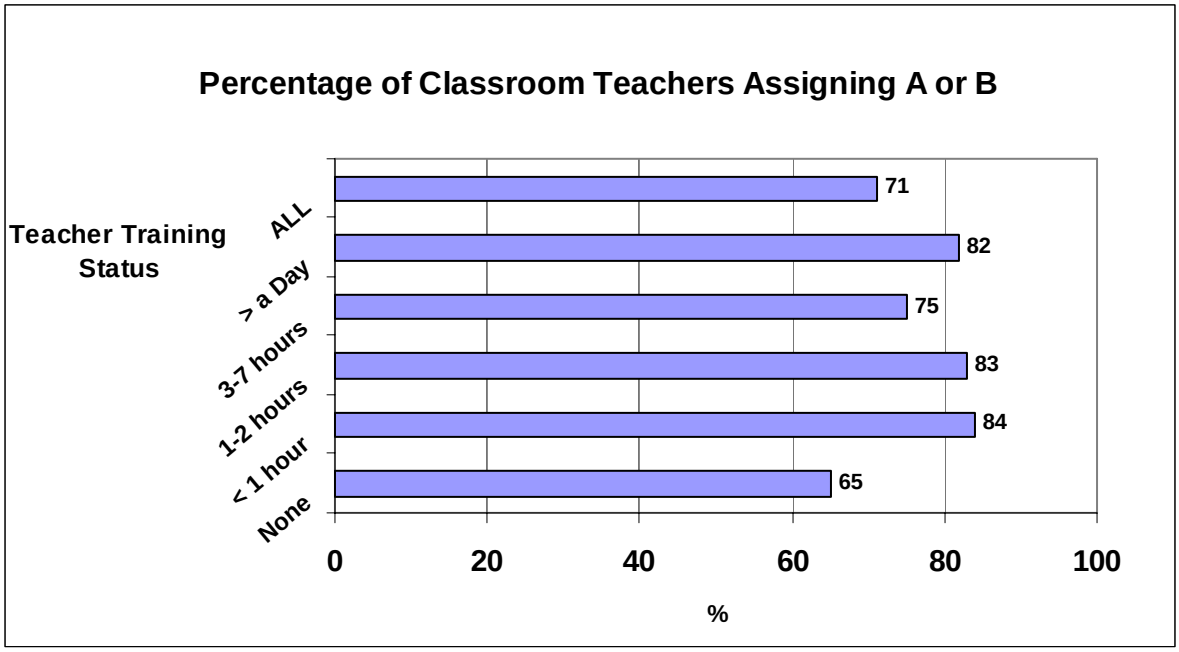

Figure 3. Grades Assigned to the TSOS by teacher respondents receiving various levels of training.

Teachers provided a variety of reasons to explain the grade that they gave. Teachers with positive views of the TSOS program most frequently stated that they thought that the program was very effective and that the specialists were supportive, encouraging, and available to teachers. One teacher wrote, "I learned more from my teacher specialist than any workshops or staff development I have ever attended. S/he has provided me with materials and research to read, demonstrated lessons, walked me through

parts of instruction I was weak in and provided me with reasons for why we are doing it a particular way." A similar statement from a teacher said, "My teacher specialist has saved my life. S/he has taught me so much about teaching. S/he calmed all of my fears and doubt being a first year teacher. S/he showed me more than any textbook could have taught me."

Teachers also stated that the specialists were very knowledgeable and professional, with ideas that improved instruction, teacher skills, use of standards, and a variety of other curricular areas (see Appendix B for more details). Teachers who assigned grades of "D" or "F" (16%) generally thought that the TSOS program was not effective, a waste of money, and had not improved achievement at the school. One teacher declared "The teacher specialist program should not continue to be funded. I feel they are getting paid too much to do nothing." Other teachers criticized specialists for being unavailable to the teachers, playing favorites with certain teachers, or having poor attitudes

Program implementation. Despite the fact that two-thirds of teachers reported no training or orientation for the 2001-02 school year, 84% agreed with the item indicating that they understood the mission of the program. Seventy-five percent said that they understood the roles and responsibilities of the teacher specialist. Teachers agreed that the specialists promptly responded to requests for assistance (80%) and 75% agreed, "you can count on the teacher specialists to be at school, on the job, helping the school improve." Teachers appreciated the ability of the teacher specialists to obtain instructional materials and supplies (85%) and felt involved in identifying instructional areas that needed improvement (75%). Yet, only 46% of the teachers agreed "I have a sense of 'ownership' in the teacher specialist program."

Teachers were very positive about the competence of the teacher specialists and the contribution that the specialists had made to the teachers' own professional development. Eighty-four percent agreed or strongly agreed that the teacher specialists demonstrated an excellent knowledge of the state curriculum standards, 80% agreed that the teacher specialists have the content knowledge to help other teachers, and 77% reported that the specialists modeled instruction well. Seventy-five percent of the teachers agreed that the specialists encouraged best teaching practices, provided them with useful feedback about their teaching (74%), assisted in assessing student's instructional needs (74%), and provided them with a better understanding of the state's curriculum standards (70%). Seventy-seven percent of the teachers agreed that they had learned new instructional strategies from the specialists and 76% had been helped to develop curriculum materials aligned with state standards.

Task frequency. Ninety percent of the teachers indicated that they had worked individually with the teacher specialist(s) during the school year. The most commonly reported activities were reviewing lesson plans, demonstrating lessons, receiving feedback about teaching, reviewing state curriculum standards, reviewing lesson plans, and identifying instructional areas that need improvement. Between 85% and 90% of teachers reported one or more sessions with the teacher specialist in these areas during the year, and about half of the teachers said that these activities occurred either weekly, several times a week, or daily. The least frequently occurring activities (reported as never occurring by about a third of the teachers) were in the areas of team teaching, classroom management techniques, and tutoring individual students. Since some of the teachers who completed the questionnaire stated that a specialist was not assigned to their grade or content area, a subgroup analysis was conducted to examine the task frequency data for only the teachers who were assigned a specialist. Ninety-three percent of the teachers in this group said that they had worked with a specialist one or more times and the analysis resulted in a two to three percentage point increase in task frequency rates.

School climate. Questionnaire items related to school climate indicated that personal relationships among teachers, specialists, administrators, and students were characterized by mutual respect and warmth for the majority of teachers. Seventy-five percent of the teachers agreed that they enjoyed working with the teacher specialists and 71% agreed that the teacher specialist "cares about me as a person." Over half of the teachers indicated that they felt comfortable going to the specialist with a

personal problem and 79% said that the teacher specialists encouraged them when they were feeling overwhelmed.

Program outcomes. The teachers' perceptions of instructional outcomes were also favorable. Seventy percent said that they were better able to incorporate state curriculum standards in lesson plans, and 75% said that the TSOS has helped the school identify instructional areas that need addressing. Seventy-four percent of the teachers stated that specialists had helped to develop curricular materials that improved instruction and 74% also agreed that the specialists had helped them use assessment data to improve instruction. A similar percentage (77%) said that they had sought out the teacher specialist "on my own" to ask advice about instruction in my classroom. More than half (56%) indicated that the program had actually resulted in improved instruction in their own classrooms, and 60% indicated that they would like the teacher specialist to spend more time working with them. Almost two in three teachers (65%) said that the TSOS had contributed greatly to the effectiveness of the instructional program at the schools, and 62% agreed that the program should continue to be funded.

Similar results were found in an analysis of the open-ended responses to a question asking teachers about the changes that occurred in the school as a result of the TSOS program (see Appendix B for details of all teacher responses). Teachers most frequently mentioned improvements in instruction, teacher skills, the use of best practices, and the alignment of curriculum to the state standards. One teacher stated: "I feel we have become stronger teachers. We have been exposed to better practices. We are a more united team. I see teachers striving to better themselves by trying for National Board and going back for their Masters. They (teacher specialists) have created a desire in us to learn more and be better." Another teacher said "We now understand the SC standards and are incorporating them into our lesson plans, and the teachers are more confident about their teaching strategies." Teachers also said that they worked more closely together or had more team planning or grade-level planning. In addition, teachers mentioned that there was improved student learning and more resources such as books, curricular materials, technology, etc.

Between 5% and 15% of the teachers were consistently negative about the TSOS program and the work of the individual teacher specialists. Typically, these teachers disagreed or strongly disagreed with the statements on the questionnaire, regardless of the item content. Thirteen percent of teachers for example, disagreed with the item: "The teacher specialist(s) cares about me as a person" and 7% percent disagreed that the "teacher specialist(s) shows respect to the faculty." These teachers stated in open-ended responses that the TSOS program was not needed at their school and the program had not resulted in any positive changes. The negative ratings of the program tended to be concentrated among teachers in schools where the administrator was not positive about the program, but most schools had at least one teacher who was not supportive of the program.

Teachers were asked to write about the most valuable aspects of the work of the teacher specialists. Teachers most frequently noted that the demonstration lessons, instructional modeling, or observation and help with lessons were valuable. The teachers were very appreciative of the resources, curriculum materials, manipulatives, books, and other tangible resources provided by the specialists. One teacher stated "the aspect of the teacher specialist's work that has been most valuable to me has been the provision of materials, teaching model lessons, and assisting with identifying exciting ways to present the lessons." Teachers also noted the value of the sharing of best practices, research, and new strategies or activities. They indicated that the assistance that they received with planning, the development of lesson plans, and aligning their instruction to the state standards was valuable. In addition, teachers wrote about the advice, support, and guidance provided to them by the specialists. One teacher wrote that the specialist provided "support and willingness to help, never trying to take over." A small percentage (8%) of the teachers said that the specialists had been of no value to them at all.

Teachers were given the opportunity to suggest how the TSOS program should be changed. Teachers most frequently wrote about their desire for the specialists to be more available or accessible. They

suggested that the specialists should spend more time in the classroom and provide equal amounts of help to all teachers. Some teachers felt that the specialists were out of the school too often, had to attend too many meetings, or had excessive paperwork which affected their availability. One teacher said that there needed to be "more direct teaching by the specialists. This would be a model for weaker teachers to follow." Over a quarter of the teachers said that no changes were necessary. This teacher's comment was typical: "I think the role of the teacher specialists is just fine already. They just need to do what is required of them. Not to be the boss or take over but be helpful to teachers." Other teachers wanted the role of the specialists to be expanded to include activities such as participation in field trips, evaluation of teachers, or providing direct instruction to students. A minority of teachers suggested that the specialists should have more positive attitudes and be more supportive and respectful.

Principals

Of the 17 principal respondents, four were principal specialists assuming the role of the seated principal. All of the 17 principal respondents held advanced degrees: two with the master's degree, 11 with master's plus 30 hours, two with doctorates, and two with other advanced degrees. Table 1 depicts the years of experience as a principal and as a principal in the school.

Table 1

Number of years experience[1]

As a principal	At this school
1	1
1	1
1	1
1	1
1	1
2	2
2	2
8	2
8	2
8	7
13	5
14	*1*
17	*1*
20	6
20	6
21	*2*
23	*1*

[1]*Shaded numbers reflect principal specialists*

Inspection of Table 1 reveals that five of the principal respondents were in their first year as a principal, and two others were in their second year. Of the remaining respondents, three were in their first year at the school, making eight of the 17 (47%) in their first year at the school. Excluding the four principal respondents who were principal specialists (the shaded rows in the table), five (of 13, or 38%) were in their first year at the school and four (of 13, or 31%) were in their second year.

With respect to training/orientation prior to the beginning of school, nine of the 17 respondents (53%) indicated that they had received no training/orientation to the program prior to the first day of school. Five of 12 (44%) "regular" principals reported that they had received no training/orientation to the program prior to the first day of school. One principal did not respond to the training item.

Principal respondents generally expressed favorable opinions of the TSOS program. Of the seventeen principal respondents, ten (59%) assigned the program a grade of "A," three (18%) a "B," two (12%) a "C," and one each gave it a "D" or "F." There appears to be a relationship between grade assigned and training/orientation. Five principal respondents reported receiving one or more hours of training/orientation about the program prior to the first day of school; all five (100%) assigned the program a grade of "A." Of the 11 principals reporting participation in less than one hour of training, only five of eleven (45%) assigned a grade of "A." See Table 2 below.

Table 2
Grades assigned to the TSOS by principal respondents receiving various levels of training.

	Training				
Grade	None	< 1 Hour	1-2 Hours	3-7 Hours	TOTAL
A	5	0	1	4	10
B	2	1	0	0	3
C	1	1	0	0	2
D	0	0	0	0	0
F	1	0	0	0	1
TOTAL	9	2	1	4	16

Clearly, orientation to the program is an issue that warrants further examination.

Principals gave a variety of reasons for the grades that they assigned to the TSOS program. Principals who gave the program a "A" or a "B" most often mentioned that the specialists had been an asset to the instructional program and a valuable resource for teachers. One principal stated that "the teacher specialists in this school were very good about relating best practices to teachers. They were able to willingly get teachers to try different practices. They also demonstrated lessons frequently." Another principal said "teacher specialists work hard within their grade level to improve the quality of instruction. They constantly provide teachers with instructional assistance." Principals who assigned lower grades to the program felt that the specialists in their school "did only the minimum" or were working "to undermine the school."

All of the principals said that they understood the mission of the program, and 15 of 17 (89%) agreed that they understood the roles and responsibilities of the teacher specialists. But only 13 of 17 (76%) principals said that the faculty understood the roles and responsibilities of the teacher specialist. Consistent with the teacher data, only 56% of the principals agreed with the statement: "I have a sense of 'ownership' in the teacher specialist program."

With one exception, the principals (94%) agreed that teacher specialists demonstrate an excellent knowledge of the state curriculum standards, have the content knowledge necessary to help other teachers, and have been involved in identifying instructional areas that need improvement. With two or three exceptions, principals indicated that there was appropriate respect and trust among the teachers, administrators, students, and teacher specialists. Significantly, 94% of the principals (all but one) agreed that they had sought out the teacher specialist(s) for advice about instruction.

When asked to describe what aspect of the specialist's work was most valuable, principals most often mentioned the assistance provided to the teachers in instruction such as demonstration lessons, use of best practices, and alignment of lessons with the standards, and classroom observation. One principal appreciated the ability of the specialists to "shift time, a little, to help a teacher who might be more in need." Another principal valued "seeing the growth in the teachers that have worked with the teacher

specialists. Having others in the building to help brainstorm instructional and curricular issues." Only one principal said that "absolutely nothing" had been valuable about the program.

In general, principals' perceptions of the teacher specialists' contributions to instructional outcomes were also very favorable. Eighty-eight percent said that the program had contributed greatly to the effectiveness of the instructional program at the school and 77% said that the program had improved student achievement. Eighty-nine percent agreed that the teachers at the school were more effective as a result of what they had learned from the teacher specialist. When asked "If the decision were left to you, would you choose to have the Teacher Specialist Program operating in your school next year?" 16 of 17 principals responding to the item said yes. Yet, when asked about continued funding, only 69% agreed that the program should continue to be funded – two principals (12%) disagreed and three (19%) were not sure. The lack of consistency of response to these two items is puzzling, and should be addressed in future research. Consistent with the teacher findings, the least favorable principal response came on items pertaining to the development of grants and new programs. Only about half of the principals agreed that these kinds of activities, which were not in the job description of the teacher specialist, had occurred.

When asked to describe changes that occurred in the school as a result of the TSOS program, many of the principals noted the improvement of instruction and an increase in the amount and quality of team planning. One principal stated: "I have seen more cohesiveness in grade level instruction and better planning." Other principals said that school atmosphere had improved with increased rigor, higher expectations for students, or increased student achievement. Other principals mentioned improved assessment, teachers' increased knowledge of data analysis, and a willingness for the teachers to ask for help. However, one principal commented that "nothing positive" had resulted from the work of the specialists.

All of the principals reported that the teacher specialist(s) had individually worked with all of their assigned teachers during the school year. Similar to the teacher survey, the most commonly reported activities were reviewing lesson plans, demonstrating lessons, talking with teachers about instructional issues, developing student assessments, teaching/demonstrating best practice, and responding to teachers' requests for assistance. The least frequently occurring activities were in the areas of tutoring small groups of students and developing grants. Principals reported meeting with the teacher specialist about once a week.

When asked to describe "one characteristic of the teacher specialists' role that you would most like to see changed," principals generated a variety of responses. Two principals said that they would like the specialists to be in the school more frequently and not spend as much time in meetings or other activities away from the school. When asked in Section 5 how many days a month the teacher specialist(s) spends away from the school, the average (mean) was 3.97 for the 15 principals answering the item. The median was 4. Two principals also wanted the specialists to report and be accountable to the school principal and receive closer monitoring by the State Department. One of these principals said that "they should report directly to the principal or SDE needs to monitor them more closely. Quarterly visits to the schools and with the principals." Other principals asked that the roles of the specialists be clarified, particularly with regard to acceptable duties, or that their roles be expanded to allow for additional activities. Principals also mentioned the need for more feedback to teachers or improved interaction with teachers.

Teacher Specialists

The 53 teacher specialists included in the study indicated that they had been in that role for an average of two years. As Table 3 indicates, slightly more than half were assigned to the elementary grades, 28% to the middle grades, and the remainder to high school grades or other.

Table 3
Percentage of Teacher Specialists assigned to grade level and subject area

Grade /Subject area	Teacher Specialists (%)
K-2	28
3-6	28
MS ELA	10
MS Math	8
MS Science	10
HS ELA	6
HS Math	6
HS Science	4
Other	2

The teacher specialists in the study had been teaching for an average of 20 years. Eighty-five percent of the teacher specialists had a master's degree or a master's degree plus 30 and 8% had doctorate degrees. Eighteen percent reported that they were certified by the National Board of Professional Teaching Standards. The specialists expressed very positive opinions of the TSOS, with 84% assigning it a grade of "A" or "B". All agreed that they understood the mission of the program and 98% said that they had a clear understanding of their roles and responsibilities. The specialists reported an average of a little more than 8 days of training/orientation prior to beginning work as a teacher specialist.

Teacher specialists provided a number of reasons for the grades that they assigned to the program. Specialists who assigned grades of "A" or "B" tended to describe the program as very effective, particularly because they thought that the program improved instruction, curriculum, use of standards, best practices, and other areas related to classroom instruction. One specialist said that "overall, many of the teachers have begun to reflect upon their teaching practices. This has influenced teachers to begin to use theory based teaching practices (standards-based) instead of relying on the traditional skill and drill practices." Another specialist stated "we have had a huge impact. I can see so many changes in the way my teachers teach. Scores are up. Students are learning in better ways." Other specialists noted that the program had improved student achievement, test scores, understanding of curriculum, or student behavior and morale. Many teachers attributed the perceived success of the program to the fact that the program was accepted by the school and had the support of both teachers and administrators. One teacher said "the TSOS have been a team that's supported and helped facilitate needed change here. The faculty and staff consider us a part of the school---and we are." Conversely, specialists reported that in some cases the administrators or teachers did not support the program and consequently the specialists assigned low grades to the program. A specialist stated that "we had interference from the principal all year long" and assigned an "F" to the program. Another specialist remarked that the "principal rendered the program ineffective by telling teachers not to trust us, not to ask us for help; that we are here to take their jobs..."

Specialists reported very high levels of mutual respect with the faculty and all agreed that they enjoyed working with the teachers at their schools. All said that they had had an opportunity to encourage a teacher who felt overwhelmed. A small number of specialists did express concern about administrative support for the TSOS: 17% disagreed that "the administration at this school supports the teacher specialist program" and another 6% percent were "not sure." Eleven percent disagreed with the item "I believe that I have the respect of the principal." Eleven percent also disagreed that the climate for the TSOS implementation is positive.

Teacher specialists were asked to indicate how often (from “never” to “very often-several times a week or daily”) they engaged in 21 instructional activities and how confident (from “not at all” to “very confident”) they were in conducting the activities. These data are presented below:

Table 4
Task Frequency and Task Confidence

Task	Very Often (%)	Very Confident (%)
Responding to teacher requests for assistance	74	91
Teaching/demonstrating best practices	68	91
Demonstrating lessons	57	96
Team teaching	49	91
Providing teachers feedback about teaching skills	45	63
Tutoring small groups of students (2-10)	44	93
Tutoring individual students	42	94
Reviewing the state curriculum standards	42	83
Implementing specific instructional models	40	74
Demonstrating classroom management techniques	35	78
Arranging inst time to allow more activities	34	69
Reviewing lesson plans	30	80
Aligning and/or revising curricula	30	72
Identifying instructional areas that need improvement	28	78
Assessing the needs of individual students	25	77
Analyzing student assessment data	23	65
Talking with the principal re: instructional issues	23	76
Developing pacing guides	21	63
Developing student assessments	19	78
Conducting professional dev. aligned with identified needs	6	67
Developing grants to improve instruction	6	19

Inspection of Table 4 suggests that the most frequently occurring activities involved direct services to teachers, such as responding to requests for assistance, demonstrating best practices, demonstrating lessons, and team teaching. With one exception (providing feedback to teachers about their teaching skills), the most frequent tasks were ones in which specialists expressed a high degree of confidence. This activity requires both well-developed instructional/content skills and keen personal relations/evaluative skills.

Teacher specialists were positive about their contribution to instructional improvement: 92% agreed that the TSOS has helped the school identify instructional areas that need addressing. Ninety-eight percent said that the TSOS has helped teachers incorporate the state curriculum standards in lesson plans, and 94% agreed that the teacher specialist program has contributed greatly to the effectiveness of the instructional program. The specialists were realistic about TSOS limitations: only 63% agreed that as a result of the TSOS most teachers were following best teaching practices. Seventeen percent of the specialists disagreed with the item: “I have enough time to work with the teachers here.”

When asked to write about the changes that had occurred in their school as a result of the program, specialists agreed with the teachers and principals that instructional improvements were most evident. Specialists stated that teachers had become more effective, were using best practices, were teaching to the standards, and were employing better instructional materials. One of the specialists stated: “teachers

have read professional articles and books and participated in study group and professional conversations. They have implemented best practices because they have studied and know how children learn…" Another specialist noted "the biggest change is that teachers are teaching using the state standards. They are getting to know the standards more." Specialists also mentioned that the program has resulted in improved student learning, higher test scores, and increased student engagement in learning. In addition, some of the specialists pointed to improved school climate, morale, and increased team work as results of participation in the TSOS program.

Specialists were asked to describe one aspect of the TSOS program that was most valuable to them. Specialists most often said that watching their teachers learn and grow as professionals, using improved instruction and "best practices," was most valuable. One specialist stated that "seeing the young teachers catch on fire and develop into hardworking teachers and observing the revitalization of 'seasoned' teachers are memories I shall forever treasure." Another specialist said that "one of my teachers told me a few weeks ago, 'when I first came here, I didn't like you. You told me I had to teach the standards and I just wanted to teach the textbook. Now I get it. My lesson plans were good I thought. But they weren't. I'll never teach the same. And if I go to another district, I can help them teach the standards now.' WOW." One specialist remarked that the most rewarding aspect of the work was "the relationships with all of the staff, teachers, and students. It's where all the work begins and ends. It's what causes victory or failure."

The specialists made many suggestions for how their role might be changed to improve the program. About one third of the specialists wrote that they needed to have more authority or power to make instructional changes in the school or classroom. One specialist said: "Teacher specialists need to have more power. It doesn't take long for the teachers to figure out that we have NO authority and therefore change doesn't come as quickly as it should." Other specialists mentioned that a full complement of teacher specialists and other assistance personnel, such as principal specialists and curriculum specialists, might positively affect the school's progress. Specialists also suggested that the ratio of teacher specialists to teachers be examined to ascertain how many teachers could be reasonably supported by one specialist. One of the specialists who made this suggestion noted that there should be "a limit to the number of teachers that a teacher specialist works with---some specialists work with up to eight teachers." Approximately one-third of the specialists also recommended that paperwork required by SDE be streamlined or reduced to provide more time for classroom instruction. Other specialists also noted that reducing non-instructional duties, typically assigned by the individual principals, could increase instructional time. Examples of these types of activities included writing school renewal plans, developing student recognition or parent programs, attending after-school meetings, or aligning district curriculum.

Discussion

Principals, teacher specialists, and teachers all expressed similar and quite positive views of the effectiveness of the TSOS. The grades assigned the program are shown in Figure 4, below:

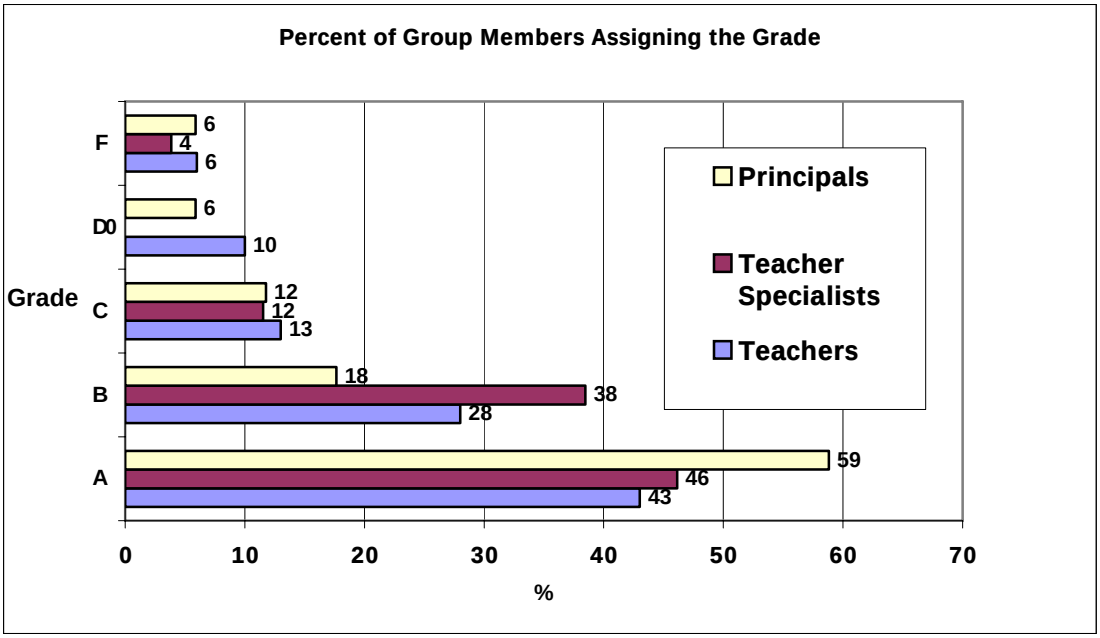

Figure 4. Grades Assigned to the TSOS by respondent groups.

Inspection of Figure 4 indicates that about eight of ten principals and teacher specialists assigned "A" and "B" ratings while about seven in ten teachers did so. Failing grades were assigned by between four and six percent of the respondent groups.

Implementation of the Program

The vast majority of the members of all the groups stated that they understood the mission of the program and the roles and responsibilities of the teacher specialists. Sixty-nine percent of the teachers, 83% of the teacher specialists, and 94% of the principals agreed that the implementation of the program had gone smoothly. More than three-fourths of the teachers and principals thought that the teacher specialists had been responsive to requests for assistance. About 85% of teachers and principals agreed that the teacher specialists helped get the instructional materials and supplies needed. Sixty-eight percent of teachers and 88% of principals reported that teachers, administrators and teacher specialists were working well together to implement the teacher specialist program. Figure 5 depicts the mean percentages of respondents agreeing with the implementation section items, overall.

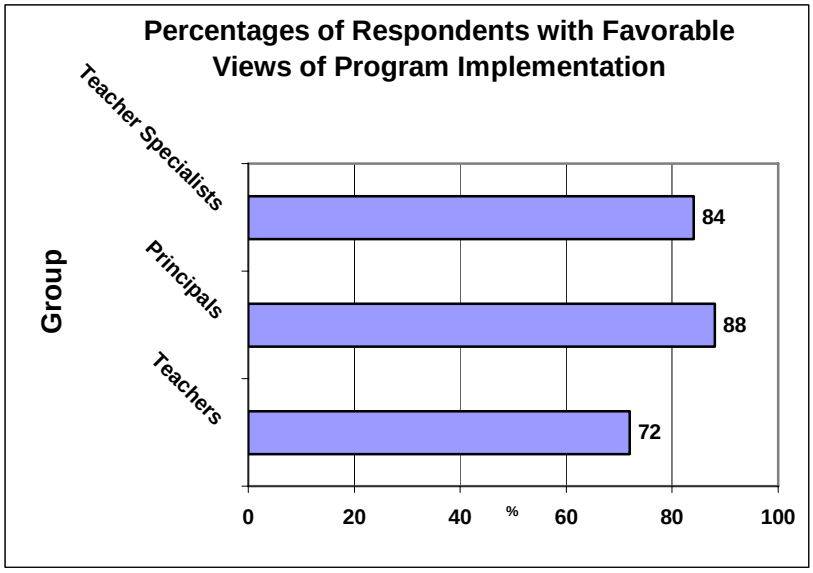

Figure 5. Mean percentage agreement over all program implementation items.

Climate for the Program

According to the respondents, the climate for program implementation was generally quite positive. An atmosphere of mutual respect and trust seemed to exist in almost all schools, and communications between administrators, teachers, and teacher specialists appeared to be open and marked by deference to the teacher specialist. Seventy-five percent of the teachers and all but two principals reported that they enjoyed working with the teacher specialists. Despite the generally favorable climate for the program, only 46% of teachers and 56% of principals agreed that they felt "ownership" in the program. The lower percentages for this item may have more to do with how schools were selected and other organizational issues than with the performance of the teacher specialists. Nevertheless, a perceived lack of ownership of and empowerment by the program can negatively impact the effectiveness of the TSOS. This issue will be more fully explored in the Implications section that follows the discussion. Figure 6 depicts the mean percentages of respondents agreeing with the program climate items.

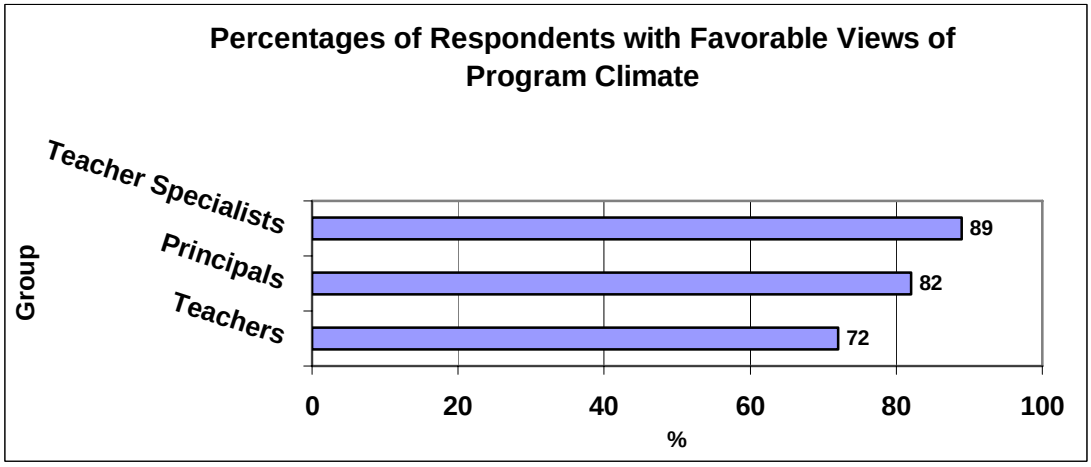

Figure 6. Average percent agreement over all program climate items.

Outcomes of the Program

Most respondents seemed to believe that the TSOS program has been a real asset in their school improvement efforts. Table 5 presents item data for each of the three respondent groups on identically worded questionnaire items related to program outcomes.

Table 5.

Comparative data for identically worded outcome items.

	Teacher	Principal	Specialist
Item	% Agree	% Agree	% Agree
The TSOS has helped the school identify instructional areas that need addressing.	75	88	92
As a result of the implementation of the TSOS, most teachers are following best teaching practices.	49	82	63
As a result of the implementation of the TSOS, teachers at this school share a focus on improving student learning.	64	83	81
The TSOS has contributed greatly to the effectiveness of the instructional program at this school.	65	88	94
The TSOS should continue to be funded.	62	69	98

Inspection of Table 5 indicates that all of the groups were very positive (between 75% and 92% agreement) about the contribution of the TSOS to identification of instructional areas that needed addressing. Principal levels of agreement on these items tended to be higher by 7 to 33 percentage points. Teacher specialists held the most favorable views of the program for four of the five items. The groups differed most widely (principals versus teachers – 33 points) on opinions regarding whether teachers in the schools were following best teaching practices and continued funding for the TSOS (teacher specialists versus teachers – 36 points). Sixty-five percent of teachers, 88% of principals, and 94% of the teacher specialist agreed that the TSOS had "contributed greatly to the effectiveness of the instructional program at this school."

Implications of the Study for TSOS Program Improvement and Future Research

The current study was conducted with a sample of 17 schools that were specifically selected from all 49 schools participating in the TSOS program during the 2001-2002 school year because these schools had 2 or 3 years experience with the program and at least three teacher specialists assigned to each school. The study was designed in this manner so that the implementation of the TSOS program could be investigated in schools with well-established programs. Future research with a larger sample of schools will be needed to determine if the results of this research are applicable across various levels of school experience with the program and with varying numbers of specialists and other assistance teams members assigned to the school.

Despite the very favorable reaction of most respondents to the TSOS program, findings from this study suggest some potential areas for improvement in the implementation of the program and some areas for future research. The following sections on the major topics of training, program ownership and support, program monitoring, and engaged time with teachers discuss possible avenues for program improvement and research.

Training

The questionnaire data indicated that respondents who had the least training about the program assigned it the lowest grades. Since two-thirds of the teachers and three-fourths of the principals reported that they had not received any training about or orientation to the program prior to the beginning of the school year, it is quite surprising that the data were as favorable as they were. Granted, while it is quite possible that some teachers and principals may have been oriented in a prior year(s), *almost half of the principals were in their initial year as principal at the school.* It is likely that the

program would benefit if all members of the school administration, faculty, staff, and representative district administrators were provided with an orientation to the TSOS program. Professional development training and other communication regarding program goals and objectives, staffing assignments, teacher specialist schedules, and other pertinent program issues should be conducted prior to the beginning of the school year and periodically during the school year. This would allow for a clarification of the roles and responsibilities of the teacher specialists and their authority to implement changes. District and school administrators and school staff members need to understand teacher specialist roles and responsibilities, including an understanding of when and why teacher specialists may be away from the school site for reasons such as professional development training and other job priorities. The nature and extent of these activities and the reasons for them should be made clear. Even though most respondents agreed that they understood the roles and responsibilities of the specialists, other data from the questionnaires and written responses indicated some confusion among the respondents.

Program Ownership and Support

There is strong support in the questionnaire data for a greater effort to create participant ownership. Recall that only 46% of teachers and 56% of principals agreed that they felt "ownership" in the TSOS program, and approximately one in ten teachers and principals expressed generally negative views of the TSOS program over a wide range of issues. There should be a concerted effort to engage school administration and staff members in appropriate elements of program planning and operation. Issues and concerns should be identified, acknowledged, and to the extent possible, addressed. It is particularly critical to discover strategies that would involve the school principal as a collaborator in the program's implementation since support of the principal was found to be a critical indicator of program success in this study. It might be possible to include the principal in joint training with the specialists so that the administrator could become a functioning member of the assistance team and participate in the orientation and training of school staff. The public support and engagement of the principal would certainly enhance the program's effect at the school. The involvement of local school and district staff members in TSOS program improvement can provide a model for the larger goal of school improvement. The development of processes and procedures to share program ownership can greatly facilitate the creation of a "team" approach to school improvement. While there are practical, and perhaps, philosophical limits to "ownership" and shared decision making, an increase in the degree to which local teachers and administrators feel empowered by the program should become a primary program goal.

The present study could be regarded as an initial step toward the goal of increased program ownership. Parenthetically, it was evident to the researchers that the respondents appreciated the opportunity to share their perceptions about the program. Almost to a person, they were attentive and thoughtful during the data collection, seeming to take very seriously their opportunity for input. By emphasizing and expanding process evaluation efforts, program leaders could send the message that participant ownership is a critical feature of program operation.

Program Monitoring

Responses to some of the questionnaire items and written comments from the respondents indicated that ongoing program monitoring by district and state staff would enhance the program's effectiveness, especially in selected schools where local factors seemed to work against the acceptance of the teacher specialists' role in the schools. Periodic monitoring of the program's functioning through site visits and conversations with school administrators, specialists, and teachers would permit identification of any program implementation difficulties so that solutions could be sought and implemented before negative attitudes toward the program were established. District and school administrators and staff need to have an avenue to address concerns and seek solutions. Monitoring should include consideration of the "fit" of the individual specialists with local school culture and personalities.

Engaged Time with Teachers

Only about a half of the teachers and a little more than 6 in 10 teacher specialists thought that the program had resulted in teachers following best teaching practices. Further, teacher specialists indicated

that they needed more time with teachers in order to adequately address teacher needs. Similarly, many teachers desired more classroom time with the specialists. Anecdotal comments from the respondents indicated that the target schools varied considerably in program "saturation" or the ratio of the number of teachers served to the number of teacher specialists assigned. Some specialists seemed to assist two teachers while other specialists might assist up to eight teachers. This appeared to affect the teachers' and principals' perception of the frequency with which the specialists provided a variety of direct instructional services to classroom teachers.

The relationship between the teacher specialist to teacher ratio and program effectiveness should be examined. It is unclear at this point what the "critical mass" is for participant teachers and administrators to regard the program as effective. Future research should be conducted on a larger sample of schools in order to determine optimal specialist-teacher ratios for the cost-effective implementation of key program strategies. It is likely that some strategies would require lower saturation "indices" while other strategies would require higher specialist-teacher saturation. Outcomes might include some of the key items in the present study as well as measures of actual improvement in student academic achievement aggregated at both the classroom and school levels.

Other activities and reporting requirements of the specialists were also noted as affecting available instructional time. Specialists in some schools reported participating in peripheral activities, such as grant writing or completing assignments for district staff that affected the time available to work directly with teachers. Paperwork required as part of the specialists' reporting responsibilities similarly seemed to reduce the amount of time available to specialists for instructional activities. Future studies should investigate factors that compete with the amount of time that specialists spend delivering instructional services to their assigned teachers.

PART II

THE TEACHER SPECIALIST ON SITE PROGRAM: Academic Achievement Review
Division of Accountability, Education Oversight Committee

This section of the report focuses on the five research questions identified for the three-year evaluation of the TSOS program. Before discussing the academic progress, it is important to understand the distribution and supervision of teacher specialists.

Selection and Assignment of Teacher Specialists on Site

The first annual school and district report cards, as provided for in the Education Accountability Act of 1998, were issued in December 2001. The school ratings published on the report card served as the trigger mechanism for the placement of teacher specialists.

The ratings system identified 71 report card units within 67 schools as Unsatisfactory under the Absolute Rating scale. Using the premise that five (5) teacher specialists would be assigned to each school with some overlap, the SDE recruited for 253 teacher specialist positions. Recruitment efforts included printed advertisements in professional and general public publications, regional question and answer sessions, direct mailings and word-of-mouth strategies.

The selection process required applicants to submit professional credentials, evidence of student achievement and videotape of in-class work. The identification and selection information is included in Appendix 1.[5] State committees interviewed applicants and a pool was developed. Each teacher in the selection pool was asked to identify geographic preferences. The teacher specialist candidates were interviewed by local district educators and, in accordance with local preferences, assigned. 146 teacher specialists were assigned to schools in 2001-2002.[6] Placement of teacher specialists is contingent upon the specialist's area of certification and grade level or subject area and the willingness of the district and specialists to accept the assignment. Therefore, vacancies may exist, creating a difference in the schools identified as eligible for service and those served.

A number of challenges to developing a large applicant pool and assigning selected teacher specialists arose early in the process and persist. These include the following:

- The sending district/school is reluctant to release the teacher to serve in the specialist role. SC is experiencing teacher shortages in most certification fields and in specific geographic areas. Some administrators question the state's role as a competitive employer of teachers and fear that having their best teachers become teacher specialists has a negative impact on student achievement in the sending schools. A number of districts are increasing local incentives and created exemplary teacher roles to retain the potential teacher specialist;
- Rural areas, particularly those distant from the interstate highway system, appear to have difficulty attracting teacher specialists despite the salary supplement. These areas do not offer suitable housing, access to social and entertainment resources, and access to institutions of higher education for continuing education;
- Potential teacher specialists often are married and the disruption from moving one's family from one community to another counteracts the appeal of the salary supplement.

Under authority of the Education Accountability Act and subsequent provisos in the General Appropriations Act, the SDE defined three levels of technical assistance. The tiered system, originally responsive to the shortage in teacher specialists, allowed the SDE to allocate resource persons based on

[5] SC State Department of Education, "Teacher Specialist on Site Program: Manual for Administrators," 2002.
[6] SC State Department of Education, "Teacher Specialist Program Update of 3/06/02", Columbia, South Carolina.

priorities among school needs and fostered involvement from the Mathematics and Science Hubs as well as other SDE offices.

The schools served, their absolute ratings and their tier assignments are shown on Table One below:

Table One
Assignment of Teacher Specialists 2001-2002

District	School	Type	2001 Absolute Rating	Tier	TS Positions	TS Placed
Allendale	Allendale Elementary, K-5	1	BA	3	6	3
Allendale	Allendale Fairfax High, 9-12	3	U	Other	3	3
Allendale	Allendale Fairfax Middle, 7-8	2	U	1	3	3
Allendale	Fairfax Elementary, K-6	1	BA	3	7	5
Anderson 5	South Fant St. Elementary, K-5	1	BA	2	6	3
Bamberg 2	Denmark Olar Elementary, K-5	1	BA	2	6	4
Bamberg 2	Denmark-Olar High, 9-12	3	U	Other	3	1
Bamberg 2	Denmark-Olar Middle, 7-8	2	U	2	3	3
Beaufort	Whale Branch Elementary, K-5	1	U	2	6	2
Beaufort	Whale Branch Middle, 6-8	2	U	2	3	0
Charleston	Mary Ford Elementary, K-5	1	U	2	6	1
Charleston	Brentwood Middle, 6-8	2	U	2	3	0
Charleston	Edward Burns Elementary, K-5	1	BA	2	6	3
Charleston	MR Rivers Middle, 6-8	2	U	1	3	2
Charleston	RD Schroder Middle, 6-8	2	BA	2	3	1
Charleston	Sanders Clyde Elementary, K-5	1	U	1	6	4
Clarendon 1	Scotts Branch Elem/Middle, 6-7	2	BA	3	3	3
Clarendon 1	Scotts Branch Elem/Middle, 4-5	1	U	2	2	2
Clarendon 1	Scotts Branch High, 8-12	3	BA	Other	3	3
Clarendon 1	St. Paul Primary, K-3	1	A	Other	4	4
Darlington	Spaulding Elem, 4-6	2	U	2	3	3
Dillon 2	JV Martin, 7-9	2	U	2	3	0
Florence 4	Brockington Elementary, K-5	1	BA	2	6	6
Florence 4	Johnson Middle, 6-8	2	U	Other	3	3
Florence 4	Timmonsville Educ. Center, 9-12	3	BA	2	3	3
Greenville	Hollis Elementary, K-5	1	BA	2	6	2
Greenville	Monaview Elementary, K-5	1	BA	2	6	2
Greenville	Parker Middle, 6-8	2	U	2	3	3
Hampton 2	Estill Elementary, K-4	1	BA	2	6	0
Hampton 2	Estill High, 8-12	3	U	1	3	0
Hampton 2	Estill Middle, 5-7	2	U	1	3	1
Jasper	Jasper County High, 9-12	3	U	Other	3	2
Jasper	Ridgeland Elementary, K-4	1	BA	Other	5	1
Jasper	Ridgeland Middle, 5-8	2	U	1	3	3
Jasper	West Hardeeville Elementary, K-3	1	U	3	9	1
Lee	Bishopville Intermediate, 6	2	U	1	3	3
Lee	Bishopville Intermediate, 4-5	1	U	1	1	1
Lee	Bishopville Primary, K-3	1	A	Other	4	3
Lee	Fleming Intermediate, 4-6	1	U	1	4	2
Lee	Lee Central High, 11-12	3	No data	Other	4	2
Lee	Lower Lee Elementary, K-3	1	BA	2	4	4

District	School	Type	2001 Absolute Rating	Tier	TS Positions	TS Placed
Lee	Mt. Pleasant Middle, 7-8	2	U	1	3	3
Lee	West Lee Elementary, K-6	1	BA	Other	7	6
Marion 7	Rains Centenary /Pleasant Grove, K-6	1	BA	Other	7	7
Marion 7	Terells Bay High, 7-12	3	BA	Other	6	4
Marlboro	Bennettsville Middle, 6-8	2	U	2	3	0
Orangeburg 3	Elloree Elementary, K-6	1	BA	2	6	0
Orangeburg 3	Elloree Hgh, 7-12	3	U	2	3	1
Orangeburg 3	Holly Hill Middle, 6-8	2	BA	2	3	0
Orangeburg 5	Brookdale Middle, 5-8	2	U	2	3	0
Orangeburg 5	Robert Howard Middle, 5-8	2	U	2	3	1
Orangeburg 5	Bowman Middle/High, 6-12	3	U	2	3	1
Richland 1	Alcorn Middle, 6-8	2	BA	2	3	3
Richland 1	Crane Creek Elementary, K-5 (Forest Heights)	1	U	2	6	6
Richland 1	Gibbes Middle, 6-8	2	U	2	3	0
Richland 1	Sarah Nance Elementary, K-5	1	U	2	6	6
Richland 1	WA Perry Middle, 6-8	2	U	1	3	2
Spartanburg 7	Cleveland Elementary, K-6	1	BA	3	1	1
Spartanburg 7	Myles W. Whitlock Jr. High, 7-9	2	BA	2	2	2
Sumter 2	Mayewood Middle, 6-8	2	BA	2	3	3
Williamsburg	Battery Park Elementary, K-8	1	A	2	9	5
	TOTAL				253	146

Source: SC State Department of Education, 2002 (all data except the absolute ratings, ratings were taken from published school and district report cards)

Ten schools were not assigned teacher specialists. Of these seven (7) were middle schools; two (2) were elementary; and one (1) served students in grades 8-12.

Comments bemoaning the difficulty in attracting teacher specialists to the rural communities resulted in a legislative proviso requiring the EOC and SDE to "examine the base and supplementary compensation for teacher specialists and those fulfilling similar responsibilities in other states to determine if adjustments in the compensation should be made to encourage teacher specialists to serve rural areas. " That report, published separately, found that the rural areas were no more likely than urban areas to experience shortages in the availability of teacher specialists. In fact, the Charleston County School District experienced 22 teacher specialist vacancies for 2002-2003. The report suggests that shortages are as likely to be linked to school climate and the match between teacher specialist certification and school needs as the shortage is linked to rural/urban school settings.

Supervision of Teacher Specialists

Teacher specialists are employees of the SDE and under the supervision of SDE personnel in the Office of School Quality but also are expected to work collaboratively with the school principal. During 2001-2002 two SDE personnel served as liaisons to the teacher specialists. The SDE personnel maintain personnel records, coordinate or provide professional development, and monitored e-mail logs and journals for all the teacher specialists. The volume of work is daunting and provides evidence of the individual commitments to TSOS program success exhibited by the two individuals serving as liaisons.

Teacher specialists are expected to work collegially and collaboratively with local district and school administrators. In most situations, as documented in the survey results and analyses, teacher specialists are able to achieve positive working relationships. The survey data suggest that an acrimonious or negative relationship between the administrator and the teacher specialists has a negative impact on program implementation. There also is potential, even in the most harmonious situations, for the teacher specialist role to dominate the organizational culture in a school as is noted in comments that grade level meetings or patterns of team organization were changed by the teacher specialists.

The roles and responsibilities of teacher specialists statements differ slightly between the manual provided to school administrators and that provided to teacher specialists. The manual provided to administrators provides greater detail of the teacher specialists responsibilities. These differences offer some chance for confusion. (See selected administrative materials in the Appendix.) These differences in responsibilities are noted in the perception data presented in Part I of this report. Differences in expectations and/or confusion about the lines of authority has the potential to jeopardize the progress of the program and the schools it serves. SDE personnel indicate that greater detail is provided to administrators and addressed in the orientation program.

The focus of the teacher specialists is on implementing "best practices," although these practices may not be clearly defined or communicated. The assistance strategy is not linked to a particular reform model, leaving decisions about best practices to the teacher specialist.

Direct Costs of the Teacher Specialist Program

For the 2001-2002 academic year, the General Assembly appropriated $19.6 million for the Teacher Specialist and Principal Specialist Programs. The costs per teacher specialist included the following:

Base salary + incentive + employer contribution	$ 88,201
Recruiting, training, materials and equipment	$ 18,649
SDE leadership and accountability	842
TOTAL per teacher specialist	$107,692

Therefore146 teachers specialists cost $15.7 million. Costs of the principal specialist program has been estimated at slightly over $1 million. Remaining funds were used in areas authorized by proviso in the General Appropriations Act or used to offset mid-year budget reductions.

RESEARCH QUESTIONS

As stated earlier, the principle question of the evaluation is "Does student achievement improve in schools assigned teacher specialists?" The first year formative report does not intend to answer this question fully. Preliminary student and school achievement data are presented; however, the principle question is best answered with multi-year data to determine not only immediate impact but also sustainable impact.

This report presents preliminary data within the four of the five related questions.

How has student achievement improved over time in schools assigned teacher specialists?

To explore student achievement, two measures are used: student performance on state assessments and school ratings. Student performance on state assessments includes the Palmetto Achievement Challenge Tests (percentage of students scoring below basic and percentage of students scoring proficient and advanced), the Exit Exam (percentage of students passing all subtests on first attempt), and beginning in 2003, high school graduation rate.

Of schools with teacher specialists in the 2001-2002 academic year, student performance on state assessments varies. The table below provides data on the percentage of students scoring below basic or proficient and advanced on PACT assessments and not passing all subtests of the Exit Exam on the first attempt.

Neither the statute nor the State Department of Education establishes a minimum change expectation for schools in technical assistance. Calculation of the improvement rating index considers a net gain of 5 percent of PACT test scores as an "Average" improvement. Should low performing schools be expected to achieve Average improvement, particularly when those schools are provided substantial additional resources from the state? To examine this issue, the data below are highlighted in accordance with the following scheme: **bold type** denotes improvements of 5 percent or more (i.e., reductions in the percentage of students scoring below basic or increases in the percentage of students scoring proficient or advanced or increases in the percentage of 10th grade students passing all subtests on the first attempt) and gray shading denotes losses of the same magnitude. School level data are used because grade level sample sizes are very small. 2002 scores are taken from the SDE test score reports; 2001 scores are taken from 2001 Annual School and District Report Cards; therefore, slight variations may be attributed to rounding. The five- percent threshold is chosen to minimize the impact of small enrollments. This analysis is based upon cohorts of students in membership at the school as of the 45th day of instruction and present for testing.

Table Two
Student Performance on State Assessments in
Schools Receiving Technical Assistance*
2001-2002

District	School	PACT English language arts				PACT Mathematics			
		% Below Basic		% Proficient or Advanced		% Below Basic		% Proficient or Advanced	
		2001	2002	2001	2002	2001	2002	2001	2002
ELEMENTARY SCHOOLS									
Allendale	**Allendale Elementary, K-5**	**65**	**58.6**	5	5.8	60	63.4	8	0.3
Allendale	**Fairfax Elementary, K-6**	**45**	**33.7**	16	17.9	**49**	**43.7**	17	16.3
Anderson 5	**South Fant St. Elementary, K-5**	**68**	**43.8**	15	14.6	39	46.6	8	8.9
Bamberg 2	Denmark Olar Elementary, K-5	37	38.1	10	12.9	**51**	**45.2**	15	7.6
Beaufort	Whale Branch Elementary, K-5	56	51.5	10	9.9	**74**	**64.4**	3	7.3
Charleston	Mary Ford Elementary, K-5	48	45.9	9	11.6	**69**	**48.6**	1	8.3
Charleston	Edmund Burns Elementary, K-5	43	39.2	17	16.6	**66**	**56.3**	4	7.1
Charleston	Sanders Clyde Elementary, K-5	58	54.7	9	8.8	**65**	**53.7**	9	4
Clarendon 1	**Scotts Branch Elem 4-5**	**49**	**43**	8	12.5	**58**	**52.2**	8	7.7
Clarendon 1	St. Paul Primary, K-3	31	28.4	20	17.3	44	38.3	13	9.9
Darlington	**Spaulding Elem, 4-6**	**57**	**44.9**	11	13.7	**69**	**56.7**	6	9.5
Florence 4	**Brockington**	**55**	**30**	**16**	**24.3**	**61**	**34.1**	**9**	**22.6**

District	School	PACT English language arts				PACT Mathematics			
		% Below Basic		% Proficient or Advanced		% Below Basic		% Proficient or Advanced	
		2001	2002	2001	2002	2001	2002	2001	2002
	Elementary, K-5								
Greenville	**Hollis Elementary, K-5**	**59**	**50.7**	9	9.9	57	60.1	10	7.5
Greenville	Monaview Elementary, K-5	39	42.5	19	15.6	**51**	**41.9**	11	12.4
Hampton 2	Estill Elementary, K-4	47	49.6	13	9.7	58	60.3	11	7.6
Jasper	Ridgeland Elementary, K-4	40	38	21	20.3	49	47.7	13	15.2
Jasper	West Hardeeville Elementary, K-3	48	46.4	16	13.1	**72**	**60.6**	6	8.2
Lee	**Bishopville Intermediate, 4-5**	**64**	**50.7**	6	9.4	**71**	**58.1**	6	8.2
Lee	Bishopville Primary, K-3	36	37.7	27	14.9	35	44	22	11.2
Lee	**Fleming Intermediate, 4-6**	**56**	**47**	7	8.7	**78**	**57.1**	2	7.1
Lee	Lower Lee Elementary, K-3	40	63	21	10.9	68	71.7	**2**	**13**
Lee	**West Lee Elementary, K-6**	**45**	**38.4**	15	19.6	**50**	**44.9**	13	16.7
Marion 7	Rains Centenary /Pleasant Grove, K-6	40	45.7	13	10.5	**54**	**36.8**	12	12.3
Orangeburg 3	**Elloree Elementary, K-6**	**49**	**43.2**	13	11.1	50	59	9	4.7
Richland 1	Forest Heights Elementary, K-5	NA	32	NA	16.7	NA	42.6	NA	18.1
Richland 1	Sarah Nance Elementary, K-5	38	NA	14	NA	67	NA	9	NA
Spartanburg 7	Cleveland Elementary, K-6	47	49.8	15	9.7	**59**	**51.2**	14	11.7
Williamsburg	Battery Park Elementary, K-8	36	31.3	17	11.3	**40**	**34.4**	11	10.6
MIDDLE SCHOOLS									
Allendale	**Allendale Fairfax Middle, 7-8**	**58**	**51.6**	8	0.6	61	63.8	9	4.6
Bamberg 2	**Denmark-Olar Middle, 7-8**	**48**	**39.7**	13	15.5	71	68.1	6	6.4
Beaufort	**Whale Branch Middle, 6-8**	**58**	**52**	9	10.1	67	63.2	7	8
Charleston	Brentwood Middle, 6-8	59	60.3	7	6.2	**75**	**69.3**	3	3.2
Charleston	MR Rivers Middle, 6-8	58	63.8	7	4.6	71	74.6	5	2.7
Charleston	**RD Schroder**	**51**	**43**	11	9.8	**60**	**53.8**	8	7.9

District	School	PACT English language arts				PACT Mathematics			
		% Below Basic		% Proficient or Advanced		% Below Basic		% Proficient or Advanced	
		2001	2002	2001	2002	2001	2002	2001	2002
	Middle, 6-8								
Clarendon 1	Scotts Branch Middle, 6-7	47	43	13	12.5	**67**	**52.2**	6	7.7
Dillon 2	JV Martin	49	47.7	14	15.4	66	61.9	9	10.1
Florence 4	Johnson Middle, 6-8	School merged into Timmonsville Middle							
Greenville	Parker Middle, 6-8	53	52.5	9	10	68	65.8	4	5
Hampton 2	Estill Middle, 5-7	57	52.1	8	7.2	70	68.8	4	3.4
Jasper	Ridgeland Middle, 5-8	63	63.6	7	6.8	74	72.9	5	4.5
Lee	**Bishopville Intermediate, 6**	**64**	**50.7**	6	9.4	**71**	**58.1**	6	8.2
Lee	**Mt. Pleasant Middle, 7-8**	**69**	**57.6**	3	6	**81**	**70.4**	2	5.8
Marlboro	Bennettsville Middle, 6-8	53	57.6	14	9.9	63	69.5	11	9.3
Orangeburg 3	**Holly Hill Middle, 6-8**	**51**	**41.8**	13	14.6	56	55.3	8	10.4
Orangeburg 5	**Brookdale Middle, 5-8**	**56**	**46**	8	8.6	**68**	**56.1**	5	6.6
Orangeburg 5	**Robert Howard Middle, 5-8**	**50**	**42.4**	11	11.8	**67**	**57.6**	5	7.6
Richland 1	Alcorn Middle, 6-8	53	53.9	11	8.2	56	58.2	10	6.6
Richland 1	Gibbes Middle, 6-8	49	49	9	11.3	71	68.8	5	4.1
Richland 1	**WA Perry Middle, 6-8**	**56**	**49.4**	8	10.2	73	70.2	6	6.1
Spartanburg 7	**Myles W. Whitlock Jr. High, 7-9**	**63**	**48.3**	5	9.9	**67**	**56.4**	5	8.2
Sumter 2	**Mayewood Middle, 6-8**	**53**	**39.8**	11	15.2	49	43	11	9.8
HIGH SCHOOLS									
Percentage of 10th Graders Passing All Subtests on First Attempt									
		2001	2002						
Allendale	Allendale Fairfax High, 9-12	56.7	37.1						
Bamberg 2	**Denmark-Olar High, 9-12**	**19.4**	**38**						
Clarendon 1	Scotts Branch High, 8-12	52.6	38						
Florence 4	Timmonsville Educ. Center, 9-12	69.7	49.2						
Hampton 2	Estill High, 8-12	45.5	39.7						
Jasper	Jasper County High, 9-12	48.1	41.3						
Lee	Lee Central High, 11-12	46.8	41.8						

District	School	PACT English language arts				PACT Mathematics			
		% Below Basic		% Proficient or Advanced		% Below Basic		% Proficient or Advanced	
		2001	2002	2001	2002	2001	2002	2001	2002
Marion 7	**Terrells Bay High, 7-12**	**47.6**	**52.6**						
Orangeburg 3	**Elloree High, 7-12**	**38**	**55**						
Orangeburg 5	Bowman Middle/High, 6-12	39.2	40						

Source: 2002 test scores-SC State Department of Education, PACT and Exit Exam reports 2002; 2001 test scores-SC State Department of Education, Annual School and District report cards.
NOTE: NA indicates that the school has been merged with another and data across the two years are unavailable.
*This table includes all schools designated as eligible for teacher specialists. As noted in Table One, ten schools were not assigned teacher specialists. Also, a number of schools had fewer teacher specialists placed than for which they were eligible.

Some comments can be made from the data presented in the preceding table:

- 6 (55 %) of 11 schools in Tier 1 met or surpassed the threshold in one or more areas
- 29 (76 %) of 38 schools in Tier 2 met or surpassed the threshold in one or more areas
- 4 (33 %) of 12 schools in Tier 3 met or surpassed the threshold in one or more areas
- 4 (40%) of the 10 schools designated for teacher specialists, but not receiving them, met or surpassed the threshold in one or more areas (gains should be considered in light of other interventions)
- Schools tended to reduce the percentage of students scoring Below Basic more than raise the percentage of students scoring proficient or advanced
- Only four of ten high schools met or surpassed the improvement threshold
- Only one school (Brockington Elementary) met or surpassed the threshold in all four areas

A second way to examine student achievement is to explore changes in the school ratings. Schools elevating either their absolute or improvement rating are shown in **bold** type. The absolute rating is based upon students in membership at the school as of the 45th day of instruction and at the time of testing; the improvement rating is based upon longitudinal matched student data for grades 3-8 and cohort data for grades 10-12. Students included in the improvement rating for grades 3-8 must have been in membership at the school as of the 45th day of instruction and at the time of testing and have a PACT score for the previous year. Summary ratings include the following changes:

- 14 (23 %) of the 61 schools elevated their absolute rating
- 18 (30 %) of 61 schools elevated their improvement rating
- 7 (11 %) of 61 schools declined in their absolute rating
- 22 (36 %) declined in their improvement rating
- 4 (40%) of the 10 schools receiving alternate interventions improved one or more ratings
- 2 (20%) of 10 high schools elevated one rating

Table Three
Ratings of Schools Assigned Teacher Specialists in 2002-2003

SCHOOL	ABSOLUTE RATING		IMPROVEMENT RATING	
	2001	2002	2001	2002
ELEMENTARY SCHOOLS				
Allendale Elementary, K-5	Below Average	Unsatisfactory	Average	Unsatisfactory
Fairfax Elementary, K-6	**Below Average**	**Average**	Excellent	Average
South Fant St. Elementary, K-5	Below Average	Below Average	Below Average	Below Average

SCHOOL	ABSOLUTE RATING		IMPROVEMENT RATING	
	2001	2002	2001	2002
Denmark Olar Elementary, K-5	Below Average	Below Average	Unsatisfactory	Unsatisfactory
Whale Branch Elementary, K-5	**Unsatisfactory**	**Below Average**	**Unsatisfactory**	**Below Average**
Mary Ford Elementary, K-5	**Unsatisfactory**	**Below Average**	**Good**	**Good**
Edmund Burns Elementary, K-5	Below Average	Below Average	Good	Below Average
Sanders Clyde Elementary, K-5	**Unsatisfactory**	**Below Average**	Average	Below Average
Scotts Branch Elem/Middle, 4-5	Below Average	Below Average	Unsatisfactory	Unsatisfactory
St. Paul Primary, K-3	Average	Average	**Unsatisfactory**	**Below Average**
Spaulding Elem4-6	**Unsatisfactory**	**Below Average**	**Unsatisfactory**	**Average**
Brockington Elementary, K-5	**Below Average**	**Average**	**Unsatisfactory**	**Average**
Hollis Elementary, K-5	Below Average	Below Average	Good	Below Average
Monaview Elementary, K-5	Below Average	Below Average	Below Average	Below Average
Estill Elementary, K-4	Below Average	Unsatisfactory	Good	Unsatisfactory
Ridgeland Elementary, K-4	Below Average	Below Average	Below Average	Unsatisfactory
West Hardeeville Elementary, K-3	Unsatisfactory	Unsatisfactory	**Unsatisfactory**	**Average**
Bishopville Intermediate, 4-5	**Unsatisfactory**	**Below Average**	Unsatisfactory	Unsatisfactory
Bishopville Primary, K-3	Average	Below Average	Average	Unsatisfactory
Fleming Intermediate, 4-6	**Unsatisfactory**	**Below Average**	**Below Average**	**Average**
Lower Lee Elementary, K-3	Below Average	Unsatisfactory	Average	Unsatisfactory
West Lee Elementary, K-6	**Below Average**	**Average**	**Average**	**Good**
Rains Centenary /Pleasant Grove, K-6	Below Average	Below Average	Average	Average
Elloree Elementary, K-6	Below Average	Below Average	Average	Unsatisfactory
Forest Heights Elementary, K-5	New school in 2002	Average	New school in 2002	Below Average
Sarah Nance Elementary, K-5	Below Average	Combined to form a new school in 2002	Unsatisfactory	Combined to form a new school in 2002
Cleveland Elementary, K-6	Below Average	Below Average	Average	Unsatisfactory
Battery Park	Average	Average	Unsatisfactory	**Average**

SCHOOL	ABSOLUTE RATING		IMPROVEMENT RATING	
	2001	2002	2001	2002
Elementary, K-8				
MIDDLE SCHOOLS				
Allendale Fairfax Middle, 7-8	Unsatisfactory	Unsatisfactory	Excellent	Average
Denmark-Olar Middle, 7-8	**Unsatisfactory**	**Below Average**	**Average**	**Good**
Whale Branch Middle, 6-8	Unsatisfactory	Unsatisfactory	**Below Average**	**Average**
Brentwood Middle, 6-8	Unsatisfactory	Unsatisfactory	**Unsatisfactory**	**Below Average**
MR Rivers Middle, 6-8	Unsatisfactory	Unsatisfactory	Below Average	Below Average
RD Schroder Middle, 6-8	Below Average	Below Average	Average	Average
Scotts Branch Elem/Middle, 6-7	Below Average	Below Average	**Good**	**Excellent**
JV Martin, 7-9	**Unsatisfactory**	**Below Average**	Below Average	Unsatisfactory
Johnson Middle, 6-8	Unsatisfactory	Merged into Timmonsville Middle	Below Average	Merged into Timmonsville Middle
Parker Middle, 6-8	Unsatisfactory	Unsatisfactory	Average	Below Average
Estill Middle, 5-7	Unsatisfactory	Unsatisfactory	Good	Below Average
Ridgeland Middle, 5-8	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory
Bishopville Intermediate, 6	**Unsatisfactory**	**Below Average**	Unsatisfactory	Unsatisfactory
Mt. Pleasant Middle, 7-8	Unsatisfactory	Unsatisfactory	**Unsatisfactory**	**Good**
Bennettsville Middle, 6-8	Unsatisfactory	Unsatisfactory	Average	Below Average
Holly Hill Middle, 6-8	Below Average	Below Average	Good	Below Average
Brookdale Middle, 5-8	**Unsatisfactory**	**Below Average**	**Unsatisfactory**	**Good**
Robert Howard Middle, 5-8	**Unsatisfactory**	**Below Average**	Below Average	Below Average
Alcorn Middle, 6-8	Below Average	Unsatisfactory	Below Average	Unsatisfactory
Gibbes Middle, 6-8	Unsatisfactory	Unsatisfactory	Average	Unsatisfactory
WA Perry Middle, 6-8	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Myles W. Whitlock Jr. High, 7-9	Unsatisfactory	Below Average	**Unsatisfactory**	**Average**
Mayewood Middle, 6-8	Below Average	Below Average	Average	Average
HIGH SCHOOLS				
Allendale Fairfax High, 9-12	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory
Denmark-Olar High, 9-12	Unsatisfactory	Unsatisfactory	**Below Average**	**Excellent**
Scotts Branch High, 8-12	Below Average	Unsatisfactory	Below Average	Unsatisfactory
Timmonsville Educ. Center, 9-	Below Average	Unsatisfactory	Excellent	Unsatisfactory

SCHOOL	ABSOLUTE RATING		IMPROVEMENT RATING	
	2001	2002	2001	2002
12				
Estill High, 8-12	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Jasper County High, 9-12	Unsatisfactory	Unsatisfactory	Below Average	Below Average
Lee Central High, 11-12	Not rated	Not rated	Not rated	Not rated
Terrells Bay High, 7-12	Below Average	Unsatisfactory	**Below Average**	**Average**
Elloree High, 7-12	Unsatisfactory	Unsatisfactory	Good	Average
Bowman Middle/High, 6-12	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory

Are there changes in the school community and/or culture during the years with teacher specialists?
Three sources of information are used to determine changes in the school community or culture: administrator and teacher turnover rates, summary data from the teacher, student and parent evaluations of the school, and information from the surveys administered by the USC Education Policy Center. Administrator and faculty stability correlate positively with school ratings and higher levels of student performance. The "Teachers Returning" factor is an average over three years while the administrator factor report years in the current assignment. Table Four showcases the summary data by tier; the comprehensive data set is displayed in the Appendices.

The data indicate slightly less principal stability over the two years attributed to the change of a few senior administrators and a slight increase in teachers returning from the previous year as well as the following:

- 49 percent of schools were administered in 2001 by an individual with one or fewer years at the school
- 35 percent of schools were administered in 2002 by an individual with one or fewer years at the school
- The average teacher returning rate among the 61 schools in 2002 is 71.1%
- The average teacher returning rate varies among the tiers: 61% in tier 1; 75.8 % in tier 2; and 75.7 % in tier 3; and 74.3 % in Other.

Table Four
Summary of Administrative Years at the School and Teachers Returning By Tier

Factor	2001 Mean	2002 Mean
Administrator Years at the school -ALL	2.6	2.4
Tier 1: Adm. Years	3	2
Tier 2: Adm. Years	2	2.5
Tier 3: Adm. Years	2	1.4
Other: Adm. .Years	0	2.4
Teachers Returning: ALL	65.6%	71.1%
Tier 1: Teachers Returning	69.7 %	61 %
Tier 2: Teachers Returning	65.5 %	75.8 %
Tier 3: Teachers Returning	77.1 %	75,7 %
Other: Teachers Returning	63.1%	74.3 %

*NOTE: Rounded to nearest tenth

Each year in accordance with the requirements for the annual school report card all teachers and students at selected grade levels are surveyed to determine their evaluations of the schools. Parents are

surveyed beginning in 2002. The surveys include approximately 40 items across three dimensions. Only summary data are published on the school report card, but the item responses are available to the school and district. The school by school summary data from teachers and students are displayed in the Appendix to this report. As can be noted in the school by school data, some schools did not participate in the surveys; therefore, readers are advised to be cautious in drawing conclusions based upon the means shown below. Very few Tier 3 and Other schools participated. There is some variation among the mean responses by tier and increases in the level of satisfaction from 2001 to 2002. Student evaluations of the school present a fairly similar picture, with the exception of home-school relations. Students frequently support greater satisfaction with home-school relations than do either teachers or parents.

Table Five
Teacher and Student Evaluations of the School

FACTOR	Teacher Satisfaction		Student Satisfaction	
	2001	2002	2001	2002
Learning Environment				
All	58 %	64%	59.3 %	68.9%
Tier 1	52%	48.1%	62.7 %	65.2%
Tier 2	64.1 %	65.7%	67.8 %	72.1%
Tier 3	33.1 %	66.6%	65.1 %	73.2%
Other	57.1 %	71.1%	50.4 %	65.1%
Social and Physical Environment				
All	64.4 %	69.4%	61.3 %	67.8%
Tier 1	59.7 %	56.8%	65.1 %	66.8%
Tier 2	69.1 %	72.5%	69.5 %	71.6%
Tier 3	40.3 %	70%	67.7%	73.4%
Other	65.6 %	72.2%	54.8 %	68.4%
Home School Relations				
All	34.8 %	35.6%	72.6 %	82.6%
Tier 1	36.3 %	26.5%	78.3 %	83%
Tier 2	36.1 %	33.9%	81 %	84.2%
Tier 3	19.3 %	39.4%	84.3 %	85.4%
Other	36.6 %	41.2%	65.2 %	78%

*NOTE: Rounded to nearest tenth

Teacher specialists are but one factor that has the potential to influence the school culture. Other factors including the district administration, the principal, the faculty, parents and others also contribute.

<u>How has the teacher specialist program impacted upon the instructional skills and professional growth of the teachers involved?</u>
This question is addressed by the survey data presented in Part I of this report.

<u>How has the program functioned over time?</u>
This question is excluded for the initial year formative review. Readers should note that when the SDE became aware that the applicant pool for teacher specialists was limited, the SDE developed a three-tier program and drew upon resources of the SDE and the Math-Science Hubs to augment services to the schools.

Teacher specialists initially were limited to three years in the role; however, by proviso in the Fiscal Year 2002-2003 General Appropriations Act, teacher specialists were granted permission to stay in the role for

a fourth and subsequent year. The fourth year did not carry the guarantee of employment in the home district when the specialist returned to regular teacher status.

What are the unintended consequences of the teacher specialist program?

Schools and districts sending teacher specialists to the targeted schools feel a second type of cost. Local districts bear the costs of recruiting new teachers and estimates of the cost vary. A mid-sized district typically recruits through fairs held at colleges or sponsored by statewide organizations, may or may not pay a signing bonus and must sponsor the induction year program. Those costs amount to approximately $2000 per teacher.[7] When indirect costs such as district personnel time for recruiting, interviewing and/or processing applicants and initial year evaluation costs, the cost of hiring a new teacher easily could double. Sending schools also fear a negative impact on student achievement as strong teachers leave their schools. The study was unable to identify sending schools; however, data collections should include this information for inclusion in the Second Year Formative Review.

[7] Conversations with human resource directors from SC school districts, 2002.

PART III
Formative Issues

This First Year Formative Review has been constructed to provide descriptive and baseline information, not to draw conclusions about the effectiveness of the program. The data do provide insights and opportunities to understand how the technical assistance strategy functions and ways in which its strengths can be maximized and barriers reduced. The data suggest a high degree of variability in results. This raises questions about how the "best practices" are defined and the consistency with which they are implemented. In unstable environments, evidenced by change in principals and teacher turnover, the needs for strong program definition and fidelity of implementation of the principles and practices are paramount. With that in mind, the questions below serve as guides in discussions and actions in this second year.

1. Would a thorough and systematic definition of the treatment model(s), overall goal and annual objectives generate more uniform progress and minimize the impact of local turnover and variations of technical assistance personnel assignments?
2. Do all external review team reports recommend teacher specialists or are there settings in which a different technical assistance strategy is recommended and/or appropriate? Does the external review team fully understand the available options and when each is appropriate?
3. Can the building blocks for sustainable change be identified and annual as well as long-range expectations made clear to school communities and technical assistance teams so that immediate and interim progress can be recognized?
4. How should the high school model differ from the elementary and middle school model?
5. Can the lines of authority and cooperation among the SDE, local district and school administrations and teacher specialists be clarified to support program implementation and sustain improvement?
6. How can local district and school administrators support and ownership of the teacher specialist role be enhanced?
7. What is the level of annual improvement expected or the level of improvement expected across three years?
8. How can the positive relationships among teachers and teacher specialists be sustained and focused more intently upon student achievement?
9. What are local factors associated with higher levels of student performance among schools in the teacher specialist program?
10. What are the financial and instructional costs to schools and districts sending teachers to serve as teacher specialists in underperforming schools?

APPENDICES

(A) Summaries of Assistance Efforts by Selected States/Districts

(B) Questionnaires and Responses

(C) Selected Materials from Teacher Specialist and Administrator Manual

(D) Additional School Data Tables

Appendix A

Diane M. Monrad, John May, and Christina Amsterdam
South Carolina Educational Policy Center, College of Education, USC

Summaries of Assistance Efforts by Selected States/Districts

Alabama

When a majority of students in a school or schools in a school system score below the 23rd percentile on national norm-referenced tests, it is placed on "Academic Alert". Schools on "Alert" that do not make sufficient progress can become "Alert 2" and later "Alert 3" schools. All "Alert" schools are required to do a self-assessment and develop an improvement plan to be submitted with an end-of-year progress report to the Alabama Department of Education. Teachers in "Alert" schools receive assistance from Special Services Teachers on loan from local school districts. The SDE assigns one full-time Special Services Teacher to each "Alert" school. Special Services Teachers collaborate with their regional state team leader to find expert help as needed. The SDE also contracted with principal mentors who visit some "Alert" schools regularly. To help "Alert 3" schools improve, the State Board of Education authorizes state intervention and assigns a full-time Chief Academic and a Chief Administrative Officer. Regional leaders monitor assistance in their geographic regions.

Articles / Documents

1. A SERVE Special Report, December 2001 – Assisting Low-Performing Schools in the Southeast – http://www.serve.org/lps/states/index.html
2. Alabama Department of Education News Release (June 27, 2002). First Look at Alabama Schools' Academic Status Released. http://www.alsde.edu/html/sections/documents.asp?sections=55&footer=sections
3. Schools Changed to Watch Status (October 26, 2002). http://www/montgomeryadvertiser.com/NEWS/StoryLocalWATCH26W.htm

Arizona

Beginning on October 15, 2002, the Arizona Department of Education (ADE) will place schools in "improving," "maintaining," "underperforming," or "failing" categories based on student performance on tests, graduation and dropout rates and progress toward improvement over three years. Schools classified as "underperforming" will be required to develop an improvement plan. Schools that fail to submit an improvement plan will not be eligible to receive money from the Classroom Site Fund. A school that remains in the "underperforming" category for a second consecutive year will be designated a failing school. Such schools will receive a state-assigned solutions team consisting of master teachers, fiscal analysts, and curriculum assessment experts. Administrators and teachers with demonstrated experience in schools similar to failing schools may be hired by the ADE as part of the solutions team. The solutions team will assist faculty in aligning curricula and provide professional development on how to improve student academic progress. They will also examine the school improvement plan to determine whether changes in curriculum, professional development, and resource allocation should be made. Furthermore, the solution team will select two master teachers to work in each failing school. The School District Governing Board shall supervise implementation of the failing school's improvement plan. Schools that remain in the "failing" category for two consecutive years will be subjected to an evaluation by the ADE. Failing schools will receive money from the failing schools tutoring fund, administered by the ADE.

Articles / Documents

1. Article on ranking Arizona schools – http://www.arizonarepublic.com/arizona/articles/0924failing24.html
2. Article on ranking Arizona schools – http://www.azcentral.com/news/articles/0920badschools20.html
3. House Bill 2658 (HB 2658) - Legislation relating to AZ LEARNS which passed in January 2002, amending ARS §15-241 – http://www.ade.state.az.us/legtext/45leg/2r/bills/hb2658h.pdf

California

In California, schools with student performance on the Stanford-9 Test in the bottom 40% and a rating of four on the Academic Performance Index (API) are considered low-performing schools. The API measures school performance and growth in performance over time by ranking schools in deciles one through 10 based on student performance on state assessments.

The SDE administers two voluntary intervention programs (High Priority Grant [HP] program and Immediate Intervention for Underperforming Schools [II/USP]), one based on competitive grants (Comprehensive School Reform Demonstration [CSRD]), and the Title 1 Accountability School Improvement Program for low-performing schools. Each school in the HP Grant Program and the II/USP receive a $50,000 planning grant and $400 per student implementation grant, while CSRD schools receive a $200 per student implementation grant. CSRD schools can receive planning grants.

Professional development and consultative services are offered to low-performing schools by regional service providers and county offices under the Regional Partnerships to Assist Low-performing Schools. Low-performing schools or districts also enter into agreements with the California Subject Matter Projects (CSMP) to collaborate for one year or more on improving student learning against state standards. CSRD schools are required to contract with an external evaluator who should assist with reform efforts.

Legislative analysts propose a more comprehensive assistance and intervention program and establishing and training regional assistance and intervention teams.

Colorado

Colorado started the provision of technical assistance to schools identified as "Unsatisfactory" during the 2001-2002 school year. "Unsatisfactory" schools are required to submit preliminary school improvement plans to the Colorado Department of Education (CDE) who provides feedback on the plans. Upon receipt of preliminary improvement plans, the CDE give improvement grants of $150,000 to elementary schools, $200,000 to middle schools, and $250,000 to high schools. If a school remains in the "Unsatisfactory" category for three consecutive years, the CDE will convert the school to charter status.

Articles/Documents

1. CDE newsletter (September 17, 2001). http://www.cde.state.co.us/cdecomm/cmchf091701.htm
2. Timelines for the School Improvement Plan/Grant Program – http://www.cde.state.co.us/cdeassess/download/pdf/SIPGtime.pdf

Connecticut

Every three years, the Connecticut State Board of Education list schools in "Need of Improvement" based on student performance and performance trends on the statewide examinations. These schools are required to develop a school improvement plan with input from the school's principal, teachers, and parents of students attending the school and prepare for accreditation by the New England Association of Schools and Colleges. The Department of Education provides assistance in the development of the plans. The plan should include criteria for measuring progress. Schools on the lists receive grants for the implementation of school improvement plans. The Department of Education approves plans for expenditure of the money. If a school has not made "sufficient progress" in two years, the local or regional board of education sanctions a plan recommending closing or reconstitution, restructuring, site-based management, and employee and student transfers.

Articles/Documents

1. Accountability Main Page – http://www.state.ct.us/sde/dsi/accountability/acountability.htm
2. Accountability Fact Sheet – http://www.state.ct.us/sde/dsi/accountability/AcctFactsheet2001.pdf

Delaware

School Review Teams consisting of DOE and LEA educators assist underperforming schools in developing a school improvement plan. The DOE provide support based on school needs. This support may include funds for curriculum development or training and the provision of "experts" who will assist schools in working towards improvement.

Articles / Documents

1. Delaware Department of Education News Release (October 18, 2001). DOE Releases Public School Performance Ratings – Schools Rated as "Superior," "Commendable" or "Under School Review." http://www.doe.state.de.us/press_release/043doe01.htm

Florida

Schools receive a performance grade of A through F based on student performance on the statewide test. Each district is required by law to develop and implement a two-year assistance and intervention plan for schools classified as "D" or "F." The SDE provides technical assistance upon request to schools, school advisory councils, districts and school boards fulfilling accountability requirements. Schools designated as "D" or "F" schools and rural schools get priority in receiving assistance. Regional Florida Department of Education team leaders visit "F" schools, collaborate with them to rework plans, and identify service providers. The state in collaboration with the school district provides on-site assistance teams when needed. Assistance team composition depends on the type of assistance needed. Districts provide technical assistance alongside that provided by the state.

Articles / Documents

1. A SERVE Special Report, December 2001 – Assisting Low-Performing Schools in the Southeast – http://www.serve.org/lps/states/index.html

Georgia

Beginning in 2003, schools will be assigned grades "A" through "F" based on statewide Criterion Referenced Competency Tests. The Office of Educational Accountability shall recommend one of two levels of intervention for schools labeled "D" or "F" -- an Instructional Care Team from a regional educational service agency (RESA) requested by the district or a state-mandated School Improvement Intervention Team (beginning in 2003). Instructional care teams will consist of up to five experienced teachers, one experienced principal, and one reading specialist. The School Improvement Intervention Teams will consist of one team leader to be in the assigned school every day and other resource members. The team leader and members will be paid by the State Department of Education on a contract or per diem basis; thus, they will not be full-time employees. Until official implementation of the school-rating system in 2003, schools may request assistance from state-funded school improvement teams.

Articles / Documents

1. A SERVE Special Report, December 2001 – Assisting Low-Performing Schools in the Southeast – http://www.serve.org/lps/states/index.html

Illinois

Schools that do not meet the state standards on the state assessment for two consecutive years are placed on the Academic Early Warning List. Such schools may be placed on an Academic Watch List if they are on the Academic Early Watch List for two consecutive years without making adequate progress. Teams appointed by the State Superintendent of Education conduct external quality reviews in schools on both lists and submit reports to district superintendents and principals. Superintendents and principals respond by submitting school improvement plans, including budgets for implementation of school improvement activities, to the state superintendent. These schools are eligible to receive grants for implementation of school improvement initiatives.

Schools identified as low-performing and districts with schools that should undergo school improvement receive technical assistance from the Illinois State Board of Education (ISBE) through school support teams, distinguished teachers and principals, and external service providers. Educators in Residence serve as mentors and models in schools. The ISBE also uses distinguished schools as a source of support for low-performing schools.

Articles/Documents

1. Illinois State Board of Education System of Support – http://isbe.net/quality/SOSnew.htm
2. ISBE News Release (October 17, 2001). State Board to Issue Academic Early Warning List. http://www.isbe.net/news/academic.htm

Intervention in Chicago High Schools

In July 2000, the Chicago Board of Education chose five underperforming high schools to undergo intervention. Intervention teams consisting of four core subject specialists and one team leader were sent to lend assistance to teachers while newly appointed principals spent 90% of their time evaluating teachers. Principals had to evaluate each teacher five times before April, at which time they would make the decision to keep, reassign or dismiss teachers who failed to improve their performance. Duties of the intervention teams included advising principals on teacher evaluation. Intervention team leaders worked with assistant principals in running the schools. They made all budget and operations decisions. Intervention team members and principals attended a three-day training session before the start of the school year.

Articles/Documents

1. Outcomes (positive and negative) – http://www.catalyst-chicago.org/07-00/0700analysis.htm
2. First year results – http://www.catalyst-chicago.org/06-01/0601intervention.htm
3. Retooling intervention after Year 1 – http://www.catalyst-chicago.org/09-01/0901intervention.htm
4. Implementation issues at one school – http://www.catalyst-chicago.org/10-00/1000southshore1.htm; http://www.catalyst-chicago.org/10-00/1000southshore2.htm; http://www.catalyst-chicago.org/10-00/1000southshore3.htm

Manley High School

The Integrated Writing and Reading Across the Curriculum (IWRAC) program was launched at Manley High School in the fall of 1999. Full-time coaches were to work on instruction techniques in reading, writing, and core courses with teachers for three years. These coaches also work with students at the school. Requirements for coaches include at least five years of teaching experience, experience mentoring other teachers, and knowledge of instructional strategies.

Articles/Documents

1. Principal views on IWRAC http://www.networkchicago.com/chicagomatters/teachers/interview_flanagan.htm
2. Starting the program, building trust/support, implementation, feedback from teachers, coaches, and students – http://www.catalyst-chicago.org/05-00/0500manley.htm
3. Building trust/support - http://www.catalyst-chicago.org/09-00/interv_scramble.htm

Indiana

Each school has to develop a three-year strategic school improvement plan to be reviewed annually. A committee of administrators, teachers, parents, and community and business leaders appointed by the principal provides input during development and review of the plan.

The Board of Education places schools in which less than 90% of the students do not meet academic standards or do not show improvement in the lowest category of school improvement. During a school's first year of being placed in the lowest category of school improvement, the governing body holds a

public hearing to receive testimony about the lack of improvement. The development and review committee revises the school's plan by shifting resources, changing personnel, or requesting that the board appoint an outside team to manage the school or help with development of a new plan. Schools in the lowest category in the third year after initial placement will be assigned an expert team by the board. The expert team will consist of community representatives from the region served by the school and may include superintendents, teachers, and members of governing bodies from schools in high improvement categories, and special consultants. Duties of the expert team include assisting the school in revising its improvement plan, and recommending changes that may include the reallocation of resources or requests for technical assistance.

The board holds at least one public hearing for consideration of the following school improvement options if a school remains in the lowest category in the fifth year after initial placement:

- merging the school with a nearby school that is in a higher category,
- assigning a special management team to operate the school or part of it,
- recommendations from the SDE for improving the school,
- closing the school,
- revising the school's plan by making changes in school procedures, offering professional development, or arranging intervention for individual teachers or administrators.

Articles/Documents

1. Indiana Education Code 20-10.2-6 – http://www.in.gov/legislative/ic/code/title20/ar10.2/ch6.html
2. Accountability – http://doe.state.in.us/asap/accountability2.html
3. School Improvement Plan – http://doe.state.in.us/asap/sip2.html

Kentucky

The Distinguished Educator Program, Kentucky's first program of assistance to low-performing schools, was part of the implementation of the Kentucky Education Reform Act (KERA) of 1990. As part of the School Transformation Assistance and Renewal (STAR) project, adopted by the Kentucky Department of Education, Distinguished Educators (DEs) provided assistance to teachers in schools identified as "in decline." Schools where student performance on the Kentucky Instructional Results Information System (KIRIS) fell below accountability baseline scores were classified as "in decline" and eligible for participation in the STAR program. DEs, hired by the state, underwent two weeks of mandatory training during summer prior to the school year and an additional eight weekends. Schools that volunteered to participate in the STAR program received $2000 planning grants from the Commonwealth School Improvement Funds (CSIF) for training and development of the School Transformation Plan (STP). STAR schools also received money based on the number of students for implementation of STP activities, $1,500 each for implementation of short-term strategies to improve student performance, and supplemental funding available when needed. Each DE assisted between four and nine schools with transformation planning after identifying a school's strengths and weaknesses through data analysis. DEs also provided professional development and instructional support to classroom teachers.

In 1998, the Kentucky legislature reconfigured their accountability program and started classifying schools as "meets its goals," "progressing," or "in need of assistance" based on student performance on the Commonwealth Accountability Testing System (CATS) and the Kentucky Core Content Tests. Schools in the "in need of assistance" category are further divided into Level I, II, and III schools, with Level III being the lowest-performing. All "in need of assistance" schools are required to do a self-study and audit of school performance with the help of a state-assigned scholastic audit team consisting of a highly skilled certified educator, a teacher, a principal or other administrator, a parent, and a higher education representative. Based on the results of the audit, each Level III school receives assistance in the design and implementation of a school improvement plan from a state-assigned Highly Skilled Educator (HSE) on leave from her/his own district. Level I and II schools may receive assistance upon request. HSEs undergo two weeks of training with follow-up quarterly meetings. The state expects that each HSE spend at least 80% of their time on-site with occasional attendance of training or other meetings. They

are paid 135% of their salary but no more than $90,000. State expectations for receiving schools and services to be performed by HSEs are spelled out in an entry protocol. Principals in each "in need of assistance" school are required to participate in additional professional development to enhance their leadership skills.

Low-performing schools may receive additional school improvement money from the CSIF. Schools submit an application including a plan that explains how school improvement strategies and activities will be evaluated. The state awards $24 per student based on average daily attendance. These schools also receive $23 per student based on average daily attendance from the state for professional development.

Title I schools identified for improvement receive ongoing assistance from statewide support teams, consisting of state-level program consultants, regional accelerated learning consultants, and content area specialists. Specific districts are assigned state-level consultants who provide school-wide support and targeted assistance to low-performing schools, while regional consultants provide the same type of services to entire regions. Regional consultants are local educators "on loan" to the state for up to three years. Content area specialists provide instructional support in content areas.

Articles/Documents

1. Selected presentations from A Working Conference of the High Poverty Schools Initiative – Proceedings from State and District Support to Low-Performing Schools – http://www.ccsso.org/hps/hpspubs.html
2. A Preliminary Analysis of the Kentucky Distinguished Educator Initiative: A New Approach to Educational Change – Davis, M. M., McDonald D. H., & Lyons, B. (1997).
3. Overview of Highly Skilled Educators Program – http://www.kde.state.ky.us/olsi/improve/hse/overview_of_program.asp
4. Low-Performing Schools: So You've Identified Them – Now What? – Holdzkom, D. – http://www.ael.org/rel/policy/pb0202.htm
5. Examination of implementation of Kentucky's school-based performance award program in selected schools. Includes sections on the work of DEs in "in decline" schools. Kelly, C. (1998). The Kentucky School-Based Performance Award Program: School-Level Effects. *Educational Policy* 12 (3) 305-324.
6. Policy Tips/Accountability: Assistance before Sanctions – http://www.achieve.org/achieve.nsf/Accountability_Actionable?openform

Louisiana

Low-performing schools in Louisiana are placed in three different Corrective Action Levels based on student performance on the statewide tests. Corrective Action Level I schools receive assistance from District Assistance Teams in identifying needs and redeveloping a school improvement plan. The state provides assistance to schools in Level II and Level III Corrective Actions through Distinguished Educators (DEs), and a School Improvement Fund among other forms of technical assistance. DEs are outstanding teachers, principals, and administrators from local districts hired by the state to serve in low-performing schools for a minimum of two years. The Department of Education provides training to the DEs and enters into a memorandum of understanding with each school board in charge of schools receiving DEs. The responsibilities of the appropriate school system and the authorities of the DE are outlined in the memorandum of understanding.

DEs assist schools in developing school improvement plans and curricula aligned with state assessments. They also assist with the provision of professional development and ways to involve parents and the community. In addition, the state established a School Improvement Fund for low-performing high schools.

Articles/Documents

1. Senate Bill No. 253, Regular Session, 1999 – Act pertaining to the Distinguished Educators Program – http://ssl.csg.org/dockets/22cycle/2002A/2002Abills/2022a06la.pdf
2. The State's Role in the Accountability Process – http://www.doe.state.la.us/doecd/output.asp?ID=25
3. The Distinguished Educator Program – Primary Goal, Responsibilities, Eligibility Criteria – http://www.doe.state.la.us/DOE/misc/distinged.htm
4. Louisiana Department of Education Press Release (July 8, 1999) – http://www.lcet.state.la.us/doe/news/pr29.asp
5. 2001 Regular Session – Governor's Agenda – http://www.gov.state.la.us/policy/2001Agenda.htm
6. Shreveport Times (November 9, 2001). Sarepta High garners academic achievement label. http://www.shreveporttimes.com/html/BDE76C36-5686-464E-ABF5-AE477AA95C21.s...

Maryland

The Maryland State Board of Education places schools failing to make progress on meeting state standards under local reconstitution. Schools in this category receive $100,000 grants for the design and implementation of a school improvement plan to be submitted to the State Board of Education for approval. State-sponsored training teams provide professional development to teachers and principals. The state also monitors school improvement efforts. Schools that fail to make satisfactory progress over three to five years may be designated for reconstitution or state intervention. These schools are removed from local control and placed under management of an outside vendor.

Articles/Documents

1. Promising Practices/States: Take Action to Improve Schools – http://www.achieve.org/achieve.nsf/PromisingPractices_TakeAction?openform
2. Maryland State Department of Education News Release (January 28, 1998). State Announces Reconstitution-Eligible Schools. http://www.msde.state.md.us/pressreleases/1998/january/1998-0128.html
3. Maryland State Department of Education News Release (September 21, 1999). State Board Prepares for Management of Failing Schools. http://www.msde.state.md.us/pressreleases/1999/september/1999-0921.html
4. Maryland State Department of Education Fact Sheet (January, 2000). School Reconstitution: State Intervention Procedures for Schools not Progressing Toward State Standards. http://www.msde.state.md.us/pressreleases/2001/january/2001_0131.html
5. Maryland State Department of Education News Release (February 1, 2000). State Board of Education to Reconstitute 3 Baltimore City Schools: New Management Companies Will Be in Place July 1. http://www.msde.state.md.us/pressreleases/2000/february/2000-0201a.html
6. Maryland State Department of Education News Release (January 26, 2001). State Board of Education Agenda. http://www.msde.state.md.us/pressreleases/2001/january/2001_0126.html
7. Maryland State Department of Education News Release (January 31, 2001). Board Votes State Reconstitution for Baltimore City School; Local Reconstitution Ordered for 12 More Schools in Three Systems. http://www.msde.state.md.us/fact%20sheets/fact5.html
8. Maryland State Department of Education News Release (January 29, 2002). State Board Places 9 Schools Under Local Reconstitution Schools in Baltimore City, Prince George's County Named. http://www.msde.state.md.us/pressreleases/2002/january/2002_0129.html

Massachusetts

School performance is rated every two years based on student performance and improvement on the Massachusetts Comprehensive Assessment System (MCAS) tests. Schools with a high percentage of students failing to meet the standards and no or little improvement undergo a School Panel Review Process. Once a school has been declared an underperforming school, the Department of Education (DOE) conducts an in-depth Diagnostic Fact-finding Review. The fact-finding report helps guide

development of the school improvement plan to be submitted to the Board of Education by all underperforming schools. The school improvement plan is developed with help from the district and Targeted Assistance staff from the DOE. Underperforming schools receive two years of assistance and oversight from the DOE. Details of the type of assistance are not yet available. Underperforming schools and districts that fail to make progress after two years of assistance will be declared "chronically underperforming" and will be eligible to have a state-appointed receiver placed in their school. The receiver will have the authority to hire and dismiss employees and implement the school improvement plan.

Articles / Documents

1. Accountability and Targeted Assistance – http://www.doe.mass.edu/ata/sda.html
2. Goals 2000 Five Year Master Plan – http://www.doe.mass.edu/edreform/5year/goalthree.html
3. Massachusetts Department of Education Fact Sheets '99 – http://www.doe.mass.edu/mailings/1999/0817/fcts.pdf

Mississippi

Legislation passed in the year 2000 requires the State Board of Education to have a school improvement program for low-performing schools in place by December 31, 2002. The State Board of Education assigns an Evaluation Team within 15 days after a school has been identified as "low-performing." An Evaluation Team should consist of at least seven trained members and should include:

- a superintendent,
- school principals,
- at least two teachers,
- a curriculum coordinator,
- a school board member,
- a community leader,
- a parent, and
- higher education personnel.

Team members are not DOE employees, independent of the school and may include retired educators. Evaluation Teams are responsible for site visits, data analysis and subsequent submission of an Evaluation Report to the State Superintendent for approval. The DOE, in collaboration with the Evaluation Team leader assist the school with development and implementation of a school improvement plan based on Evaluation Plan findings. The DOE also assists priority schools in identification of funds needed for implementation of the school improvement plan. Individuals needing improvement and participation in a professional development plan are identified in the evaluation report. Teachers and principals can be dismissed if sufficient progress over specific periods has not been made. Schools continuing to be on the priority list after three years of improvement plan implementation, as well as districts with more than 50% designated priority schools in one year risk a state takeover.

Articles / Documents

1. A SERVE Special Report, December 2001 – Assisting Low-Performing Schools in the Southeast – http://www.serve.org/lps/states/index.html

The Delta Project

In 1999, SERVE entered into a voluntary partnership with the North Bolivar School District (NBSD) in the Mississippi Delta -- one of six districts that were put on probation by the Mississippi Department of Education (MDE). SERVE appointed an Educational Extension Agent (EEA), one full-time, and three part-time Teacher Mentors to provide assistance to district staff and the faculty of two elementary and one middle school. The EEA, a retired superintendent, works with the superintendent and district staff to implement the district's Corrective Action Plan (CAP). He also works with principals in developing and implementing comprehensive school reform programs/plans, attend and evaluate staff development

activities, and help obtain needed resources. The Teacher Mentors assist teachers in improving instruction and help build capacity for increased student achievement.

During the summer of 2000, SERVE and NBSD officials attended a strategic planning workshop. In a strategic planning workshop, facilitated by SERVE staff, NBSD teachers and administrators identified institutional goals. SERVE, and the NBSD signed memoranda of understanding delineating participating schools' strategic goals and objectives and SERVE's responsibilities.

Articles/Documents

1. Description and monitoring of program, responsibilities of EEA and Teacher Mentors – http://www.serve.org/forum/forum00/schrefMSdelta.doc
2. Samples of weekly reports and logs – http://www.serve.org/_downloads/January2002.pdf
3. The SERVE Supersite – Strategies and activities in participating schools – http://www.serve.org/lps/supersite/index.html

Missouri

Beginning during the 2000-2001 school year, the Missouri Department of Elementary and Secondary Education (DESE) and local school boards classified schools as "academically deficient" based on student performance on statewide tests and the graduation rate for the most recent three years. The State Board of Education appoint an "audit team" composed of at least 10 teachers and administrators from other districts and supported and coordinated by state education officials to evaluate each school classified as "concerned" schools based on low test scores. If the 'audit team" finds unacceptable school performance, the school will be declared "deficient." The State Board will then assign a "management team" of at least 10 people to work with faculty on efforts to improve student performance and monitor school progress for up to two years. More than one deficient school may receive assistance from a management team. Management teams may recommend the appointment of a school accountability council to monitor implementation of an instructional resource reallocation plan in one or more school buildings per district. A further recommendation is the allocation of state level professional developments funds to fund the work of management teams and obtain resources specified by the management team. Audit teams receive two days of training from DESE officials.

Articles/Documents

1. DESE news release (April 12, 1999). State Board of Education proposes plan for helping "academically deficient" schools. http://www.dese.state.mo.us/news/academicdeficient.htm
2. Missouri Revised Statutes, Chapter 160, Section 160.538 (August 28, 2001). http://www.moga.state.mo.us/statutes/C100-199/1600538.htm
3. House Bill No. 1711 – http://www.dese.state.mo.us/divadm/finance/legislation/HB%201711.pdf
4. DESE news release (February 15, 2001). State Education Officials Identify 5 "Academically Deficient" schools in Kansas City – http://www.dese.state.mo.us/news/2001/academicdef.htm
5. DESE news release (March 23, 2001). Members of K.C. School "Audit Teams" Will be Trained Next Week. http://www.dese.state.mo.us/news/2001/kcauditteams.htm
6. DESE news release (February 22, 2002). Five Public Schools Are Declared "Academically Deficient." http://www.dese.state.mo.us/news/2002/deficient.htm
7. DESE news release (March 21, 2002). Five St. Louis Schools Declared Academically Deficient; Board Considers New Criteria for Selecting Low-Performing Schools. http://www.dese.state.mo.us/news/2002/academicdef.htm
8. DESE Administrative Rules, Title 5, Division 80, Chapter 850 (5 CSR 80-850.050). State Level Professional Development Funds for Statewide Areas of Critical Need for Learning and Development. http://www.dese.state.mo.us/schoollaw/rulesregs/80850050.htm
9. DESE Administrative Rules, Title 5, Division 50, Chapter 340 (5 CSR 50-340.110). Policies and Standards Relating to Academically Deficient Scools. http://www.dese.state.mo.us/schoollaw/rulesregs/50340110.htm

Nevada

Schools in which more than 40% of students score below the 26th percentile on the TerraNova, are designated as needing improvement. These schools become eligible for state remediation funding. Remedial programs are to be selected from the "Effective Remedial Programs" list approved by the Department of Education. Schools in the "Needs Improvement" category for a second or third consecutive year are required to implement a school improvement plan developed by the Department. A state- appointed panel examines the reasons for low performance.

Articles/Documents

1. Accomplishments and Significant Changes by the Office of Finance, Accountability, and Audit (Updated 5/6/02). http://wwww.nde.state.nv.us/finacc/index.html

New Mexico

Low-performing schools in New Mexico are assigned probationary or "Corrective Action" status. Probationary schools are further divided into "Performance Warned," "School Improvement Year one," "School Improvement Year two," and "Extension of School Improvement" categories. When a school remains in school improvement status for two years without meeting state standards or fails to move out of extension of school improvement status, it is considered for corrective action. Schools in the "Corrective Action" category are required by the Department of Education (DOE) to write an action plan specifying how the school will be managed. Corrective action schools may be managed by the DOE, contracted consultants, organizations, or a combination thereof.

Articles/Documents

1. State of New Mexico Department of Education Press Release (October 8, 2002). Educational Standards Commission to Hear Probationary Ratings, School Improvement Appeals. http://www.sde.state.nm.us/press/oct.02/html/10.08.02.html
2. State of New Mexico Department of Education Press Release (October 11, 2002). SDE Groups Probationary, School Improvement and Corrective Action Schools. http://www.sde.state.nm.us/press/oct.02/html/10.11.02.a.html
3. New Mexico Education Code, Chapter 19, Part 1 - Public School Accountability: General Provisions. http://www.nmcpr.state.nm.us/nmac/parts/title06/06.019.0001.htm
4. New Mexico Education Code, Chapter 19, Part 1 - Public School Accountability System for Schools Rated Probationary. http://www.nmcpr.state.nm.us/nmac/parts/title06/06.019.0002.htm

New York

New York schools that fail to meet state standards on reading and math assessments are labeled "Schools Under Registration Review" (SURR) schools. Schools having a "poor learning environment" also risk being assigned the SURR label. SURR schools are required to conduct a self-study to determine their strengths and weaknesses and undergo a Registration Review Visit by a team of outside educators and parents. Based on classroom observations and interviews with teachers, administrators, students, and parents, the registration review team makes recommendations for school improvement. A school team comprised of staff and parents develop a Comprehensive Education Plan for improvement, while the district develops a Corrective Action Plan that explains how it will support school improvement efforts. The two plans are written and approved on an annual basis by the Chancellor and the state. The state provides support for instructional improvement and monitor district and school progress. SURR schools have three years to demonstrate improvement or risk being closed. Between 1990 and 2000, 96 schools have improved sufficiently to be removed from Registration Review.

Articles/Documents

1. Description of the SURR Process (1998). http://www.nyu.edu/iesp/publications/cip/dmd/dmd4.pdf
2. NYU Press Release (07/08/98). NYU Study Examines State's Review Process for Low-Performing Public Schools. http://www.nyu.edu/publicaffairs/newsreleases/b_NYU_S3.shtml

3. The Registration Review Reports: A Summary of the Findings (August, 2000). http://www.emsc.nysed.gov/nyc/PDFs/RegRevSumm99-00.PDF
4. The Tip of the Iceberg: SURR Schools and Academic Failure in New York City. http://www.manhattan-institute.org/cr_16.pdf

North Carolina

North Carolina (NC) schools that fail to meet their growth goals for student performance and have fewer than 50% of students performing at grade level are assigned low-performing status. The lowest performing schools are mandated to receive assistance teams while low-performing at-risk schools may request an assistance team. Assistance teams consist of three to five educators each, are assigned by the State Board of Education, and provide assistance at the school every day for one year. The teams, led by an administrator, include practicing and retired educators, higher education representatives, and others deemed appropriate by the State Board of Education. Various sources report four to eight weeks of training for team members. K-8 assistance teams provide expertise in reading, writing, and mathematics, while high school assistance teams assist in English, mathematics, science, and social studies. Each team leader has experience as a school administrator. "Voluntary assistance teams" provide assistance on a limited basis in their assigned schools.

Progress in identified low-performing schools is reviewed annually by the North Carolina Department of Public Instruction. Assistance teams help low-performing schools review all aspects of the school, evaluate teachers and administrators, collaborate with faculty and staff in revising and implementing the school improvement plan, review the school's progress, and report the school's progress to the local superintendent, board of education, and State Board of Education. Assistance team members place educators performing below standards on an improvement plan and assist them toward improvement. Assistance Teams can recommend continuation of assistance or that the State Board revoke the license of certain teachers, when a school fails to improve after a year. District superintendents may allow principals of low-performing schools to remain in their position if they were in the school for two years or less before it was designated a low-performing school. Principals of low-performing schools may also stay on with an improvement plan, be transferred, demoted, or dismissed.

Assistance teams receive ongoing support from the Division of School Improvement. Each assistance team has a consultant within their section who acts as a liaison and conducts regular on-site visits.

Schools that remain in the low-performing category for two consecutive years out of the most recent three years are classified as continually low-performing (CPL). CPL schools also receive additional funds. A Collaborative group consisting of assistance team members, school improvement team members, and department staff develop a budget plan for the use of the additional funds and monitor its implementation.

Articles/Documents

1. Selected presentations from A Working Conference of the High Poverty Schools Initiative – Proceedings from State and District Support to Low-Performing Schools – http://www.ccsso.org/hps/hpspubs.html
2. A SERVE Special Report, December 2001 – Assisting Low-Performing Schools in the Southeast – http://www.serve.org/lps/states/index.html
3. Purpose, legal requirements, composition, and qualifications of state assistance teams – http://www.ncpublicschools.org/school_improvement/asstlegal.html
4. Duties, training, and support of assistance teams – http://www.dpi.state.nc.us/school_improvement/assistinfoguide1.html
5. Low-Performing Schools: So You've Identified Them – Now What? – Holdzkom, D. – http://www.ael.org/rel/policy/pb0202.htm

6. Excerpts from the Report to the Joint Legislative Education Oversight Committee on the implementation of the ABCs, North Carolina Department of Public Instruction, December 2001 – Personal communication from dbrewer@dpi.state.nc.us
7. Policy Tips/Accountability: Assistance before Sanctions – http://www.achieve.org/achieve.nsf/Accountability_Actionable?openform

Rhode Island

Under the state's School Accountability for Learning and Teaching (SALT), all schools receive state assistance for school improvement. Schools or districts identified as "in need of improvement," that fail to make adequate yearly progress, qualify for corrective action by the Rhode Island Department of Education (RIDE). Accountability legislation requires the state to provide progressive support and intervention to such schools. Thus far, two urban districts received state support and additional intervention funds.

Articles/Documents

1. School Improvement and Accountability: An overview of accountability in Rhode Island. – http://www.ridoe.net/schoolimprove/overview.htm

Tennessee

The Department of Education (DOE) created the Tennessee Exemplary Educator Program to provide ongoing assistance to their lowest performing schools. Exemplary Educators are selected from a pool of recently retired educators and trained by the DOE and a private company to conduct school improvement activities e.g., modeling lessons and mentoring faculty. Exemplary Educators are employed by the DOE and are paid $300.00 per day plus travel expenses. One Exemplary Educator provides services to two schools during an academic year.

Articles/Documents

1. Division of Accountability: Tennessee Exemplary Educators Program – http://www.state.tn.us/education/acctexemplaryeducator.htm

Texas

School performance in Texas is rated based on assessment results and dropout rates. Ratings range from "Exemplary" to "Low-performing." When a school is labeled "low-performing", the commissioner may take a number of actions, e.g. ordering the preparation of a student achievement improvement plan and appointing a "special campus intervention team." Responsibilities of the intervention team include:

- conducting an on-site evaluation to determine the cause of low performance,
- recommending reallocation of resources and technical assistance, professional development for faculty and administrators, intervention for individual employees, etc.,
- assisting with developing the student academic achievement plan, and
- assisting the commissioner with the monitoring of school progress in implementation of the campus plan for student achievement.

If a school has been low-performing for one year or more, a board of managers may be appointed to govern the school. The commissioner may order that schools in the low-performing category for two or more years be closed. The district will be responsible for the cost of management or campus intervention teams.

Regional Education Service Centers provide training and assistance in teaching each subject area assessed by the Texas Assessment of Academic Skills (TAAS) to educators in low-performing schools to improve student academic performance. Assistance is specifically designed for a low-performing school.

Articles/Documents

1. Texas Education Code, Chapter 39 – Public School System Accountability http://www.capitol.state.tx.us/statutes/ed/ed0003900.html#ed036.39.131
2. Texas Education Agency Press Release (August 1, 2002). Record number of campuses reach exemplary status as original accountability era comes to a close. http://www.tea.state.tx.us/press/accountabilityweb.html
3. What Education Service Centers do – http://www.esc12.net/ABOUT.ESC.whatdo.html
4. History of Education Service Centers – http://www.esc12.net/ABOUT.ESC/aboutESC.history.html
5. Texas Education Code, Chapter 8 – Regional Education Service Centers http://www.capitol.state.tx.us/statutes/ed/ed0000800.html#ed001.8.001

Virginia

Schools with the lowest academic ranking based on student performance on the Standards of Learning (SOL) exams, are accredited with warning. Under the Partnership for Achieving Successful Schools (PASS), launched by Governor Warner, academic review teams, consisting of principals, teachers, and retired educators will provide assistance to schools "accredited with warning." Academic review teams will provide up to 12 days of intervention to schools designated as PASS Priority Schools. Follow-up to monitor progress will also be provided. For up to four days, academic review teams will review curricula and share effective strategies for improving student performance with administrators and faculties in the remaining "accredited with warning" schools. During July, 2002, the governor's office announced one day of state-sponsored training for administrators and teachers in PASS Priority Schools. The governor also pledged to help recruit business and community support for PASS Priority Schools.

The state will employ four intervention models to assist low-performing schools:

1. Enhanced academic reviews for all schools "accredited with warning." Academic review teams will observe instruction, examine curricula and scheduling, make recommendations on improving instruction, provide professional development in the use of assessment data, and help develop and implement school improvement plans.
2. Instructional Assistance Teams consisting of teachers with expertise in mathematics and reading and led by principals with track records of improving performance of at-risk students will conduct intensive summer institutes for teachers and follow up with 12 days of technical assistance during the school year. These teams will collaborate with principals and faculty to ensure curriculum alignment with SOL and analysis of assessment data for improved instruction.
3. For one year, full-time Residential Support Teams will provide professional development aligned with the school's instructional needs to faculty, and research-based tutoring in mathematics and reading to students in four PASS Priority Schools in two cities. Students will be paired with mentors and adult literacy services offered.
4. Division-wide support and assistance will be provided by the Appalachian Educational Laboratory and the Virginia Department of Education to Petersburg, where all schools are on academic warning and four are PASS priority Schools. A division-level coordinator will assist schools in the development and implementation of a plan to improve student achievement, and a school-level coordinator at each school will assist with plan implementation.

Articles/Documents

1. Governor Warner Launches Partnership to Raise Student Achievement at Lowest Performing Schools in Virginia – http://www.governor.state.va.us/Press_Policy/Releases/July2002/0711.htm
2. State gives $2 million boost to low-performing schools – http://www.pilotonline.com/news/nw0711gov.html
3. Models of Intervention – http://www.passvirginia.org/Models/InterventionModels.cfm

West Virginia

Schools that do not meet state standards for student performance are identified as "seriously-impaired." The state appoints "Distinguished Educators" who mentor the principal and staff of their assigned

schools. In 2001, the West Virginia Board of Education selected four exemplary West Virginia principals to work towards improved student achievement in "seriously–impaired schools over a period of five years. In addition to seriously impaired schools, low-performing schools are identified based on assessment results, drop out rates, and attendance among other criteria. Two principals work on a full-time basis and two on a part-time basis. Department liaisons provide assistance for school improvement to low-performing schools.

Articles/Documents

1. West Virginia Department of Education News Release (October 30, 2001). Four West Virginia Principals Now Serving as Statewide Distinguished Educators. http://wvde.state.wv.us/news/375/

Appendix B

Questionnaires and Responses

© 2002
SC Educational Policy Center at USC

Questionnaires and Responses
TEACHER SPECIALIST PROGRAM EVALUATION QUESTIONNAIRE
FOR TEACHERS

The South Carolina Educational Policy Center at USC-Columbia is conducting a study of the teacher specialist program. Your participation in this study is completely voluntary. This questionnaire is designed to get your views about the assistance efforts provided to your school by teacher specialists during the current school year. Data from your school will be combined with that from other schools across the state receiving similar assistance. Individual schools and school districts will not be identified. Your candid responses are very important in helping identify key program issues. When you have completed the questionnaire, please place it in the questionnaire envelope at the front of the room. Please do not fold the questionnaire. The last person completing her/his questionnaire will seal the envelope. It will not be opened at this school. Thank you very much for helping us gather information for this important study.

For sections 1-4, indicate your degree of agreement with the item by **circling** the response option that best describes your response:

SA = Strongly Agree A = Agree NS = Not Sure D= Disagree SD = Strongly Disagree

Remember that the items pertain to **your school this year**. At the end of each section is an area for any comments that you might have regarding the particular topic.

Section 1: IMPLEMENTATION

	SA %	A %	NS %	D %	SD %
1. I understand the mission of the teacher specialist program.	43	41	11	3	2
2. The teacher specialist program implementation has gone smoothly this year.	34	35	13	12	7
3. The climate for implementation of the teacher specialist program is positive.	31	39	11	14	5
4. Teachers, administrators, and the teacher specialist(s) are working well together to implement the teacher specialist program.	27	41	13	13	6
5. The roles and responsibilities of the teacher specialist(s) are well understood by the faculty.	26	39	16	14	5
6. I have been involved in identifying instructional areas that need improvement.	31	44	7	14	4
7. The teacher specialist(s) makes an effort to obtain knowledge of school improvement initiatives already underway in our school.	33	38	20	6	3
8. The teacher specialist(s) helps us get the instructional materials and supplies that we need.	47	38	6	5	4
9. You can count on the teacher specialist(s) to be at school, on the job, helping the school improve.	41	34	8	11	6
10. The teacher specialist(s) demonstrates excellent classroom management techniques.	33	36	10	15	6
11. The teacher specialist(s) promptly responds to requests for assistance.	44	36	7	9	4
12. I understand the roles and responsibilities of the teacher specialist.	37	38	15	6	4
13. The teacher specialist(s) has helped the faculty to develop additional programs (for example, after-school programs) to improve instruction.	15	30	29	19	7

Comments about IMPLEMENTATION:

PLEASE CONTINUE ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 2: PROFESSIONAL DEVELOPMENT

	SA %	A %	NS %	D %	SD %
1. Because of the efforts of the teacher specialist(s), I have more confidence in my ability to teach students.	29	30	11	18	12
2. The teacher specialist program has positively affected my professional growth	31	32	10	17	10
3. The teacher specialist(s) provides me with useful feedback regarding my teaching skills.	36	38	5	12	9
4. The teacher specialist program encourages best teaching practices.	39	36	10	10	5
5. Because of the efforts of the teacher specialist(s), I better understand the state curriculum standards.	34	36	5	18	7
6. The teacher specialist(s) has assisted me in assessing students' instructional needs.	34	40	7	13	6
7. The teacher specialist(s) has helped me improve the quality of my teaching.	33	35	9	16	7
8. I have learned new instructional strategies from the teacher specialist(s).	36	41	4	12	7
9. The teacher specialist(s) has helped me do a better job with the pacing of instruction.	25	39	10	18	8
10. The teacher specialist(s) has helped me develop curriculum materials aligned with state standards.	35	41	5	13	7
11. The teacher specialist(s) provides professional development aligned with identified instructional needs.	29	43	11	12	5
12. The teacher specialist(s) demonstrates an excellent knowledge of the state curriculum standards.	44	40	8	6	3
13. The teacher specialist(s) has the content knowledge necessary to help other teachers.	39	41	10	8	2
14. The teacher specialist(s) models instruction well.	38	39	8	10	5

Comments about PROFESSIONAL DEVELOPMENT:

_____

_____

Section 3: CLIMATE

	SA %	A %	NS %	D %	SD %
1. The teacher specialist(s) demonstrates respect for the students at this school.	45	44	6	3	2
2. I can trust the teacher specialist(s).	38	29	17	8	8
3. The administration at this school supports the teacher specialist program.	34	48	13	3	3
4. The students at this school respect me.	41	47	5	5	1
5. The teacher specialist(s) has the respect of the faculty.	26	46	18	7	4
6. The teacher specialist(s) is someone I would go to with a personal problem if I need to do so.	25	27	15	16	17
7. The teacher specialist(s) treats me with respect.	46	41	4	5	5
8. I enjoy working with the teacher specialist(s).	43	32	12	9	5
9. The teacher specialist(s) has the respect of the principal.	29	47	19	3	2
10. The teacher specialist program has resulted in improved morale at this school.	13	26	31	20	10
11. I have a sense of "ownership" in the teacher specialist program.	19	27	19	24	11
12. The teacher specialist(s) cares about me as a person.	35	36	16	7	6
13. The teacher specialist(s) encourages me when I am feeling overwhelmed.	37	42	6	10	6
14. The teacher specialist(s) shows respect to the faculty.	38	48	7	4	3
15. I would like the teacher specialist(s) to spend more time working with me.	26	34	14	16	9
16. The teacher specialist(s) shows respect to the school administrators.	40	45	11	2	3

© 2002
SC Educational Policy Center at USC

PLEASE CONTINUE WITH CLIMATE ON THE NEXT PAGE

Comments about CLIMATE:

Section 4: OUTCOMES

	SA %	A %	NS %	D %	SD %
1. The teacher specialist program has improved student achievement in my classroom.	18	38	20	16	8
2. Because of the efforts of the teacher specialist(s), I am better able to incorporate the state curriculum standards in my lesson plans.	30	40	12	12	7
3. The teacher specialist program has caused me to set higher expectations for the students I teach.	25	36	6	2	8
4. The teacher specialist program has contributed greatly to the effectiveness of the instructional program at this school.	23	42	16	13	7
5. I use instructional strategies in my classroom that I learned from the teacher specialist.	31	47	4	14	5
6. I am a more effective teacher as a result of what I have learned from the teacher specialist(s).	26	35	10	20	8
7. I go to the teacher specialist(s) to get advice on problems that I have in the classroom.	28	39	4	20	9
8. As a result of the implementation of the teacher specialist program, most teachers at this school are following best teaching practices.	16	33	34	12	6
9. The teacher specialist program has helped the school identify instructional areas that need addressing.	25	50	14	7	5
10. The teacher specialist(s) has helped us develop curriculum materials that have improved instruction.	25	49	11	10	4
11. The teacher specialist(s) has helped us use assessment data to improve instruction.	29	45	10	12	4
12. The teacher specialist(s) has helped us develop grants to improve instruction.	11	24	34	23	
13. The teacher specialist(s) has helped us develop additional programs (for example, after-school programs) to improve instruction.	10	24	32	23	12
14. I have sought out the teacher specialist(s) on my own to ask advice about instruction in my classroom.	30	47	3	14	6
15. As a result of the implementation of the teacher specialist program, teachers at this school share a focus on improving student learning.	19	45	19	10	7
16. The teacher specialist program should continue to be funded.	34	28	12	10	
17. I have worked with other teachers at my grade level or subject area more frequently since the teacher specialist(s) arrived.	19	38	10	24	8
18. We have more productive teacher meetings since the teacher specialist(s) arrived.	14	31	20	24	11

Comments about OUTCOMES:

PLEASE CONTINUE ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 5: TASK FREQUENCY

You may have worked with the teacher specialist(s) on one or more of the following activities this year. Please enter in the **Frequency** column the number of the one choice that best describes how often you have **individually** worked with a teacher specialist(s) on the activity **this year.**

0 for Never
1 for Seldom (once or twice a year)
2 for Sometimes (several times a semester)
3 for Often (several times a month or every week)
4 for Very Often (several times a week or daily)

TASK		0 %	1 %	2 %	3 %	4 %
1.	Reviewing lesson plans	10	9	15	41	26
2.	Developing student assessments	17	11	30	30	12
3.	Developing pacing guides	18	17	27	24	14
4.	Aligning and/or revising curricula	15	15	28	23	18
5.	Team teaching	30	17	17	21	16
6.	Tutoring individual students	25	13	19	24	19
7.	Demonstrating lessons	7	17	27	23	26
8.	Learning about best practices	15	14	21	29	21
9.	Analyzing student assessment data	12	16	32	28	12
10.	Receiving feedback about my teaching	10	9	22	32	27
11.	Identifying instructional areas that need improvement.	11	12	24	34	19
12.	Reviewing state curriculum standards	10	11	21	34	23
13.	Assessing the needs of individual students	18	12	24	29	17
14.	Implementing specific instructional models	15	13	24	34	14
15.	Classroom management techniques	29	14	28	20	9
16.	Tutoring small groups of students (2-10)	22	14	24	22	18
17.	Arranging instructional time to allow for a greater variety of activities	23	12	25	28	12

1. Other (specify):_____
   Missing

2. Other (specify):_____
   Missing

3. Other (specify):_____
   Missing

4. How often has the teacher specialist(s) conducted professional development activities for your faculty either by grade level or across grade levels?

(Circle one.)	Daily	Weekly	Monthly	Quarterly	Never
2%	18%	30%	38%	11%	

Comments about TASKS:

PLEASE CONTINUES ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 6: OTHER ITEMS

1. Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be? (Circle one.) A B C D F

Why did you assign the grade you did?

2. What aspect of the work of the teacher specialist(s) has been most valuable to you?

3. Describe one characteristic of the teacher specialists' **role** that you would most like to see changed.

4. What changes have occurred in your school as a result of the teacher specialist program?

PLEASE CONTINUE ON THE NEXT PAGE

Section 7: RESPONDENT DATA

1. Is a teacher specialist assigned to your grade level or subject area? (Circle one.) Yes No Not Sure
2. Which of the following best describes your level of education? (Circle one.)

   Bachelor's Bachelor's + 18 hours Master's Master's +30 Doctorate

© 2002
SC Educational Policy Center at USC

Other (specify):_____

3. What was your undergraduate major? _____
4. How long have you taught? (Include this year.) _____ years
5. How long have you taught at this school? (Include this year.) _____ years
6. In what areas are you certified to teach? _____ _____ _____
7. What subject areas do you teach?_____ _____ _____
8. At which grade level(s) do you teach? _____
9. What type of teaching contract do you have? (Circle one.)

   Induction Provisional Annual 1 or 2 Continuing Other (specify):_____
10. What type of teaching certificate do you have? (Circle one.)

    Initial Professional Temporary Critical Need/PACE Special Subject Transitional

    Other (specify):_____
11. Do you have National Board Certification? (Circle one.) Yes No

    If yes, in what area(s) are you nationally certified?

    _____
12. How much training/orientation did you receive about the teacher specialist program prior to the first day of school this year? (Circle one.) None Less than an hour 1-2 hours 3-7 hours More than a day
13. Do you plan to teach at this school next year? Yes No If no, why?

    _____

    _____
14. Are you a retiree? (Circle one.) Yes No

    If yes, from what district and state did you retire? _____ state _____district
15. Are you a substitute teacher? (Circle one.) Yes No

    If yes, how long have you been substituting in this school without a break in service?

    _____
16. Are you an itinerant teacher? (Circle one.) Yes No

    If yes, approximately what percentage of your time do you spend at this school? _____%
17. Are you currently teaching with a waiver from the SC Department of Education? (Circle one.)

    Yes No

© 2002
SC Educational Policy Center at USC

If yes, what is the reason for the waiver?

_____

18. Are you currently teaching with an out-of-field permit? (Circle one.) Yes No

THANK YOU FOR YOUR ASSISTANCE IN THIS IMPORTANT RESEARCH EFFORT

If you have questions or concerns, please call the Educational Policy Center at U.S.C.-Columbia

Evaluation of the Teacher Specialist Program
June 2002

Teacher Questionnaire Extended Response Analysis

6.1a. Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be?

	%
A	43
2=B	28
3=C	13
4=D	10
5=F	6

6.1b. Why did you assign the grade you did?	**%**
Program or individual TSOS very effective/good/great/excellent, outstanding etc.	23
Program could be better/needs some improvement	8
Program not effective/waste of money/hasn't changed anything	4
Program improved instruction, teacher skills, curriculum, use of standards, lesson plans, etc.	6
Program improved student achievement, test scores, behavior, morale, or student understanding of instruction.	4
TSOS were kind, encouraging, helpful, supportive, guiding, non-threatening, sensitive, or available to teachers.	26
TSOS were professional, knowledgeable, very informative. They had great ideas, strategies, materials, etc.	14
TSOS were not available/rarely in class/not at school much/performing tasks for the principal or district/playing favorites	17
Program created problems or TSOS were tactless, intimidating, argumentative, or had an attitude of superiority	4
Other	20

6.2. What aspect of the work of the teacher specialist(s) has been most valuable to you?	**%**
Demonstration lessons, modeling, helping with lessons, observing lessons.	30
Sharing of best practices, new strategies or activities, research, different ideas or methods.	17
Assistance with planning, development of lesson plans or pacing guides, aligning lesson plans	12
Alignment of curriculum/instruction to standards/helping with understanding of the standards	12
Provision of new resources, materials, books, manipulatives, supplies.	21
Receiving constructive criticism/feedback on instruction	9
Working with student assessment data, assessing students, or helping to assess students	7
Sharing/receiving support, help, advice, encouragement, guidance. Talking about problems.	10
Work with students (individually or in small group)	2
None/nothing	8
Other	9

© 2002
SC Educational Policy Center at USC

6.3. Describe one characteristic of the teacher specialists' role that you would most like to see changed.

	%
None/roles just fine/don't change	27
Be less negative, judgmental, or demanding. Don't try to take over or have an attitude of superiority.	8
Be more available or accessible. Spend more time in the classroom providing instruction. TSOS away from school too much or in too many meetings. Help all teachers fairly/equally.	30
Should be more positive, supportive, helpful, collaborative, respectful, etc.	4
Should expand role, be able to go on field trips, be in the classroom when teacher absent, provide direct instruction to individual students or groups of students, evaluate teachers.	11
All characteristics need to be changed/TSOS not needed/cancel program	2
TSOS should be accountable/need personnel evaluation of TSOS	2
Other	25

6.4. What changes have occurred in your school as a result of the teacher specialist program?

	%
Improved instruction, teacher skills, or more effective teachers . Teachers using best practices, pacing guides, same curriculum, etc.	20
More resources, materials, books, programs, technology.	13
Teachers working more closely together, more teamwork, more collaboration, more team planning or grade level planning.	15
Teachers are teaching the standards, understand the standards, more focus on the standards	5
Improved student learning, achievement, test scores, engagement, morale, etc.	18
Increased teacher confidence, motivation, pride, positive attitude, morale, etc.	5
Better school organization, scheduling, physical environment, organization of labs and media centers.	3
Created communication problems. Teachers are hostile, frustrated, have low morale; discord among teachers or loss of team spirit.	6
Improved school climate, focus on achievement, openness to new ideas.	4
Not sure/don't know/haven't been at the school very long.	9
None/don't need TSOS	15
Other	23

Teacher Questionnaire Respondent Data

7.1. Is a teacher specialist assigned to your grade level or subject area?

No	8%
Yes	90%
Not sure	2%

7.2. Which of the following best describes your level of education?

B.A.	27%
B.A. + 18 hours	31%
M.A.	24%
M.A. + 30	17%
Doctorate	1%
Other	0%

7.3. What was your undergraduate major?

Elementary education	47%
Early childhood	15%
English	9%
Math	6%
Social sciences	9%
Natural sciences	6%
Exceptional	0%
Foreign language	0.43%
Other	8%

© 2002
SC Educational Policy Center at USC

7.4. How long have you taught?
12.6 years (mean)

7.5. How long have you taught at this school?
6.4 years (mean)

7.6. In what areas are you certified to teach?

Administrator	1%
Elementary education	55%
Early childhood	20%
English (middle and high school)	10%
Math (middle and high school)	9%
Social sciences	10%
Natural sciences	10%
Exceptional	5%
Foreign language	1%
Middle school	3%
Other	7%

7.7 What subject areas do you teach?

All (for elementary teachers)	48%
Elementary education	0.42%
Early childhood	0.42%
English (middle and high school)	21%
Math (middle and high school)	20%
Social sciences	13%
Natural sciences	10%
Exceptional	0.42%
Foreign language	0%
Other	1%

7.8. At which grade level(s) do you teach?

K-2	24%
3-6 (elementary)	34%
middle school	28%
high school	14%
other	1%

7.9. What type of teaching contract do you have?

Induction	11%
Provisional	5%
Annual 1 or 2	10%
Continuing	70%
Other	3%

7.10. What type of teaching certificate do you have?

Initial	8%
Professional	77%
Temporary	1%
Critical need/Pace	13%
Special subject	0%
Transitional	0.41%
Other	0%

7.11. Do you have National Board certification?

Have applied	2%
Yes	2%
No	96%

© 2002
SC Educational Policy Center at USC

7.12. How much training/orientation did you receive about the teacher specialist program prior to the first day of school this year?

None	66%
Less than an hour	12%
1-2 hours	15%
3-7 hours	3%
More than a day	5%
Other	0%

7.13. Do you plan to teach at this school next year?

Not sure yet	3%
Yes	82%
No	15%

7.14. Are you a retiree?

Yes, no other information	2%
Yes, retired from another state	1%
Yes, retired from SC (specific location not specified)	0%
Yes, retired from another SC district	3%
Yes, retired from the same district where currently teaching	2%
No	92%

7.15a. Are you a substitute teacher?

Yes	0.4%
No	99.6%

7.15b. If yes, approximately how long have you been substituting in this school without a break in service?

36 weeks (One teacher)

7.16a. Are you an itinerant teacher?

Yes	1%
No	99%

7.16b. If yes, approximately what percentage of your time do you spend at this school?

60% of time (mean)

7.17. Are you currently teaching with a waiver from the SC Department of Education?

Yes	1%
No	99%

7.18. Are you currently teaching with an out-of-field permit?

Yes	0.4%
No	99.6%

© 2002
SC Educational Policy Center at USC

TEACHER SPECIALIST PROGRAM EVALUATION QUESTIONNAIRE
FOR PRINCIPALS

The South Carolina Educational Policy Center at USC-Columbia is conducting a study of the teacher specialist program. Your participation in this study is completely voluntary. This questionnaire is designed to get your views about the assistance efforts provided to your school by teacher specialists during the current school year. Data from your school will be combined with that from other schools across the state receiving similar assistance. Individual schools and school districts will not be identified. Your candid responses are very important in helping identify key program issues. When you have completed the questionnaire, please place it in the questionnaire envelope at the front of the room. Please do not fold the questionnaire. The last person completing her/his questionnaire will seal the envelope. It will not be opened at this school. Thank you very much for helping us gather information for this important study.

For sections 1-3, indicate your degree of agreement with the item by **circling** the option that best describes your response:

SA = Strongly Agree A = Agree NS = Not Sure D= Disagree SD = Strongly Disagree

Remember that the items pertain to **your school this year**. At the end of each section is an area for any comments that you might have regarding the particular topic.

Section 1: IMPLEMENTATION

	SA %	A %	NS %	D %	SD %
1. I understand the mission of the teacher specialist program.	65	35	0	0	0
2. The teacher specialist program implementation has gone smoothly this year.	44	50	0	0	6
3. The climate for implementation of the teacher specialist program is positive.	47	47	0	0	6
4. Teachers, administrators, and the teacher specialist(s) are working well together to implement the teacher specialist program.	35	53	0	0	12
5. The roles and responsibilities of the teacher specialist(s) are well understood by the faculty.	29	47	6	6	12
6. The teacher specialist(s) has been involved in identifying instructional areas that need improvement.	35	59	0	0	6
7. The teacher specialist(s) makes an effort to obtain knowledge of school improvement initiatives already underway in our school.	65	24	0	6	6
8. The teacher specialist(s) helps us get the instructional materials and supplies that we need.	59	24	6	6	6
9. You can count on the teacher specialist(s) to be at school, on the job, helping the school improve.	41	47	0	6	6
10. The teacher specialist(s) demonstrates excellent classroom management techniques.	53	35	0	0	12
11. The teacher specialist(s) promptly responds to requests for assistance.	47	29	6	12	6
12. The teacher specialist has helped the faculty to develop additional programs (for example, after-school programs) to improve instruction.	24	47	0	23	6
13. I understand the roles and responsibilities of the teacher specialist(s).	65	24	0	0	12
14. The teacher specialist(s) provides professional development aligned with identified instructional needs.	24	65	0	6	6
15. The teacher specialist(s) demonstrates an excellent knowledge of the state curriculum standards.	59	35	0	0	6

© 2002
SC Educational Policy Center at USC

16. The teacher specialist(s) has the content knowledge necessary to help other teachers.	59	35	0	0	6
17. The teacher specialist(s) models instruction well.	65	18	12	0	6

PLEASE CONTINUE WITH IMPLEMENTATION ON THE NEXT PAGE

Comments about IMPLEMENTATION:

Section 2: CLIMATE

	SA %	A %	NS %	D %	SD %
1. The teacher specialist(s) demonstrates respect for the students at this school.	65	29	0	0	6
2. I can trust the teacher specialist(s).	41	35	12	0	12
3. I support the teacher specialist program.	71	24	6	0	0
4. The teacher specialist(s) has the respect of the faculty.	41	41	0	12	6
5. The teacher specialist(s) treats me with respect.	59	35	0	0	6
6. I enjoy working with the teacher specialist(s).	53	35	6	0	6
7. The teacher specialist program has resulted in improved morale at this school.	31	19	31	13	6
8. I have a sense of "ownership" in the teacher specialist program.	31	25	25	6	13
9. I respect the teacher specialist(s).	50	50	0	0	0
10. The teacher specialist(s) shows respect to the faculty.	41	41	0	0	18
11. The teacher specialist(s) shows respect to the school administrators.	47	41	6	0	6
12. There is a mutual trust between the faculty and the teacher specialist(s)	25	56	0	19	0

Comments about CLIMATE:

© 2002
SC Educational Policy Center at USC

Section 3: OUTCOMES

	SA %	A %	NS %	D %	SD %
1. The teacher specialist program has improved student achievement at this school.	18	59	12	6	6
2. Because of the efforts of the teacher specialist(s), teachers are better able to incorporate the state curriculum standards in their lesson plans.	41	47	6	0	6
3. The teacher specialist program has caused teachers to set higher expectations or the students they teach.	18	59	18	0	6
4. The teacher specialist program has contributed greatly to the effectiveness of the instructional program at this school.	29	59	6	0	6
5. Teachers use instructional strategies at this school that they learned from the teacher specialist.	35	53	0	6	6
6. The teachers at this school are more effective as a result of what they have learned from the teacher specialist(s).	24	65	0	6	6
7. As a result of the implementation of the teacher specialist program, most teachers at this school are following best teaching practices.	6	76	0	12	

© 2002
SC Educational Policy Center at USC

8. The teacher specialist program has helped the school identify instructional areas that need addressing.	29	59	6	0	6
9. The teacher specialist(s) has helped us develop curriculum materials that have improved instruction.	12	76	0	6	6
10. The teacher specialist(s) has helped us use assessment data to improve instruction.	29	65	0	0	6
11. The teacher specialist(s) has helped us develop grants to improve instruction.	19	25	6	31	19
12. The teacher specialist(s) has helped us develop additional programs (for example, after-school programs) to improve instruction.	6	47	6	29	12
13. As a result of the implementation of the teacher specialist program, teachers at this school share a focus on improving student learning.	12	71	12	0	6
14. The teacher specialist program should continue to be funded.	44	25	19	6	6
15. Teachers at grade level and/or subject area work together more frequently since the teacher specialist(s) arrived.	35	47	6	6	6
16. We have more productive teacher meetings since the teacher specialist(s) arrived	12	53	18	6	12
17. I have sought out the teacher specialist(s) on my own to ask advice about instruction.	41	53	0	0	6

Comments about OUTCOMES:

PLEASE CONTINUE ON THE NEXT PAGE

Section 4: TASK FREQUENCY

Below are roles and activities in which the teacher specialist(s) may have been engaged **this year**. Please indicate how often you have observed the teacher specialist engaged in the activity **this year** by entering your response in the **Frequency** column.

0 for Never
1 for Seldom (once or twice a year)
2 for Sometimes (several times a semester)
3 for Often (several times a month or every week)
4 for Very Often (several times a week or daily)

TASK	0 %	1 %	2 %	3 %	4 %	Col %
1. Reviewing lesson plans	6	0	6	47	41	55
2. Developing student assessments	6	6	38	25	25	91
3. Developing pacing guides	13	13	13	38	25	73
4. Aligning and/or revising curricula	2	6	18	35	29	73
5. Team teaching	6	6	18	35	35	18
6. Tutoring individual students	6	6	24	41	24	18
7. Demonstrating lessons	0	6	12	24	59	55
8. Teaching/demonstrating best practices	0	6	12	29	53	45
9. Analyzing student assessment data	6	6	18	24	47	73
10. Identifying instructional areas in the school program that need improvement	6	6	18	41	29	82
11. Providing teachers with feedback regarding their teaching skills	0	6	18	41	35	55
12. Reviewing with teachers/administrators the state curriculum standards	6	0	18	35	41	45
13. Assessing the needs of individual students	6	18	18	47	12	27
14. Implementing specific instructional models	6	6	29	41	18	45
15. Arranging instructional time to allow for a greater variety of activities	8	0	29	29	24	27

© 2002
SC Educational Policy Center at USC

16. Conducting professional development aligned with identified needs	12	12	24	41	12	82
17. Demonstrating classroom management techniques	12	12	18	41	18	45
18. Responding to teacher requests for assistance	6	0	12	35	47	45
19. Developing grants designed to improve instruction	25	44	13	9	0	45
20. Tutoring small groups of students (2-10)	6	12	41	29	12	36
21. Talking with the teacher specialist(s) about instructional issues	6	6	6	24	59	45
22. Other (specify):_____	0	0	0	0	100	9
23. Other (specify):_____	0	0	0	0	100	9
24. Other (specify):_____	Missing					

25. Of the tasks above, on which have you collaborated with the teacher specialist(s)? (Enter all task numbers that apply.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

26. On average, I meet with the teacher specialist(s) 3.93 times a month.

Comments about TASK FREQUENCY:

_____

_____

PLEASE CONTINUE ON THE NEXT PAGE

Section 5: OTHER ITEMS

1. Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be? (Circle one.) A B C D F

Why did you assign the grade you did?

_____

_____

_____

_____

2. What aspect of the teacher specialist's work has been most rewarding to you?

_____

_____

_____

_____

© 2002
SC Educational Policy Center at USC

3. Describe one characteristic of the teacher specialists' **role** that you would most like to see changed.

4. What changes have occurred in your school as a result of the teacher specialist program?

5. If the decision were left to you, would you choose to have the Teacher Specialist Program operating in your school next year? (Circle one.) Yes No

Why or why not?

PLEASE CONTINUE ON THE NEXT PAGE

Section 6: PRINCIPAL RESPONDENT DATA

1. Which of the following best describes your level of education? (Circle one.)

Bachelor of Arts (BA) (0) BA + 18 hours (0) Master's (2) Master's +30 (11)

Doctorate (2)

Other (2)

2. How long have you been a principal? (Include this year.) _____ years

Number of years experience

As a principal	
1	5
2	2
8	3
13	1
14	*1*
17	*1*
20	2
21	*1*
23	*1*

© 2002
SC Educational Policy Center at USC

3. How long have you been a principal at this school? (Include this year.) _____ years

Number of years experience

At this school	
1	8
2	4
5	1
6	2
7	*1*
1 Missing	

4. How much training/orientation did you receive this year about the teacher specialist program prior to the first day of school? (Circle one.) None (9) Less than an hour (2) 1-2 hours (1) 3-7 hours (4) More than a day (0) Missing (1)

5. Do you plan to be a principal at this school next year? Yes (14) No (1) Missing (2)

6. Are you a retiree? (Circle one.) Yes (5) No (11) Missing (1)

7. On average, how many days a month do the teacher specialist(s) spend away from the school? (Mean = 3.97) days

THANK YOU FOR YOUR ASSISTANCE IN THIS IMPORTANT RESEARCH EFFORT

If you have questions or concerns, please call the Educational Policy Center at U.S.C.-Columbia

(803) 777-8244

© 2002
SC Educational Policy Center at USC

TEACHER SPECIALIST PROGRAM EVALUATION QUESTIONNAIRE
FOR TEACHER SPECIALISTS

The South Carolina Educational Policy Center at USC-Columbia is conducting a study of the teacher specialist program. Your participation in this study is completely voluntary. This questionnaire is designed to get your views about the assistance efforts provided to this school by you and the other teacher specialists during the current school year. Data from your school will be combined with that from other schools across the state receiving similar assistance. Individual schools and school districts will not be identified. Your candid responses are very important in helping identify key program issues. When you have completed the questionnaire, please place it in the questionnaire envelope at the front of the room. Please do not fold the questionnaire. The last person completing her/his questionnaire will seal the envelope. It will not be opened at this school. Thank you very much for helping us gather information for this important study.

For sections 1-3, indicate your degree of agreement with the item by **circling** the response option that best describes your response:

SA = Strongly Agree A = Agree NS = Not Sure D= Disagree SD = Strongly Disagree

Remember that the items pertain to **your school this year**. At the end of each section is an area for any comments that you might have regarding the particular topic.

Section 1: IMPLEMENTATION

	SA %	A %	NS %	D %	SD %
1. I understand the mission of the teacher specialist program.	87	13	0	0	0
2. The teacher specialist program implementation has gone smoothly this year.	48	35	6	7	4
3. The climate for implementation of the teacher specialist program is positive.	44	39	6	9	2
4. Teachers, administrators, and the teacher specialist(s) are working well together to implement the teacher specialist program.	43	44	0	11	2
5. My roles and responsibilities are well understood by the faculty.	32	49	6	11	2
6. I have been involved with the external review process at this school.	28	40	2	26	4
7. I have been involved in the development of the school's improvement plan	27	43	0	22	8
8. I have helped the school faculty to get needed instructional materials and supplies.	69	28	0	4	0
9. I was well prepared for my roles and responsibilities as a teacher specialist.	60	29	4	8	0
10. I have helped the faculty develop additional programs (for example, after-school programs) to improve instruction.	35	37	4	20	4
11. I have a clear understanding of my roles and responsibilities.	74	24	2	0	0
12. I am familiar with the school improvement initiatives underway at this school.	50	28	11	11	0

Comments about IMPLEMENTATION:

_____

_____

© 2002
SC Educational Policy Center at USC

Section 2: CLIMATE

	SA %	A %	NS %	D %	SD %
1. The students at this school respect me.	59	37	2	2	0
2. I have the respect of the faculty.	48	44	7	0	0
3. The administration at this school supports the teacher specialist program.	55	23	6	4	13

PLEASE CONTINUE WITH CLIMATE ON THE NEXT PAGE

	SA %	A %	NS %	D %	SD %
1. The school faculty trusts me.	44	43	9	4	0
2. I believe that I have the respect of the principal.	50	33	6	7	4
3. The teachers that I work with have come to me with personal problems.	37	48	4	11	0
4. I enjoy working with the teachers at this school.	63	37	0	0	0
5. I believe that I have the respect of the principal.	48	37	4	4	7
6. The teacher specialist program has resulted in improved morale at this school.	35	41	20	4	0
7. I have had an opportunity to encourage a teacher(s) when she/he felt overwhelmed.	76	24	0	0	0
8. I show respect to the faculty.	81	19	0	0	0
9. I have enough time to work with the teachers here.	33	48	2	17	0
10. I show respect to the school administrators.	74	26	0	0	0
11. There is a mutual trust between the faculty and the teacher specialist(s).	43	40	13	4	0

Comments about CLIMATE:

_____

_____

Section 3: OUTCOMES

	SA %	A %	NS %	D %	SD %
1. The teacher specialist program has improved student achievement in this school.	61	31	6	2	0
2. Because of the efforts of the teacher specialist(s), teachers are better able to incorporate the state curriculum standards in lesson plans.	70	28	2	0	0
3. The teacher specialist program has caused teachers to set higher expectations for the students they teach.	59	37	2	2	0
4. The teacher specialist program has contributed greatly to the effectiveness of the instructional program at this school.	59	35	6	0	0
5. Teachers at this school use instructional strategies that they learned from the teacher specialist(s).	43	57	0	0	0
6. Teachers come to me to get advice on problems that they have in the classroom.	52	44	0	4	0
7. As a result of the implementation of the teacher specialist program, most teachers at this school are following best teaching practices.	24	39	17	19	2
8. The teacher specialist program has helped the school identify instructional areas that need addressing.	60	32	6	2	0
9. The teacher specialist program has helped the faculty develop curriculum materials that have improved instruction.	54	41	4	2	0
10. As a result of the implementation of the teacher specialist program, teachers at this school share a focus on improving student learning.	33	48	15	4	0
11. The teacher specialist program should continue to be funded.	91	7	2	0	0

© 2002
SC Educational Policy Center at USC

Comments about OUTCOMES:

_____

_____

PLEASE CONTINUE ON THE NEXT PAGE

Section 4: TASK FREQUENCY

Below are roles and activities in which you may have been engaged as a teacher specialist **this year**. Please indicate how often you have engaged in the activity **this year** by entering in the **Frequency** column how often you work with teachers on the specific activity:

0 for Never
1 for Seldom (once or twice a year)
2 for Sometimes (several times a semester)
3 for Often (several times a month or every week)
4 for Very Often (several times a week or daily)

TASK	0 %	1 %	2 %	3 %	4 %
1. Reviewing lesson plans	2	8	13	47	30
2. Developing student assessments	0	4	23	55	19
3. Developing pacing guides	9	30	28	11	21
4. Aligning and/or revising curricula	0	19	21	30	30
5. Team teaching	0	4	9	38	49
6. Tutoring individual students	0	2	25	32	42
7. Demonstrating lessons	0	0	4	40	57
8. Teaching/demonstrating best practices	0	0	2	30	68
9. Analyzing student assessment data	2	2	32	42	23
10. Identifying instructional areas in the school program that need improvement	0	4	25	43	28
11. Providing teachers with feedback about their teaching skills	0	0	6	49	45
12. Reviewing with teachers/administrators the state curriculum standards	0	2	21	36	42
13. Assessing the needs of individual students	0	6	32	38	25
14. Implementing specific instructional models	2	2	17	40	40
15. Arranging instructional time to allow for a greater variety of activities	4	2	26	34	34
16. Conducting professional development aligned with identified needs	6	15	49	25	6
17. Demonstrating classroom management techniques	0	2	27	37	35
18. Responding to teacher requests for assistance	0	0	4	23	74
19. Developing grants designed to improve instruction	45	38	9	2	6
20. Tutoring small groups of students (2-10)	2	0	25	29	44
21. Talking with the principal about instructional issues	4	10	12	52	23
22. Other (specify):_____	0	0	17	42	42
23. Other (specify):_____	0	0	33	33	33
24. Other (specify):_____	0	0	0	67	33

25. On average, how many hours per day do you spend providing instruction to students? _____ hours

26. On average, I meet with the school principal _____ times a month.

© 2002
SC Educational Policy Center at USC

Comments about TASK FREQUENCY:

PLEASE CONTINUE ON THE NEXT PAGE

Section 5: TASK CONFIDENCE

Below are roles and activities in which you may have been engaged as a teacher specialist **this year**. Please indicate in the **Confidence** column how confident you feel in your skills to conduct the activity:

0 for Not at all confident
1 for Slightly Confident
2 for Fairly Confident
3 for Confident
4 for Very Confident

TASK	0 %	1 %	2 %	3 %	4 %
1. Reviewing lesson plans	0	0	2	19	80
2. Developing student assessments	0	0	2	20	78
3. Developing pacing guides	0	2	7	28	63
4. Aligning and/or revising curricula	0	0	2	26	72
5. Team teaching	0	0	0	9	91
6. Tutoring individual students	0	0	0	6	94
7. Demonstrating lessons	0	0	0	4	96
8. Teaching/demonstrating best practices	0	0	0	9	91
9. Analyzing student assessment data	0	0	7	28	65
10. Identifying instructional areas in the school program that need improvement	0	2	6	15	78
11. Providing teachers with feedback about their teaching skills	0	0	7	30	63
12. Reviewing with teachers/administrators the state curriculum standards	0	0	0	17	83
13. Assessing the needs of individual students	0	0	2	21	77
14. Implementing specific instructional models	0	4	0	23	74
15. Arranging instructional time to allow for a greater variety of activities	2	2	2	26	69
16. Conducting professional development aligned with identified needs	2	0	6	24	67
17. Demonstrating classroom management techniques	0	0	2	20	78
18. Responding to teacher requests for assistance	0	0	0	9	91
19. Developing grants designed to improve instruction	15	11	26	30	19
20. Tutoring small groups of students (2-10)	0	0	0	7	93
21. Talking with the principal about instructional issues	7	0	0	17	76
22. Other (specify):_____	0	0	0	0	100
23. Other (specify):_____	Missing				
24. Other (specify):_____	Missing				

Comments about TASK CONFIDENCE:

PLEASE CONTINUE ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 6: CHALLENGE

Which three activities listed in items 1-25 in Section 5 above do you feel present the greatest challenge for you to accomplish?

1. _____ (name of activity)

Why?

_____

_____

_____

_____

_____

_____

2. _____ (name of activity)

Why?

_____

_____

_____

_____

_____

_____

3. _____ (name of activity)

Why?

_____

_____

_____

_____

_____

_____

PLEASE CONTINUE ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 7: OTHER ITEMS

1. Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be? (Circle one.) A B C D F

Why did you assign the grade you did?

2. What aspect of the teacher specialist's work has been most rewarding to you?

3. Describe one characteristic of the teacher specialist's **role** that you would most like to see changed.

4. What changes have occurred in your school as a result of the teacher specialist program?

PLEASE CONTINUE ON THE NEXT PAGE

© 2002
SC Educational Policy Center at USC

Section 8: RESPONDENT DATA

15. Which of the following best describes your level of education? (Circle one.)
Bachelor's Bachelor's + 18 hours Master's Master's +30 Doctorate Other specify):_____

16. What was your undergraduate major? _____

17. How long have you taught? (Include this year.) _____ years

18. How long have you been a teacher specialist? (Include this year.) _____ years

19. How many years have you been a teacher specialist at this school? (Include this year.) _____ years

20. In what areas are you certified to teach? _____ _____
_____

21. At which grade levels/subject areas are you assigned as a teacher specialist?_____
_____ _____

22. What type of teaching contract do you have? (Circle one.)
Annual 1 or 2 Continuing Other
(specify):_____

23. What type of teaching certificate do you have? (Circle one.)
Professional Temporary Critical Need/PACE Special Subject Transitional
Other (specify):_____

24. Do you have National Board Certification? (Circle one.) Yes No
If yes, in what area(s) are you nationally certified? _____

25. How many days of training/orientation and preparation did you receive for the teacher specialist program prior to beginning work as a teacher specialist? _____

26. On average, how many days a month do you spend away from the school attending professional development activities? _____days

27. Do you plan to work in the teacher specialist program next year? Yes No If no, why?
_____

28. Do you plan to work in the teacher specialist program at this school next year? Yes No If no, why? _____

29. Are you a retiree? (Circle one.) Yes No
If yes, from what district and state did you retire? _____ state _____district

30. Are you currently teaching with an out-of-field permit? (Circle one.) Yes No

THANK YOU FOR YOUR ASSISTANCE IN THIS IMPORTANT RESEARCH EFFORT
If you have questions or concerns, please call the Educational Policy Center at U.S.C.-Columbia (803) 777-8244

© 2002
SC Educational Policy Center at USC

Evaluation of the Teacher Specialist Program
June 2002

Teacher Specialist Questionnaire Extended Response Analyses

6. Challenges	**%**
Reviewing lesson plans.	**22**
Developing student assessments.	**11**
Developing pacing guides.	**20**
Aligning and/or revising curricula.	**11**
Team teaching.	**6**
Tutoring individual students.	**0**
Demonstrating lessons.	**0**
Teaching/demonstrating best practices.	**7**
Analyzing student assessment data.	**17**
Identifying instructional areas in the school program that need improvement.	**7**
Providing teachers with feedback about their teaching skills.	**28**
Reviewing the state curriculum standards with teachers/administrators.	**6**
Assessing the needs of individual students.	**9**
Implementing specific instructional models.	**7**
Arranging instructional time to allow for a greater variety of activities.	**11**
Conducting professional development aligned with identified needs.	**15**
Demonstrating classroom management techniques.	**11**
Responding to teacher requests for assistance.	**2**
Developing grants designed to improve instruction.	**50**
Tutoring small groups of students (2-10).	**0**
Talking with the principal about instructional issues.	**26**
Other	**4**

7.1a. Overall, if you were to assign a grade to the effectiveness of the teacher specialist program at this school, what would that grade be?

	%
A	**46**
B	**38**
C	**12**
D	**0**
F	**4**

7.1b. Why did you assign the grade you did?	**%**
Program or individual TSOS very effective/good/great/excellent, outstanding etc.	**27**
Program could be better/needs some improvement.	**19**
Program not effective/waste of money/hasn't changed anything.	**0**
Program accepted by school; all worked as a team; had the support of teachers and administrators.	**25**
Program not supported by administrator; administrator interferes or intimidates.	**19**
Program not accepted by teachers; teachers resistant, uncooperative.	**8**
Program improved instruction, teacher skills, curriculum, use of standards, lesson plans, best practices, etc.	**31**
Program increased teacher confidence, professionalism, morale, joy in teaching.	**10**
Program improved student achievement, test scores, enthusiasm, behavior, morale, or student understanding of instruction.	**17**
Program improved school climate, culture, atmosphere.	**10**
Other	**36**

7.2. What aspect of the work of the teacher specialist(s) has been most valuable to you?

	%
Watching teachers learn, grow as professionals, use improved instruction and best practices.	**32**
Seeing increased teacher confidence in teaching; teachers feeling good about their teaching.	**25**
Having the opportunity to work, help teachers and students.	**19**
Forming close relationships with teachers, staff, and students; gaining trust.	**15**
Increased student learning, growth, success, confidence, eagerness to learn.	**26**
Personal and professional growth of specialist.	**8**
Other	**19**

7.3. Describe one characteristic of the teacher specialists' role that you would most like to see changed.

	%
Need authority, more power to make instructional changes. Need evaluative role.	**31**
Need a full complement of teacher specialists, curriculum specialist, and principal specialist/leader at each school.	**6**
Reduce or streamline required paperwork and documentation (weekly activity sheet and log overlap).	**27**
Reduce non-instructional activities (renewal plans, pacing guides, after-school functions, aligning district curriculum).	**10**
Need more training, meetings with TSOS at other schools.	**6**
Need better communication, support from SDE.	**4**
Need equalization of number of teachers per specialist; limit of teachers per specialist.	**4**
None	**16**
Other	**16**

7.4. What changes have occurred in your school as a result of the teacher specialist program?

	%
Improved instruction, teacher skills, or more effective teachers . Teachers using best practices, pacing guides, same curriculum, etc.	**36**
Teachers are teaching the standards; curriculum aligned to standards.	**28**
Increased teacher confidence in teaching, motivation, pride, enthusiasm, empowerment.	**8**
Improved student learning, achievement, test scores, engagement, morale, etc.	**28**
More hands-on and group activities; use of technology; increased reading, writing, use of literature.	**11**
New programs, materials, books, resources, pacing guides, aligned/better curriculum.	**25**
Better school organization, scheduling, physical environment, organization of labs and media centers.	**11**
Improved school climate, culture, morale, atmosphere; more team work and school pride.	**17**
Use of assessments for planning instruction; development or more effective use of assessments.	**11**
Other	**47**

Teacher Specialist Respondent Data

8.1. Which of the following best describes your level of education?

B.A.	2%
B.A. + 18 hours	4%
M.A.	10%
M.A. + 30	75%
Doctorate	8%
Other	2%

8.2. What was your undergraduate major?

Elementary education	41%
Early childhood	20%
English	10%
Math	8%
Social sciences	12%
Natural sciences	6%
Exceptional	0%
Foreign language	2%
Other	2%

8.3. How long have you taught?

20.63 years (mean)

8.4 How long have you been a teacher specialist?

2.02 years (mean)

8.5. How long have you been a teacher specialist at this school?

1.88 years (mean)

8.6. In what areas are you certified to teach?

Administrator	4%
Elementary education	57%
Early childhood	33%
English (middle and high school)	16%
Math (middle and high school)	12%
Social sciences	4%
Natural sciences	10%
Exceptional	4%
Foreign language	4%
Other	20%

8.7 At what grade levels/subject areas are you assigned as a teacher specialist?

K-2	28%
3-6 (elementary)	28%
middle school ELA	10%
middle school math	8%
middle school science	10%
high school ELA	6%
high school math	6%
high school science	4%
other	2%

8.8. What type of teaching contract do you have?

Annual 1 or 2	0%
Continuing	94%
Other	6%

8.9. What type of teaching certificate do you have?

Professional	100%
Temporary	0%
Critical needs/Pace	0%
Special subject	0%
Transitional	0%
Other	0%

8.10. Do you have National Board certification?

Yes	18%
No	82%

8.11. How much training/orientation did you receive for the teacher specialist program prior to beginning work as a teacher specialist?

8.12 days (mean)

8.12. On average, how many days a month do you spend away from the school attending professional development activities?

1.33 days (mean)

8.13. Do you plan to work in the teacher specialist program next year?

Yes	90%
No	10%

8.14. Do you plan to work in the teacher specialist program at this school next year?

Yes	31%
No	69%

8.15. Are you a retiree?

Yes, no other information	0%
Yes, retired from another state	0%
Yes, retired from SC (specific location not specified)	2%
Yes, retired from another SC district	2%
Yes, retired from the same district where currently teaching	2%
No	94%

8.16. Are you currently teaching with an out-of-field permit?

Yes	2%
No	98%

APPENDIX C

Selected Materials from Teacher Specialist and Administrator Manuals

Role and Responsibilities

The teacher specialist must adhere to the following job responsibilities:

- provide the services of a teacher specialist for the two hundred-day contract;
- teach a minimum of three hours per day on average in team teaching, tutoring, and/or demonstrating lessons;
- assist the school faculty in gaining knowledge of best practices and well- validated alternatives designed to improve instruction;
- demonstrate effective teaching and act as a coach for improving classroom practices, especially as it relates to connecting activities to the state's curriculum standards and assessment system;
- provide support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data;
- assist school teams in analyzing test data to identify patterns and instructional deficiencies;
- develop strategies for addressing instructional deficiencies, including techniques to improve classroom assessment, and to support teachers in acquiring new skills;
- serve as an instructional leader by providing information and assistance in activities relevant to improving teacher quality and curriculum;
- serve as a member of the assistance team if applicable and work collaboratively with other team members in performing job responsibilities;*
- participate in any and all training/staff development and assignments given and/or directed by the Department; and
- abide by the guidelines established by the Department for the role and responsibilities of teacher specialists.

*NOTE: Teacher specialists in schools in tiers 1 and 2 will be part of the technical assistance teams in those schools and will work with other team members in performing the duties listed in bullets 3, 5, and 8 above.

It is the role of the specialist to serve as a coach and mentor for the classroom teacher and the responsibility of the specialist to provide the support, assistance, and training to help the classroom teacher improve instructional skills. The specialist cannot serve in an administrative or evaluative role. The specialist cannot serve as the district benchmark coordinator or as chair on any district or school committee involving school improvement, the school renewal plan, or the district strategic plan.

The Teacher Specialist

Role and Responsibilities

The Coach and Mentor

The goal of all coaching and mentoring by the teacher specialists is to support teachers as they improve their instruction through deepening their content knowledge and understanding of what is effective instruction and how children learn. Through coaching and mentoring, the teacher specialists will guide teachers in sharpening their skills, honing their instructional approaches, and helping shape their attitudes toward teaching and their students.

The teacher specialists' primary role is to maximize student achievement by improving teacher effectiveness. The program places importance on providing continued support through modeling lessons, team teaching, intensive planning, direct feedback, and ongoing coaching to the classroom teacher.

The teacher specialists will…

- work cooperatively with the instructional team, staff, and school community
- meet regularly with the principal and the instructional team
- teach a minimum of three hours per day on average in team teaching, tutoring, working with groups, and/or demonstrating lessons
- plan, develop, review weekly lesson plans and provide feedback to the classroom teachers
- assist the school faculty in gaining knowledge of best practices and well-validated alternatives designed to improve instruction
- demonstrate effective teaching and act as a coach for improving classroom practices, especially as it relates to connecting activities to the state's curriculum standards and assessment system
- develop or modify a schedule that maximizes classroom instruction and planning
- conduct pre and post conferences with the classroom teacher to establish rapport, to decide on specific instructional issues to be addressed during classroom visits, to enhance instruction, and to implement best teaching practices
- provide support and training to identify needed changes in classroom instructional strategies based upon analysis of assessment data
- assist school teams in analyzing test data to identify patterns and instructional deficiencies
- develop strategies for addressing instructional deficiencies, including techniques to improve classroom assessment and to support teachers in acquiring new skills
- provide staff development on a monthly basis to improve teaching methods and instructional strategies
- assist the school as monitor for PACT, Benchmark Tests, and other standardized testing
- assist in forming a learning community within the grade level or subject area
- participate in training sessions and complete required documents as mandated by the Department

Collaboration with Principal

Teacher specialists will work **collaboratively** with the principal to provide an update on their work with the classroom teachers, identify how the principal can provide support to enhance the improvement of instruction, guide the focus of classroom visits and feedback to teachers, and provide staff development that focuses on issues related to learning.

Teacher specialists cannot be assigned administrative duties or other responsibilities outside the scope of their roles as defined above. (Section 59-18-1530 EAA 1998)

APPENDIX D

Additional Data Tables

Data Table One
Principal's Years at the School and Teachers Returning

			Principal's Years at School		Teachers Returning	
District	**School**	**Tier**	**2001**	**2002**	**2001**	**2002**
Allendale	Allendale Elementary, K-5	3	5	1	64.7	68.2
Allendale	Allendale Fairfax High, 9-12	Other	1	1	69.8	70.7
Allendale	Allendale Fairfax Middle, 7-8	1	4	1	73.6	67.5
Allendale	Fairfax Elementary, K-6	3	1	2	72.6	71.6
Anderson 5	South Fant St. Elementary, K-5	2	1	2	77.7	74.2
Bamberg 2	Denmark Olar Elementary, K-5	2	1	2	86.2	82.6
Bamberg 2	Denmark-Olar High, 9-12	Other	1	1	68.6	64.9
Bamberg 2	Denmark-Olar Middle, 7-8	2	NA	1	56.2	49.9
Beaufort	Whale Branch Elementary, K-5	2	2	1	NA	NA
Beaufort	Whale Branch Middle, 6-8	2	2	3	NA	NA
Charleston	Mary Ford Elementary, K-5	2	3	4	67	66.2
Charleston	Brentwood Middle, 6-8	2	7	1	80.4	79.6
Charleston	Edmund Burns Elementary, K-5	2	4	5	83.9	81.5
Charleston	MR Rivers Middle, 6-8	1	7	.5	80	71
Charleston	RD Schroder Middle, 6-8	2	1	2	72.7	58.2
Charleston	Sanders Clyde Elementary, K-5	1	10	11	72.3	69.9
Clarendon 1	Scotts Branch Middle, 6-7	3	4	2	91.1	84.7
Clarendon 1	Scotts Branch Elem, 4-5	2	4	5	93.9	91.5
Clarendon 1	Scotts Branch High, 8-12	Other	1	2	82.8	84.7
Clarendon 1	St. Paul Primary, K-3	Other	5	6	89.3	87.8
Darlington	Spaulding Elem, 4-6	2	1	2	87.8	85.2
Dillon 2	JV Martin, 7-9	2	2	3	79.6	80.3
Florence 4	Brockington Elementary, K-5	2	NA	1	NA	NA
Florence 4	Johnson Middle, 6-8	Other	NA	2	NA	91.2
Florence 4	Timmonsville Educ. Center, 9-12	2	0	1	NA	NA
Greenville	Hollis Elementary, K-5	2	1	2	75.8	76.8
Greenville	Monaview Elementary, K-5	2	0.5	1.5	68.6	69.8
Greenville	Parker Middle, 6-8	2	3	4	64.1	75.5
Hampton 2	Estill Elementary, K-4	2	1	2	72.2	76
Hampton 2	Estill High, 8-12	1	2	1	75.9	80.7
Hampton 2	Estill Middle, 5-7	1	2	1	68.9	76.4
Jasper	Jasper County High, 9-12	Other	1	2	78.2	73.8
Jasper	Ridgeland Elementary, K-4	Other	1	2	71.8	73.2
Jasper	Ridgeland Middle, 5-8	1	1	2	66.9	62.3
Jasper	West Hardeeville Elementary, K-3	3	NA	1	75.3	71.9
Lee	Bishopville Intermediate, 4, 5, 6	1	1	2	60.6	60.6
Lee	Bishopville Primary, K-3	Other	1	2	79.1	75.2
Lee	Fleming Intermediate, 4-6	1	1	2	58.3	60.1
Lee	Lee Central High, 9-12	Other	1	2	NA	NA
Lee	Lower Lee Elementary, K-3	2	5	7	53.7	60.3
Lee	Mt. Pleasant Middle, 7-8	1	1	1	59	50.1
Lee	West Lee Elementary, K-6	Other	4	5	79.9	76.7
Marion 7	Rains Centenary /Pleasant Grove, K-6	Other	1	2	82.2	76.2
Marion 7	Terrells Bay High, 7-12	Other	0.5	1	55.7	59.6
Marlboro	Bennettsville Middle, 6-8	2	2	1	80.2	69

			Principal's Years at School		Teachers Returning	
District	**School**	**Tier**	**2001**	**2002**	**2001**	**2002**
Orangeburg 3	Elloree Elementary, K-6	2	1	2	80.8	85
Orangeburg 3	Elloree High, 7-12	2	1	.5	74.9	67.5
Orangeburg 3	Holly Hill Middle, 6-8	2	2	3	86	84.7
Orangeburg 5	Brookdale Middle, 5-8	2	1	1.5	78.3	76.5
Orangeburg 5	Robert Howard Middle, 5-8	2	1	2	80.8	76.8
Orangeburg 5	Bowman Middle/High, 6-12	2	19	1	85.6	81.7
Richland 1	Alcorn Middle, 6-8	2	4	5	78.8	76.2
Richland 1	Forest Heights Elementary, K-5	2	newly formed	1		NA
Richland 1	Gibbes Middle, 6-8	2	5	6	81	78.8
Richland 1	Sarah Nance Elementary, K-5	2	3	1	77.6	NA
Richland 1	WA Perry Middle, 6-8	1	1	2	81.3	72.3
Spartanburg 7	Cleveland Elementary, K-6	3	10	1	81.8	82
Spartanburg 7	Myles W. Whitlock Jr. High, 7-9	2	3	1	81.5	88
Sumter 2	Mayewood Middle, 6-8	2	0	1	75.3	76.1
Williamsburg	Battery Park Elementary, K-8	2	2	3	81.8	79.1

NOTE: Johnson Middle, Forest Heights Elementary and Sarah Nance Elementary are excluded because of changes in school organization.

Data Table Two
Teacher Satisfaction with the School Environment

% Teachers Satisfied with the following:								
			Learning Environment		Social & Physical Env.		Home School Relations	
District	**School**	**Tier**	**2001**	**2002**	**2001**	**2002**	**2001**	**2002**
Allendale	Allendale Elementary, K-5	3	33.3	46.7	46.7	48.4	6.3	37.9
Allendale	Allendale Fairfax High, 9-12	Other	23.5	I/S	42.9	I/S	18	I/S
Allendale	Allendale Fairfax Middle, 7-8	1	41.7	44.8	58.3	41.4	8.3	17.9
Allendale	Fairfax Elementary, K-6	3	59.4	NR	53.1	NR	38.7	NR
Anderson 5	South Fant St. Elementary, K-5	2	55	89.7	69	96.6	6.9	34.5
Bamberg 2	Denmark Olar Elementary, K-5	2	43.2	55.6	55.3	77.8	18.4	29.4
Bamberg 2	Denmark-Olar High, 9-12	Other	41.7	NR	60	NR	20.8	NR
Bamberg 2	Denmark-Olar Middle, 7-8	2	61.5	I/S	66.2	I/S	85.9	I/S
Beaufort	Whale Branch Elementary, K-5	2	96.4	NR	96.4	NR	71.4	NR
Beaufort	Whale Branch Middle, 6-8	2	80.6	NR	90	NR	61.3	NR
Charleston	Mary Ford Elementary, K-5	2	82.4	NR	57.6	NR	11.8	NR
Charleston	Brentwood Middle, 6-8	2	25.6	NR	18.4	NR	21.1	NR
Charleston	Edmund Burns Elementary, K-5	2	61.7	NR	78.7	NR	42.6	NR
Charleston	MR Rivers Middle, 6-8	1	34.1	NR	20.9	NR	27.3	NR
Charleston	RD Schroder Middle, 6-8	2	25	NR	50	NR	28.6	NR
Charleston	Sanders Clyde Elementary, K-5	1	83.3	66.7	91.3	62.5	56.5	26.1
Clarendon 1	Scotts Branch Middle, 6-7	3	NA	84.6	NA	92.3	NA	41.7
Clarendon 1	Scotts Branch Elem, 4-5	2	72.7	-	75	-	23.8	-
Clarendon 1	Scotts Branch High, 8-12	Other	65.6	84.6	78.1	92.3	40.6	41.7
Clarendon 1	St. Paul Primary, K-3	Other	75	77.1	72.7	86.1	48.5	58.3
Darlington	Spaulding Elem, 4-6	2	72	50	79.2	78.9	25	10.5
Dillon 2	JV Martin, 7-8	2	78	66.7	82.9	75.8	42.9	19.4
Florence 4	Brockington Elementary, K-5	2	31.4	NR	45.5	NR	11.8	NR
Florence 4	Johnson Middle, 6-8	Other	66.7	97.1	94.4	100	11.1	83.3
Florence 4	Timmonsville Educ. Center, 9-12	2	72	NR	87	NR	27.3	NR
Greenville	Hollis Elementary, K-5	2	64.6	I/S	58.3	I/S	18.8	I/S
Greenville	Monaview Elementary, K-5	2	78.4	50	64.9	67.6	21.6	26.3
Greenville	Parker Middle, 6-8	2	89.7	72.2	93.3	88.9	51.7	38.9
Hampton 2	Estill Elementary, K-4	2	90.9	83.3	90.9	83.3	54.5	33.3
Hampton 2	Estill High, 8-12	1	67.6	62.5	94.1	75.8	63.6	40.6
Hampton 2	Estill Middle, 5-7	1	56.5	48.3	75	82.1	20.8	25
Jasper	Jasper County High, 9-12	Other	46.8	NR	44.7	NR	23.4	NR
Jasper	Ridgeland Elementary, K-4	Other	50	57.1	46.8	55.1	23.4	29.8
Jasper	Ridgeland Middle, 5-8	1	62.5	NR	62.5	NR	43.8	NR
Jasper	West Hardeeville Elementary, K-3	3	28.2	NR	42.1	NR	21.6	NR
Lee	Bishopville Intermediate, 4, 5, 6	1	46.4	55.6	51.7	57.1	37.9	38.5
Lee	Bishopville Primary, K-3	Other	92.3	76.2	92.3	80.5	78.9	40.5
Lee	Fleming Intermediate, 4-6	1	53.3	43.8	42.9	56.3	53.3	23.5
Lee	Lee Central High, 9-12	Other	24.4	42.9	53.3	60.5	15.6	19.5
Lee	Lower Lee Elementary, K-3	2	94.1	80	100	85.7	93.8	73.3
Lee	Mt. Pleasant Middle, 7-8	1	39.3	19	35.7	22.7	26.9	13.6
Lee	West Lee Elementary, K-6	Other	73.9	80	65.2	60	78.3	50

% Teachers Satisfied with the following:								
			Learning Environment		Social & Physical Env.		Home School Relations	
District	**School**	**Tier**	**2001**	**2002**	**2001**	**2002**	**2001**	**2002**
Marion 7	Rains Centenary /Pleasant Grove, K-6	Other	75	65.2	83.3	59.1	66.7	34.8
Marion 7	Terrells Bay High, 7-12	Other	50	60	53.3	56.3	14.3	12.5
Marlboro	Bennettsville Middle, 6-8	2	43.3	40	56.7	40	40	33.3
Orangeburg 3	Elloree Elementary, K-6	2	84.6	77.4	74.4	83.9	48.7	54.8
Orangeburg 3	Elloree High, 7-12	2	44	69	73.1	81.4	16.7	28.2
Orangeburg 3	Holly Hill Middle, 6-8	2	67.7	93.3	71	97.8	40	75
Orangeburg 5	Brookdale Middle, 5-8	2	83.3	63.2	100	57.9	52	33.3
Orangeburg 5	Robert Howard Middle, 5-8	2	48.6	33.3	54.1	43.8	18.9	0
Orangeburg 5	Bowman Middle/High, 6-12	2	50	57.7	50	57.7	40.9	30.8
Richland 1	Alcorn Middle, 6-8	2	72.1	35.8	73.2	50	24.4	9.6
Richland 1	Forest Heights Elementary, K-5	2		71.4		42.9		28.6
Richland 1	Gibbes Middle, 6-8	2	79.4	63.6	91.2	77.4	39.4	23.5
Richland 1	Sarah Nance Elementary, K-5	2	84.2	91.9	73.7	89.2	73.7	80.6
Richland 1	WA Perry Middle, 6-8	1	35.5	I/S	64.7	I/S	25	I/S
Spartanburg 7	Cleveland Elementary, K-6	3	44.7	68.4	59.6	69.2	29.8	38.5
Spartanburg 7	Myles W. Whitlock Jr. High, 7-9	2	40	69.4	68.8	74.3	6	14.3
Sumter 2	Mayewood Middle, 6-8	2	42.1	NR	42.1	NR	21.1	NR
Williamsburg	Battery Park Elementary, K-8	2	100	NR	94.4	NR	50	NR

NOTE: Johnson Middle, Forest Heights Elementary and Sarah Nance Elementary are excluded because of changes in school organization.

Data Table Three
Student Satisfaction with the School Environment
% Students Satisfied with the following:

District	School	Tier	Learning Environment 2001	Learning Environment 2002	Social & Physical Env. 2001	Social & Physical Env. 2002	Home School Relations 2001	Home School Relations 2002
Allendale	Allendale Elementary, K-5	3	40.5	NR	50.6	NR	82.3	NR
Allendale	Allendale Fairfax High, 9-12	Other	24.7	45	46.9	66.7	52.6	68.3
Allendale	Allendale Fairfax Middle, 7-8	1	46.5	57.4	68.6	61.8	78.6	82.6
Allendale	Fairfax Elementary, K-6	3	62.1	NR	69	NR	85.7	NR
Anderson 5	South Fant St. Elementary, K-5	2	86.5	80	85.5	80.4	87	85.5
Bamberg 2	Denmark Olar Elementary, K-5	2	65.6	59.3	64.1	67.2	75	76.3
Bamberg 2	Denmark-Olar High, 9-12	Other	50	NR	58.1	NR	80.6	NR
Bamberg 2	Denmark-Olar Middle, 7-8	2	61.5	60	66.2	67.7	85.9	74.6
Beaufort	Whale Branch Elementary, K-5	2	86.7	NR	91.3	NR	92.1	NR
Beaufort	Whale Branch Middle, 6-8	2	68	NR	71.9	NR	76.1	NR
Charleston	Mary Ford Elementary, K-5	2	91.4	89.7	82.8	81.8	93	90.9
Charleston	Brentwood Middle, 6-8	2	43.8	NR	39.2	NR	73	NR
Charleston	Edmund Burns Elementary, K-5	2	85.9	91.5	83.7	84	89.5	90.1
Charleston	MR Rivers Middle, 6-8	1	55.2	58.4	52.8	64.8	74	71.2
Charleston	RD Schroder Middle, 6-8	2	48.8	NR	63.9	NR	73.8	NR
Charleston	Sanders Clyde Elementary, K-5	1	79.4	81.8	90.3	81.8	87.5	93.9
Clarendon 1	Scotts Branch Middle, 6-7	3	77.3	75	74.7	76.8	87.7	86.7
Clarendon 1	Scotts Branch Elem, 4-5	2	86.9	-	84.5	-	93.8	-
Clarendon 1	Scotts Branch High, 8-12	Other	71.8	75.5	84	88.7	88.2	80.8
Clarendon 1	St. Paul Primary, K-3	Other	NA	NR	NA	NR	NA	NR
Darlington	Spaulding Elem, 4-6	2	63.9	78.4	54.2	86.5	74.7	82.7
Dillon 2	JV Martin, 7-8	2	61.5	50.9	61.2	62.8	83.1	77.5
Florence 4	Brockington Elementary, K-5	2	80	NC	89.2	NC	89.6	NC
Florence 4	Johnson Middle, 6-8	Other	79.4	86.4	76.1	87.3	84.4	89.3
Florence 4	Timmonsville Educ. Center, 9-12	2	69.1	NC	65.5	NC	79.6	NC
Greenville	Hollis Elementary, K-5	2	91.9	80.8	76.2	64.4	91.9	91.8
Greenville	Monaview Elementary, K-5	2	73.8	89.8	70.5	86.4	78.2	84.7
Greenville	Parker Middle, 6-8	2	63.7	72.1	66.7	69.8	80.4	87.2
Hampton 2	Estill Elementary, K-4	2	88.7	81.4	88.3	78.9	88.3	82.1
Hampton 2	Estill High, 8-12	1	47.7	50	63.6	53.8	52.3	76
Hampton 2	Estill Middle, 5-7	1	76.4	59.3	65.5	73.8	89	78.3
Jasper	Jasper County High, 9-12	Other	38.9	46.1	50	53.9	73.5	65.3
Jasper	Ridgeland Elementary, K-4	Other	78.6	69.8	86.7	69.1	88	74.2
Jasper	Ridgeland Middle, 5-8	1	61.7	62.7	66.7	62.1	74.3	85.3
Jasper	West Hardeeville Elementary, K-3	3	68.1	NR	69.1	NR	82.6	NR
Lee	Bishopville Intermediate, 4, 5, 6	1	76.6	70.9	62	58.2	81.5	84.1
Lee	Bishopville Primary, K-3	Other	NA	NR	NA	NR	NA	NR
Lee	Fleming Intermediate, 4-6	1	70.4	81.1	65.7	76.9	85.5	94.2
Lee	Lee Central High, 9-12	Other	43.7	57.1	51.6	65.9	61.6	75
Lee	Lower Lee Elementary, K-3	2	NA	NR	NA	NR	NA	NR
Lee	Mt. Pleasant Middle, 7-8	1	57.2	60.7	55.5	57.8	81	81.9
Lee	West Lee Elementary, K-6	Other	75	41.2	72.2	29.4	75	64.7
Marion 7	Rains Centenary /Pleasant Grove, K-6	Other	76.4	88.6	69.1	75	90.9	93
Marion 7	Terrells Bay High, 7-12	Other	66	76/68.4	63.3	79.2/55.6	87.5	91.7/84.2

			% Students Satisfied with the following:					
			Learning Environment		Social & Physical Env.		Home School Relations	
District	**School**	**Tier**	**2001**	**2002**	**2001**	**2002**	**2001**	**2002**
Marlboro	Bennettsville Middle, 6-8	2	59.6	NR	58.8	NR	80.4	NR
Orangeburg 3	Elloree Elementary, K-6	2	69.7	86	67.2	79.6	91	89.8
Orangeburg 3	Elloree High, 7-12	2	45.1	63.6/47.5	64	63.6/70	62.7	81.8/76.9
Orangeburg 3	Holly Hill Middle, 6-8	2	62.5	57.6	64	58.3	77.6	81.9
Orangeburg 5	Brookdale Middle, 5-8	2	78.3	NR	62	NR	82.6	NR
Orangeburg 5	Robert Howard Middle, 5-8	2	51.8	NR	59.8	NR	70.9	NR
Orangeburg 5	Bowman Middle/High, 6-12	2	41.5/57.7	44.8	61/57.7	46.4	80.5/57.7	85.7
Richland 1	Alcorn Middle, 6-8	2	48.9	42.8	57.1	42.5	74.6	73.3
Richland 1	Forest Heights Elementary, K-5	2		74.4		72.5		87.8
Richland 1	Gibbes Middle, 6-8	2	72.6	79.9	79	86.5	87.2	90.2
Richland 1	Sarah Nance Elementary, K-5	2	85	91.5	100	87.8	85	87.2
Richland 1	WA Perry Middle, 6-8	1	56	69.8	60.4	76.8	79.1	82.8
Spartanburg 7	Cleveland Elementary, K-6	3	77.3	71.4	73.4	70	83.3	84
Spartanburg 7	Myles W. Whitlock Jr. High, 7-9	2	53.1	NR	53.8	NR	72	NR
Sumter 2	Mayewood Middle, 6-8	2	56.9	NR	63.8	NR	82.8	NR
Williamsburg	Battery Park Elementary, K-8	2	NA	67.6	NA	58.1	NA	83.6