



**SC EDUCATION
OVERSIGHT COMMITTEE**

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**AGENDA
EIA and Improvement Mechanisms Subcommittee**

Monday, October 28, 2019
10:00 a.m.
Room 433, Blatt Building

- I. Welcome and Introductions Dr. Bob Couch
- II. Approval of Minutes of May 20, 2019..... Dr. Bob Couch
- III. Information: EIA 2018-19 Reports & 2020-21 Budget Requests

Presentations:

- SC Department of Education Emily Heatwole
Director, Communications & Governmental Affairs
- SC Council on Economic Education Jim Morris
Executive Director
- SC Coalition for Mathematics & ScienceDr. Tom Peters
Executive Director
- Office of First Steps to School Readiness Georgia Mjartan
Executive Director
- CERRAJane Turner
Executive Director

- Ellen Weaver
CHAIR
- Bob Couch
VICE CHAIR
- Terry Alexander
- April Allen
- Raye Felder
- Barbara B. Hairfield
- Greg Hembree
- Kevin L. Johnson
- John W. Matthews, Jr.
- Henry McMaster
- Brian Newsome
- Neil C. Robinson, Jr.
- Molly Spearman
- John C. Stockwell
- Patti J. Tate
- Scott Turner

IV. Adjournment

Subcommittee Members:

Dr. Bob Couch, Chair
April Allen
Sen. Kevin Johnson
Dr. Brian Newsome
Ellen Weaver

Dr. Rainey Knight
INTERIM EXECUTIVE DIRECTOR

Minutes

EIA and Improvement Mechanisms Subcommittee

May 20, 2019

1:00 p.m.

Blatt 433

EOC Members Present: Bob Couch, Chair; April Allen; Brian Newsome

EOC Staff Present: Kevin Anderson, Melanie Barton; Hope Johnson-Jones; Bunnie Ward; and Dana Yow.

The minutes of the November 26, 2018 subcommittee meeting were approved as distributed. Dr. Couch called upon Mrs. Ward to provide an overview for the annual reports on the educational performance of military-connected students and the Teacher Loan Program.

Military-Connected Students

Mrs. Ward reported military-connected students continue to outperform their state peers on standardized assessments and end-of-course exams. The high school graduation rate for military-connected students also exceeded the state on-time graduation rate by almost ten percent. Mrs. Ward also noted the state's identification of military-connected students through SCDE's PowerSchool portal has improved significantly, with 14,456 students identified as military-connected in the state. The report was approved as submitted by the Subcommittee.

Teacher Loan Program

Applications to the Teacher Loan Program remained steady in 2017-18, but the number of approved applications decreased in 2017-18. Applicants and recipients of the Teacher Loan Program continue to be predominantly white females who were Teacher Cadets and enrolled as undergraduates. The number of former Teacher Loan recipients employed in public schools increased slightly in 2017-18. As of June 30, 2018, the Student Loan Corporation reported there was approximately \$8.6 million in revolving fund account. The Student Loan Corporation reported given its current role, it does not have authority to utilize revolving funds from previous loan repayments to fund current year loans. The Teacher Loan Advisory Committee made specific recommendations regarding the maximum loan amount and other improvements to the Teacher Loan Program. Proviso 1A.82 has been included in the 2019-20 General Appropriation Bill and specifies the total annual maximum award for juniors, seniors and graduate students is \$7,500 per year and the aggregate maximum loan amount is \$27,500. The Subcommittee approved the report as submitted.

Dr. Couch asked about the role of the Commission on Higher Education in the Teacher Loan Program. Mrs. Ward described the data collection process and the Commission's oversight responsibilities.

Aid to Districts Technology

Update on Fiscal Year 2019-20 General Appropriation Bill

Mrs. Barton provided an update on the 2019-20 budget. On April 18, 2019 the Senate gave third reading to H.4000, the Fiscal Year 2019-20 General Appropriation Act. Regarding public education funding, the key components and differences between the Senate and House versions

of H.4000 are noted below. The House version refers to the version as passed by the House on March 13, 2019. The House is not expected to take up the budget again until the week of May 7.

- Both the House and Senate consolidated general fund line item appropriations for the Education Finance Act (EFA) and EFA employer contributions into a new line item, State Aid to Classrooms. To the new General Fund line item, State Aid to Classrooms, the House and Senate added \$159,248,000 to raise the starting salary on the State Minimum Teacher Salary Schedule from \$32,000 to \$35,000 and to increase salary cells beyond five years of experience by 4 percent. These funds pay for the full cost of increasing the salary schedules. The Senate added an additional \$15.0 million in recurring General Funds to the State Aid to Classrooms line item. The combined line item appropriation reflects an average per pupil of \$3,846 per pupil in the House version and \$3,889 in the Senate version. Furthermore, the funds are allocated based on the manner in which the funds were allocated in the current fiscal year;
- In addition, the House and Senate:
 - o Published in the budget the new State Minimum Teacher Salary Schedule and the percentage increases for each cell in the salary schedule. The budget projects an average teacher salary of \$52,830 in Fiscal Year 2019-20;
 - o Recommended \$20 million in lottery revenues for instructional materials;
 - o Recommended a minimum of \$19.4 million in lottery revenues for school bus lease/purchases; and
 - o Recommended \$250,000 in lottery revenues for the Reading Partners program.
- One key difference in the two versions is the allocation of non-recurring funds for school districts. The House allocated \$50 million in excess debt service for School Districts Capital Improvement monies to be used entirely for school facility upgrades per Proviso 112.1. The Senate included language in the budget (Proviso 1.88.) that mirrors the consolidation initiative of S.203 as passed by the Senate and allocates 25 percent of \$65.0 million in excess debt service for school districts to use in consolidation with the balance for school district capital improvements.

Regarding the Education Improvement Act (EIA) budget, the following chart compares the EIA budget recommendations of the Education Oversight Committee (EOC) with those of the Governor, the House and the Senate. Of note, the House and Senate did not annualize any of the appropriation for industry certifications as recommended by the EOC. However, the Senate eliminated per proviso the assessment of social studies testing in grades 4 and 7 and science in grade 8 but did not reduce the EIA line item for appropriation for assessment. The elimination of these tests will result in reduced costs of approximately \$3.0 million. These savings could be reallocated by the Department for other assessments, like the cost of industry examinations.

There being no further business, the meeting adjourned.

FYI



Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza

Twenty-first-century learning requires sophisticated forms of teaching to develop student competencies, such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development is needed to help teachers learn and refine the pedagogies required to teach these skills. However, research has noted that many professional development initiatives appear ineffective in supporting changes in teachers' practices and student learning. This leads to the question: **What are the features of effective professional development?**

The Learning Policy Institute conducted a review of 35 methodologically rigorous studies that have demonstrated a positive link among teacher professional development, teaching practices, and student outcomes. Through that review, researchers identified seven widely shared features of effective professional development. Specifically, we found that effective professional development

1. **Is content focused:** Professional development that focuses on teaching strategies associated with specific curriculum content supports teachers' learning within their classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.
2. **Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such professional development uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
3. **Supports collaboration:** High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district.
4. **Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
5. **Provides coaching and expert support:** Coaching and expert support involve the one-on-one sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
6. **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to intentionally think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
7. **Is of sustained duration:** Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Implications for Policy and Practice

Examples of professional development that have been successful at raising student achievement can help policymakers and practitioners better understand what quality teacher professional learning looks like. While effective professional development has the potential to support powerful teaching and learning, investing in the careful design and implementation of professional development models that are likely to be effective is essential. Professional development should be linked to identified teacher needs and should ensure teachers have a say in the type of learning they require to best support their students.

Policymakers can support and incentivize these types of evidence-based professional development models by providing more personalized models of professional development that move beyond teachers' "seat time" to models that promote active learning and that take place within teachers' classrooms, considering the context of one's students, classroom, and school. Additionally:

- Policymakers could **adopt standards for professional development** to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report, as well as standards for implementation.
- Policymakers and administrators could **evaluate and redesign the use of time and school schedules** to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching and observations across classrooms, and collaborative planning.
- States, districts, and schools could regularly **conduct needs assessments** using data from staff surveys to identify areas of professional learning most needed and desired by educators. Data from these sources can help ensure that professional learning is not disconnected from practice and supports the areas of knowledge and skills educators want to develop.
- State and district administrators could identify and **develop expert teachers as mentors and coaches** to support learning in their particular area(s) of expertise for other educators.
- States and districts can **integrate professional learning into Every Student Succeeds Act (ESSA) school improvement initiatives**, such as efforts to implement new learning standards, use student data to inform instruction, improve student literacy, increase student access to advanced coursework, and create a positive and inclusive learning environment.
- States and districts can **provide technology-facilitated opportunities for professional learning and coaching**, using funding available under Titles II and IV of ESSA to address the needs of rural communities and provide opportunities for intradistrict and intraschool collaboration.
- Policymakers can **provide flexible funding and continuing education units** for learning opportunities that include sustained engagement in collaboration, mentoring, and coaching, as well as institutes, workshops, and seminars.

About the Learning Policy Institute

The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, the Institute connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

Why Do Teachers Leave?

Increasing the number of teachers entering the profession is one strategy for reducing the teacher shortage, but we also need to address the persistent problem of teacher turnover. Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement.

What is contributing to the teacher exodus?



Inadequate Preparation

Beginning teachers with little or no preparation are 2½ times more likely to leave the classroom after one year compared to their well-prepared peers.

Lack Of Support For New Teachers

New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.



Challenging Working Conditions

Teachers often cite working conditions, such as the support of their principals and the opportunity to collaborate with colleagues, as the top reason for leaving.

Dissatisfaction With Compensation

Beginning teachers earn about 20% less than individuals with college degrees in other fields, a wage gap that can widen to 30% for mid-career educators.



Better Career Opportunities

More than 1 in 4 teachers who leave say they do so to pursue other career opportunities.

Personal Reasons

More than 1 in 3 teachers who leave cite personal reasons, including pregnancy and child care, as extremely or very important in their decision.





Policies to Slow the Teacher Exodus

Improve teacher preparation and reduce costs to enter the profession

1. Provide **service scholarships and loan forgiveness programs** to attract prospective teachers to the fields and locations with the greatest shortages.
2. Develop **teacher residencies**, which recruit talented candidates into high-need fields to work as paid apprentices to skilled expert teachers.
3. Create **local pipelines into the profession**, such as **high school career pathways** and other “**Grow Your Own**” **models** that recruit talented individuals from the community to a career in teaching and support them as they prepare for the profession.

Strengthen school and district hiring practices and personnel management

1. **Strengthen hiring practices** by hiring early, investing time in multi-step hiring processes, such as teaching demonstration lessons, and involving teachers and other school staff in the hiring process.
2. **Set earlier timelines for voluntary transfers or resignations and budget decisions**, so that the hiring process can begin as early as possible.
3. Build hiring pipelines, such as by **developing strong partnerships with local teacher preparation programs** to train and recruit student teachers.
4. Develop systems to **monitor and address teacher turnover**.
5. **Reduce unnecessary barriers to entry for veteran teachers moving from other states and districts** through such mechanisms as credential reciprocity agreements, cross-state teacher pension portability, and removal of limitations that prevent new hires from getting full credit for their years of experience on salary schedules.

Provide quality mentoring and induction for beginning teachers

1. Invest in high-quality mentoring and induction programs for beginning teachers using **Every Student Succeeds Act (ESSA) Title II** dollars and competitive grant funds.

Improve teachers' working conditions

1. **Invest in the development of high-quality principals** by establishing strong standards and expectations for shared decision-making and positive school climate and investing in principal preparation programs.
2. **Survey teachers** to assess the quality of the teaching and learning environment, and to guide school improvements.
3. **Incentivize professional development strategies and the redesign of schools to foster greater collaboration**.

Increase teacher compensation

1. **Increase teacher salaries** in schools and communities where salaries are not competitive or able to support a middle-class lifestyle.
2. **Use federal levers in ESSA** to provide low-income schools and districts with additional resources to attract and retain quality teachers.
3. Increase overall teacher compensation by offering **housing incentives**, such as money for rent, relocation, and down payment assistance.
4. Offer **career advancement opportunities** that provide increased compensation, responsibility, and recognition.