

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: Teacher Quality – Division of School Effectiveness

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$372,724

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

The Division of School Effectiveness is guided by numerous laws, provisos, regulations and guidelines.

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1.14, 1.21, 1.36

Regulation(s):

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:

1. Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of School Effectiveness (DSE) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Increase quality pathways into the classroom including providing support and assistance for American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA)
5. Ensure our Troops to Teachers Program is highly productive.
6. Increase the number of Highly Qualified teachers in South Carolina.
7. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
8. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program so that it provides the very best support to teachers throughout their careers.
9. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
10. Ensure the International Visiting Teachers Program is effective.
11. Refine and improve the educator evaluation system by integrating multiple measures of educator effectiveness including value-added assessments when available.
11. Continue to refine the Office of Leader Effectiveness (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Expand the program and system for addressing adult sexual misconduct in schools to include other dangers to students.
14. Create innovative strategies to entice high quality individuals into the teaching profession.
15. Provide professional development services for schools and districts at their sites to reduce costs and to grow leaders and teams.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Current Annual Objectives:

1. To complete the transition to the newly created Division of School Effectiveness ensuring that services, assistance and support is provided to all customers on time and to a high standard.
2. The DSE portion of the SCDE website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The PACE curriculum is under constant revision to ensure it is both rigorous and relevant. PACE shifted to partial "pay for services" funding due to significant budget cuts. Even with the reduction of teaching positions in SC this year, PACE teachers were in demand.
4. The first cohort of Teach for America teachers are in place and recruiting has already begun for next school year. ABCTE continues to be a viable pathway to the classroom for career-changers.
5. The Troops to Teachers program established strong relationships with military organizations across the state. The SC Troops to Teachers program is rated 10th best in the nation.
6. The DSE staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
7. The DSE continues to refined and implemented a system to oversee South Carolina Colleges of Education to ensure teacher education programs are effective. DSE is a key participant in the SC Education Deans' Alliance.
8. The ADEPT is under constant review to make it more beneficial and user friendly. SAFE-T is now being implemented in all SC districts. A complete review of SAFE-T was conducted based on the newly released InTASC standards.
9. DSE created numerous state and national collaborations and partnerships all aimed at improving educator quality.
10. Current Memoranda of Understanding with Spain, India, France, and China were enforced. The International Teacher Advisory Board reviews and recommends International Teacher provider organizations.
11. SC Teacher Advancement Program continues to be refined and expanded across SC. SCDE is in the first year of implementation of a nearly \$50 million USDoE Teacher Incentive Fund grant that will continue to expand and enhance value-added programs in SC.
12. The newly redesigned Office of leader Effectiveness expanded the number of leadership programs and the availability of these programs all while refining and improving the leadership continuum curriculum. On-line

opportunities were increased including courses, webinars, blogs, and a twitter site.

13. Teacher recognition continued to be an important function in DSE. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

14. DSE continues to spearhead a partnership with Darkness to Light to train adults in our schools in how to prevent adult sexual misconduct.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

1. Over 75,000 phone calls; approximately 60,000 e-mails; nearly 1,000 walk-ins, and over 60,000 email requests. Additionally 103,641 documents were scanned into the certification system.

2. The division's Web site (www.scteacher.org) is the primary source for obtaining personal certification information by the state's educators. The site provides over 185,000 educators, (with 90,647 actively certified of which 53,402 are employed administrators, district personnel and classroom teachers), access to certification records and other pertinent information. The site received 277,952 total hits over the past fiscal year, with an average of 790 pages viewed per day. The data base indicates that South Carolina ended the past fiscal year with a total of 46,897 educators in the classroom.

3. The Program of Alternative Certification for Educators (PACE) continued to train highly qualified career-changers to fill teaching positions in critical need geographic and critical need content areas. PACE participants continue to make up 10-12 percent of all new hires in PACE approved areas. Over 180 individuals attained employment and entered the training program provided by the State Department of Education. Currently, PACE has over 850 participants in years one, two, and three of the certification program.

4. The number of teachers participating in the ABCTE program continues to grow. Teach for America is being fully implemented in SC. Thirty-one TFA corps members are working in SC schools and expansion is planned for next year.

5. South Carolina Troops to Teachers (SC TTT) ranks tenth in the nation for teacher placements of veterans in the classroom. Since the program's inception, 423 teachers have been hired; 79 percent are males; 21 percent are females; and 52 percent are minorities. Sixty-four percent are teaching in critical subject areas and 28 percent are teaching in critical geographical areas. SC TTT made over 50 presentations to over 1500 veterans at military installations and job/education fairs. Though many may have not considered education as a second career, 365, or twenty-four percent of those getting the information, requested more information about becoming a teacher. Of those, 99 fully registered for the program, and 41 became eligible to teach through conventional and alternative certification programs.

6. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of HQ teachers in South Carolina has increased, surpassing 97.6% this year.

7. DSE participated in six NCATE/State accreditation reviews: a focused visit to Limestone College and continuing accreditation visits to USC-Columbia, Morris College, North Greenville University, USC-Upstate, and Erskine College. As a result of these visits, Limestone College is fully accredited by NCATE for the first time, and all other visits resulted in recommendations for continued unit accreditation. The office also

coordinated the review and approval of three new programs: a joint M.A.T in Middle Level Education at The Citadel and the College of Charleston, a B.A. in Early Childhood Education at Limestone College and a B.S. in Chemistry at Coker College. The office coordinated a state review of programs for Bob Jones University and Columbia International University in anticipation of their state reauthorization visits in the coming two years.

8. A total of 50,630 educators participated in ADEPT. 2,224 beginning educators participated in induction and mentoring programs, 2,023 (91%) met the requirements. Formal evaluations were conducted on 2,567 educators; 86 percent (2,218) of these educators met standards. 45,497 educators participated in Goals-Based Evaluations; 45,104 (99 percent) were successful.

9. Partnerships with national organizations include: the NCTAF, the Knowledge Works Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education and Mission: Readiness. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.

10. The International Visiting Teachers Program began in 1999 with a Memorandum of Understanding (MOU) with Spain. The program currently has MOUs with China, France, Spain and India. In 2010-11, there were 90 teachers from India and two teachers from France. Twenty districts participated in the program by accepting teachers for math, science, special education, French, and Spanish. In support of International Education Week, the DSE hosted the first International Visiting Teachers Award Program and invited participants to submit applications and evidence of promoting culture within their classrooms.

11. The goal of SC TAP is to increase student achievement through instructionally focused accountability; on-going and applied professional growth; options for teacher career advancement; and performance awards. Schools within SCTAP show clear student achievement gains. During the 2006-07 school year, 90 percent of the SCTAP schools demonstrated one or more years of growth which was followed up in 2007-08 with 83 percent of SCTAP schools obtaining one or more years' growth. The positive trend continued as the data for the 2008-2009 school year indicated that 95 percent of all TAP schools achieved a year's growth or more. The 2009 - 2010 data continued with positive growth with 81 percent meeting or exceeding a years' growth. During the 2009 -2010 school year, SCTAP awarded teachers and principals over \$2,100,000 for increasing student achievement at the classroom and school levels. In the summers of 2008 through 2011, over 200 master teachers, mentor teachers, and administrators attended the TAP Summer Institute (TSI) which provides uniquely designed professional development to continue building on the success of this system.

12. The Office of School Leadership was restructured and transitioned to the Office of Leader Effectiveness. OSE delivered 14 different leadership development programs. Four Hundred and twenty-four educational leaders

participated in residential programs. An additional 707 participated in short-term professional development initiatives. OLE also provided direct support to numerous schools and districts.

13. The statewide teacher of the year program includes participation from 86 districts. SC also continues to work with the Milken Foundation to ensure great teachers in SC are recognized.

14. Over 29,000 adults that work in our schools have received the D2L training.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

1. The Office of Certification is responsive to educators across SC. Despite personnel reductions and restructuring the average turn-around on a certification case was less than two weeks.

2. The DEQL website provides over 185,000 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.

3. Despite the reduction of over 4,000 teachers in SC. PACE has over 700 participants. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.

4. SC has more pathways to the classroom than ever before. More that 30 ABCTE teachers and more than 30 TFA teachers are leading classrooms this school-year.

5. The South Carolina Troops to Teachers program ranks tenth in the nation for teacher placements of veterans in the classroom,

6. This year 97.6% of teachers in South Carolina are highly qualified.

7. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.

8. The revised ADEPT system is being implemented statewide. ADEPT is a national model which provides the structure for teacher induction, professional growth and evaluation. ADEPT continues to be refined to include multiple measures of educator effectiveness.

9. DSE has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.

10. The South Carolina has a strong and viable International Visiting Teachers Program.

11. The South Carolina Teacher Advancement Program (SCTAP) continues to be a national model and serves as an incubator for educator evaluations and pay for performance.

11. Nearly 500 educational leaders participated in Office of Leader Effectiveness (OLE) residential programs, over 700 participated in short-

team offerings. OLE continues to have a positive impact on school leaders, teachers and students.

12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.

13. Special efforts are being made to make our schools even safer. The D2L Stewards of Children was provided to more 29,000 education employees in SC. A recent initiative is targeting this training for school bus drivers.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Varies depending on program

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Evaluations are conducted by individual program.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

<http://ed.sc.gov/agency/se/>

If no, why not?

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

DSE will continue to maximize our impact with diminishing resources. We will continue to look at ways to reduce on-site training and replace it with virtual instruction. We will shift to user pay for service when that makes sense. Several programs and services will serve fewer educators based on the reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

N/A

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.