

# Report of the Task Force on 21<sup>st</sup> Century Teaching and Learning



Presented to Dr. Jim Rex, State Superintendent of Education  
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## Executive Summary

In the 21<sup>st</sup> century, it is increasingly clear that we must become more innovative in our methods for recruiting and retaining the best and brightest individuals if we are to equip students with the sophisticated skills they need to participate in a knowledge-based society. The United States faces many challenges in terms of recruiting, selecting, and inducting qualified teachers for all of its communities. South Carolina has been a pioneer for establishing promising programs for recruiting and retaining well-prepared teachers. But, there is still work to do.

The Task Force on 21<sup>st</sup> Century Teaching and Learning focused on four areas that contribute to the development of a caring and qualified teaching workforce: (1) reinventing teacher compensation, (2) recasting the teaching profession, (3) improving teacher working conditions, and (4) improving community infrastructure and support for teachers.

Teacher compensation structures today look just as they did decades ago. In order to reinvent teacher compensation, the following areas need to be explored:

- Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and student outcomes.
- Consider other non-salary incentives to entice high quality individuals to the teaching profession.
- Reallocate state resources to increase teacher salaries.
- Review teacher salary models every three to five years and present recommendations to the legislature regularly.
- Ensure that incompetent teachers are removed from classrooms.

Recasting the teaching profession will serve as an important endeavor in creating a positive image of the education profession. The Task Force recommends the following actions be considered:

- Promote a positive image of the education profession.
- Develop less complicated pathways to certification and recertification.
- Redefine teacher education programs.
- Continue to offer comprehensive mentoring programs for new teachers.
- Develop a teacher community model.
- Explore innovative methods for inducting new teachers.
- Explore options to ensure substitute teachers are prepared to positively affect student performance.

The call to improve teacher working conditions has been an incessant cry from educators. There are eight main components that must be examined in order to adequately address teacher working conditions in South Carolina:

- Treat teachers as professionals.
- Offer more choices for teachers.
- Create a culture that embraces and assists new teachers as they enter the education profession.
- Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added<sup>1</sup> student achievement.
- Provide teachers with the resources they need to make positive gains in value-added student achievement.
- Create a statewide cadre of school leaders that treats all people with dignity and respect, understands instructional leadership and is passionate about success for all students.
- Create a fair way of funding schools to ensure that no teacher or student is disadvantaged based on his or her geographical location.
- Establish an ongoing working conditions feedback system for teachers.

More than ever, school districts are dependent on community support to attract and retain high quality teachers. In order to improve community infrastructure and support for teachers in South Carolina, the Task Force recommends the following actions be considered:

- Provide teachers with an appropriate quality of life.
- Visibly demonstrate a commitment to the teaching profession.
- Embrace new teachers as they join the teaching profession and local communities.
- Integrate the community and school culture into a seamless system of support for students, teachers, and families.
- Provide community support for “home grown” high school and college students and paraprofessionals to entice them into the teaching profession.
- Provide on-the-job support for teachers.

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<sup>1</sup> Value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.

**Recommendations**  
**From the Task Force on 21<sup>st</sup> Century Teaching and Learning to:**  
**Elevate the Teaching Profession in South Carolina**

**Recommendation 1: Reinvent Teacher Compensation**

Today's educators are under pressure to dramatically improve student learning. Empirical research indicates that high-quality teachers are the most critical factor in improving student performance. Yet, nearly half of new teachers leave the classroom during the first five years of teaching and, although the reasons are varied, insufficient compensation is often cited. It is critical that we keep experienced and successful teachers in the profession.

Because teacher pay by far represents the largest portion of school districts' operating budgets (often as much as 88 percent), it is compelling to ask if salaries can be linked to improving teacher quality, and ultimately, student performance. Other than a parent, no one has as much influence on children as an educator. Yet teacher salaries do not reflect the work they do every day to shape young minds and lives.

In addition to the traditional compensation models, a variety of federal monies, such as grants based on performance-pay, are providing insights into how districts and teachers can collaborate to implement sustainable programs designed to improve teaching and learning while providing higher compensation rates.

We cannot use yesterday's compensation system to address the need for recruiting and retaining tomorrow's classroom teachers.

**Actions to Consider**

1. Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and value-added student outcomes.
  - A. Take immediate action to refine the current salary schedule by:
    - increasing salary to national average,
    - meeting salary of neighboring states, and
    - raising salary cap beyond 22 years.
  - B. Incrementally implement a new innovative salary schedule that rewards value-added student performance more significantly than experience and credentials. The new system would be called Salary Incentives for Teacher Excellence (SITE), which would include:
    - heavy emphasis on value-added student achievement outcomes,
    - incentives for serving in hard-to-staff districts,
    - incentives for serving in critical subject areas,
    - incentives for assuming additional duties (mentoring, sponsoring activities, leading special projects or programs),
    - incentives for teaching experience (years of service), and
    - credentials (education level, National Board Certification, etc.)

The experience of The South Carolina Teacher Advancement Program (SCTAP) and other national teacher incentive models should be used to help build this new outcome-based system. Veteran teachers should be allowed to choose the current system or SITE. New teachers would be required to enter the SITE system.

2. Consider other non-salary incentives to entice high quality individuals to the teaching profession.
  - A. Explore additional options for repayment of student loans.
  - B. Explore giving teaching credit to career changers.
3. Reallocate state resources to increase teacher salaries.
4. Review the teacher salary model every three to five years and present recommendations to the legislature regularly.
5. Ensure that incompetent teachers are removed from classrooms.
  - A. Educate school leaders on correct dismissal procedures.
  - B. Explore the statute on educator employment and dismissal.

## **Recommendation 2: Recast the Teaching Profession**

Young people today have a wide variety of professions from which to choose. Many professions offer excellent compensation, freedom, and career advancement opportunities. Unfortunately, the teaching profession has suffered from the increased competition from other professions for the best and brightest graduates. In the past, many women and members of minority groups chose teaching because other career options were less inviting. Today, women and members of minority groups are sought after throughout the professional workforce. We can no longer take a passive approach to recruiting teachers. That the teaching profession is seen as an honorable, profitable and rewarding career option is essential to recruiting a talented and diverse teaching force.

Public perceptions about the teaching profession must be changed, in order for the new generations of millennials to consider teaching as their career choice. Unfortunately, teaching is not the first career option for most college students. The perception of teaching as a career must be moved from a secondary option to the first choice. We must not only address the quantity of young people choosing education as a career, but also the quality. We must shift the selection of teachers to the top quartiles of college students.

Many local districts design and support their own recruitment programs. These isolated approaches often create inequities across the state as the wealthiest districts have the resources that poor districts lack to recruit and retain a quality workforce. We need new methods to expand the pool of candidates into the teaching profession.

## **Actions to Consider**

1. Promote a positive image of the education profession.
  - A. Establish a brand for teaching in South Carolina.
  - B. Call to action ads
  - C. Implement innovative marketing strategies highlighting positive examples of teaching by using:
    - television,
    - radio,
    - movie theatre previews,
    - transportation ads,
    - billboards, and
    - the Internet.
  - D. Develop teachers as advocates.
  - E. Promote teachers' contributions to the community at large.
2. Develop less complicated pathways to certification and recertification.
3. Redefine teacher education programs.
  - A. Create a team teaching module-multigenerational.
  - B. Increase Professional Development School (PDS) collaboration.
  - C. Include collaboration between technical/community and four-year faculty members to structure a pathway to teacher education programs through a two-year system similar to the Diverse Pathways Project.
  - D. Create a campaign to entice career-changers to teach.
  - E. Ensure that teacher education programs expose students to realistic expectations of teaching culture, work load, and culturally relevant teaching.
  - F. Provide more scholarships for students who are committed to teaching.
  - G. Establish a paid residency for student teaching.
  - H. Encourage co-teaching between college faculty and classroom teachers.
  - I. Ensure that teacher education programs teach current innovative technology.
4. Continue to offer comprehensive mentoring programs for new teachers.
  - A. Support training for veteran teachers to become effective mentors to new teachers.
  - B. Provide salary supplements for mentors.
  - C. Develop careful and effective partnering of new and veteran teachers.
  - D. Explore practices such as reducing the teaching load for new teachers to allow time daily to meet with mentors for coaching.
  - E. Ensure comprehensive teacher induction programs focused on the realities of teaching and provide on-going support for developing successful motivation and discipline models.

- F. Fund comprehensive induction programs for new teachers that include networking, release time, and full-time mentor coaching for the first two years.
5. Develop a teacher community model that includes:
    - A. mentoring/coaching,
    - B. team teaching,
    - C. Professional Learning Communities,
    - D. more financial support for professional development selected by teams of educators,
    - E. more defined career ladders for teachers,
    - F. more support to teachers so that they can focus on teaching,
    - G. reduced isolation, and
    - H. shared leadership.
  6. Explore innovative methods for inducting new teachers.
    - A. Reduce non-instructional duties to allow more time to plan and reflect.
    - B. Provide financial support to furnish a classroom conducive for a learning environment.
    - C. Include extra paid days (assimilation days) at the beginning of the school year for mentoring, classroom set-up, and completing student records.
    - D. Develop a team approach.
    - E. Create a seamless transition from teacher education program to 3<sup>rd</sup> year of teaching.
  7. Explore options to ensure substitute teachers are prepared to positively affect student performance.

### **Recommendation 3: Improve Teacher Working Conditions**

Surveys have long indicated that working conditions play a major role in teachers' decisions to change schools or leave the profession. Reasons for remaining in teaching or leaving are strongly associated with such matters as how teachers view administrative support, available education resources, teacher input into decision-making, and school climate. Of the various data implications from "Listening to the Experts" (South Carolina 2004 Teacher Working Conditions Survey Report), six primary findings were included in the report.

The first finding indicated that teacher working conditions are important predictors of student achievement. The overall findings from the analysis of the impact of teacher working conditions on student achievement provided compelling evidence to support the notion that teacher working conditions are student learning conditions. Second, teacher working conditions make a difference in teacher retention. According to the survey, while teachers indicated that time and empowerment were central in their abilities to help students learn, a collegial atmosphere and being led by a principal with a

strong instructional emphasis mattered most in teachers' decisions about whether or not to stay in the school where they work. The third finding indicated that teachers' perceptions of working conditions reflect actual school conditions. Fourth, teachers' and principals' perceptions of working conditions are in synch. The fact that school leaders and teachers are in synch regarding the extent to which conditions of work are problematic makes achieving some consensus, and impetus for reforming these issues, much more likely. The fifth finding indicated that teachers, regardless of background and experience, view teacher working conditions similarly. Lastly, many aspects of teacher working conditions have "ripple effects," meaning that schools are likely to have teachers who feel generally positive or negative overall about working conditions. If satisfaction is high in one area, particularly leadership, it is likely to be high across the board.

Nationally, we lose 46 percent of our teachers by the fifth year. Our task force believes that the conditions in which teachers work can help to reduce that disturbing trend. Working conditions matter.

### **Actions to Consider**

1. Treat teachers as professionals.
  - A. Implement programs and policies that maximize the time and effort teachers have to facilitate learning.
  - B. Explore options for ensuring that lunch duties are not assigned to teachers to ensure an unencumbered lunch period.
  - C. Eliminate additional duties not related to teaching or teacher collaboration and learning.
2. Offer more choices for teachers.
  - A. Provide flexibility by exploring options for innovative uses of time and resources.
  - B. Increase school choice for students, which in turn, will increase choice for teachers.
  - C. Establish adjunct teacher positions.
  - D. Create job sharing opportunities.
  - E. Develop opportunities for teachers to team and loop.
3. Create a culture that embraces and assists new teachers as they enter the education profession.
  - A. Ensure that new teachers are not assigned the most challenging students and schedules.
  - B. Promote reduced class loads/duties for beginning teachers.
  - C. Fund, implement, and sustain strong mentoring and induction programs.
4. Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added student achievement.
  - A. Ensure more time for teachers to meet, coordinate, and share information about curriculum, effective instructional methods, and

- ideas for improving student performance.
- B. Create teams of teachers who have responsibilities with groups of students with team rewards.
  - C. Promote Professional Learning Communities by providing collaborative planning time which is protected. Also, provide professional development in establishing Professional Learning Communities for principals and teachers.
  - D. Integrate technology as appropriate into all classrooms.
  - E. Promote customized and relevant professional development (based on data) designed to meet different learning modalities.
  - F. Ensure opportunities for teacher-led professional development.
  - G. Provide state funding for full-time substitute positions that are filled by certified teachers at every school.
5. Provide teachers with the resources they need to make positive gains in value-added student achievement.
- A. Ensure that every teacher has a safe, clean, and equipped environment in which to teach (materials, technology, resources, etc.).
  - B. Provide support-tech specialists to assist teachers.
6. Create a statewide cadre of school leaders that treats all people with dignity and respect, demonstrates understanding of instructional leadership, and is passionate about success for all students.
- A. Work with colleges of education to refine and improve their Educational Leadership programs.
  - B. Encourage principals to develop leadership teams at the school level (principals, asst. principals, instructional specialists, teacher leaders) that create a vision for their schools through building community relationships.
  - C. Empower and train teachers to engage in leadership roles within schools, districts, and across the state.
7. Create a fair way of funding schools to ensure that no teacher or student is disadvantaged because of their geographic location.
8. Establish an ongoing working conditions feedback system for teachers.
- A. Provide funding for the design, dissemination and analysis of teacher working conditions surveys.
  - B. Involve stakeholders such as teachers, principals, and superintendents in the design of the survey and use of results.
  - C. Ensure that responses are anonymous.
  - D. Administer surveys and analyze data at least every three years.

## **Recommendation 4: Improve Community Infrastructure and Support for Teachers**

Like any other person deciding where to live and work, teachers weigh the community infrastructure in their decisions. Teachers want to live and work in a place where they are welcome, where there is suitable housing, where there is convenient access to medical care, child care and shopping. Many of our rural communities struggle to provide the infrastructure and support necessary to attract sufficient numbers of teachers to their schools.

It is not possible to completely revitalize all communities in South Carolina to meet every teachers' needs and desires. However, it is possible to improve how we market our communities to find creative ways to address concerns about community infrastructure and support, and to take action to show teachers that they are important and valued members of the communities they serve.

In some ways, improving the support we give teachers is the most important action we can take to recruit and retain effective teachers. These professionals knew that their compensation package would be lower than most. They knew that their days would be challenging, but they expected that they would be appreciated and valued. The actions to consider below provide some ideas and programs that will help communities embrace and support their teachers.

### **Actions to Consider**

1. Provide teachers with an appropriate quality of life.
  - A. Provide affordable housing that supports social, recreational, and personal needs.
    - Establish relationships with realtors and landlords to maintain an inventory of appropriate rental housing at reduced costs.
    - Implement projects to renovate existing housing that can be dedicated to occupancy by teachers.
    - Build new housing projects that can be dedicated to occupancy by teachers (Teacher Village).
    - Work with mortgage lenders to establish special rates and discounts for teachers.
  - B. Provide teachers with access to facilities, wellness programs, cultural events and other recreational activities at reduced costs.
  - C. Provide daycare options for teachers at reduced costs.
  - D. Develop alternative sources of support for teachers (grants, local Chamber of Commerce, businesses, churches/spiritual development opportunities, clubs, and civic groups).

2. Visibly demonstrate a commitment to the teaching profession.
  - A. Create and implement an aggressive marketing campaign highlighting the teaching profession.
  - B. Provide support for teachers to participate in renewal activities. Support the development and expansion of the Teacher Renewal Center and other activities that reinvigorate teachers.
  - C. Establish the Governor's School for Teaching to focus on nurturing the next generation of teachers and state leaders.
  - D. Create SC TeacherVillage.com, a statewide, online social network for teachers that can help replace the feeling of isolation with a feeling of connectedness.
  - E. Conduct surveys of high school/college students for an understanding of what would motivate them to enter the teaching profession and serve in rural communities.
  
3. Embrace new teachers as they join the teaching profession and local communities.
  - A. Designate a person within each school district to assist with relocation efforts, housing, and acclimation to the school and district. Establish a community welcome committee for teachers.
  - B. Provide a web-based community/district tool kit for new teacher candidates and the employers that provides for community tours and teacher discounts.
  - C. Provide new teachers with time in their schedule to reflect and grow. Assign new teachers a teaching assistant or community volunteer.
  - D. Provide moving expenses for teachers in exchange for a specified term of service.
  
4. Integrate the community and school cultures into a seamless system of support for students, teachers, and families.
  - A. Create "community schools" that incorporate community services into the school campus (medical, dental, fitness, child care, etc.).
  - B. Open schools to community activities and programs which engage stakeholders.
  - C. Create partnering programs between schools and the community so each classroom has a community sponsor/advocate.
  
5. Provide community support for "home grown" high school and college students and paraprofessionals to entice them into the teaching profession.
  - A. Expand state and district initiatives for undergraduate student loan assistance for students willing to return to their hometown and teach.
  - B. Expand current efforts to assist paraprofessionals with completion of teacher education programs by offering scholarships or tuition reimbursement to assist with student teaching.
  - C. Explore options for paraprofessionals to maintain health care benefits and salary during their student teaching experience.

- D. Implement a teaching fellows program for college students that will link them with service in specific communities upon graduation. The community would “sponsor” the teaching fellow.
6. Provide on-the-job support for teachers.
- A. Relieve teachers of administrative duties (hall duty, bus duty, cafeteria duty, etc.).
  - B. Ensure teachers have clean, safe and adequate classrooms and all necessary resources to provide high quality instruction.
  - C. Create a system that provides differentiated roles and some flexibility for movement in and out of the classroom for sustained periods of time.
  - D. Maintain a career-long professional development system for all teachers and school administrators.
  - E. Create additional career opportunities for teachers to advance in the education profession while remaining in the classroom.
  - F. Explore options for sharing groups of students among teachers.
  - G. Provide tuition scholarships toward completion of degree programs, professional development opportunities, new technologies, participation in a mentoring program, and other perks.

## **Current Recruitment and Retention Efforts in South Carolina**

The nation is facing an impending critical teacher shortage in specific hard-to-staff areas. The U.S. Department of Education indicates that school districts will need to hire more than two million teachers over the next decade. South Carolina currently has dozens of programs, activities, and services in place to attract and retain individuals to the teaching profession.

### **Recruitment Strategies**

The **Center for Educator Recruitment, Retention, and Advancement (CERRA)** provides a statewide, online employment and certification application system which is accessible by all 86 school districts in the state and maintains the South Carolina Educator Job Bank. More than 31,823 applications were initiated in the system FY08. CERRA's Pro-Team, Team9 REACH, Teacher Cadet, and South Carolina Teaching Fellows Scholarship are a few of the programs designed to attract talented young people to the profession as early as middle school.

The **South Carolina Educator Recruitment Expo** is a one-day job fair that brings applicants within and outside of South Carolina to Columbia for information and interviews. The Expo is a partnership project of CERRA and the South Carolina Association of School Administrators (SCASA).

**Teachers-Teachers.com** is an educational recruitment system which allows applicants to create an online resume to apply for teaching positions in the state. Through this service, the number of educators interested in education positions in South Carolina has grown from 27,538 to 33,407.

A **South Carolina Department of Commerce grant** has been secured to build or renovate housing for teachers. Architectural renderings for the SC Teacher Village project, have been prepared for selected districts. The SC Teacher Village will include assorted housing configurations for beginning, international, and veteran educators who are teaching in South Carolina's rural areas. Another concept has been designed for a TEACHouse. This initiative allows a dozen first year teachers to share a home for a low monthly payment.

The **Program of Alternative Certification for Educators (PACE)** is a three-year program designed for individuals with a four-year degree who want to enter the teaching profession. This alternative route allows participants to complete a series of training seminars, workshops, and graduate courses for certification while simultaneously being employed as a full-time teacher. Individuals must also pass the Praxis II subject area exam and have two years of full-time work experience.

**South Carolina Troops to Teachers (SC TTT)** ranks seventh in the nation for placement of military veterans in the classroom. Since the program's inception, 398 teachers have been hired from this pool of applicants. South Carolina was selected as one of three states to add the Spouses to Teachers (SC STT) program. Based on the success of the pilot program, all states now offer this program as an employment and education initiative to support the spouses of Active Duty, Reserves, and National Guard members.

The South Carolina Department of Education has Memorandums of Understanding with China, France, Spain, India, and Taiwan and approves additional providers of J-1 and H-1B visa services that bring teachers from a variety of other countries. During the 2007–08 school year, 32 school districts participated in the **International Visiting Teachers Program** by accepting teachers for math, science, special education, Chinese, French, and Spanish. The state recruited 284 teachers through this program.

The **Diverse Pathways to Teaching Project** is a \$4.7 million dollar grant program that creates a seamless transition for teaching candidates at two-year technical schools to move to four-year institutions without losing time or credit hours toward their teaching degree. The primary goal is the development of a quality teaching force that reflects the diversity of the state's population.

The **South Carolina Teacher Loan Program** was established to entice talented and qualified students into the teaching profession. Career changers and teachers in the alternative certification program may participate. A portion of this loan is cancelled by teaching in South Carolina public schools in an area of critical need, geographic or subject area.

**A marketing and public relations campaign entitled, "Make a Difference, Be a Teacher,"** was put into place which uses commercials that target five media markets in SC to increase the diversity, quality, and number of individuals starting careers in education.

The State Department of Education maintains partnerships with **Institutions of Higher Education**. South Carolina has 30 Educator Preparation Units producing an average of 2,400 teachers per year. Educator preparation units are evaluated using the National Council for Accreditation of Teacher Education (NCATE) model.

## **Retention Strategies**

**National Board Certification**, a high quality professional development program based on national teaching standards is a strong retention initiative. In 2008, 658 South Carolina educators earned the prestigious credential, bringing the overall state total to 5,771, more than 12% of the state's teaching force. Teachers undergo a rigorous evaluation process to earn this certification and are awarded a \$7,500 state supplement for ten years. Many

school districts supplement this stipend. South Carolina ranks third in the nation for its number of National Board Certified teachers.

**Project CREATE** allows educators to receive cost-free course work to complete add-on or initial certification in special education. The program has made a positive impact in growing a highly qualified special education teacher workforce in the State. To date, 226 teachers have completed all required content course work for special education certification.

During the 2007–08 academic year, a total of 52,215 educators participated in the various components of South Carolina’s system for **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**. The ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school counselors, library media specialists, and speech-language therapists).

**ML-TEACH** helps teachers identify courses needed for add-on middle level certification. Eligible teachers may apply for grants of up to \$1200 to cover the cost of tuition and other related expenses for approved courses leading to add-on certification in a middle level teaching area.

**The South Carolina Teacher Advancement Program (SCTAP)** is an initiative to attract, retain, develop, and motivate talented people to the teaching profession. SCTAP is designed to elevate the teaching profession so that every child in South Carolina is taught by a highly skilled, strongly motivated, and competitively compensated educator. The program impacts school culture through the implementation of four elements; multiple career paths, instructionally focused accountability, ongoing applied professional growth, and performance-based compensation. Over 70 percent of teachers in SCTAP schools report high levels of collegiality. The program has earned more than \$40 million in incentive grants.

The **South Carolina Teacher of the Year Program** recognizes teachers in all South Carolina districts and names a state teacher of the year. The state teacher of the year and the four honor roll teachers are announced at an annual banquet. The State teachers work with CERRA during the year of his or her ambassadorship developing and supporting district and regional teacher leadership forums and other state initiatives. He or she still receives a salary during that year. The State Teacher of the Year also receives a \$25,000 stipend from the state and use of a new BMW Z4 roadster. Honor roll teachers receive \$10,000 and each District Teacher of the Year receives \$1,000.

The **Milken Family Foundation National Educator Awards** provide recognition and unrestricted financial awards of \$25,000 each to exceptional elementary and secondary school teachers, principals and specialists who are

furthering excellence in our nation's schools. New Milken Educators also receive an all-expenses-paid trip to Los Angeles to participate in the Milken National Education Conference focused on solutions to America's pressing challenges in education today.

Weak leadership and lack of administrative support are frequent reasons teachers give for leaving certain schools. The **Leadership Continuum** is a program that spans the administrative career path from teacher-leader to experienced superintendent. It is designed to build a school culture that values teachers and, therefore, reduces teacher turn-over.

**South Carolina's Mentoring and Induction Guidelines**, approved by the State Board of Education, establishes support for new teachers and leadership/service opportunities for accomplished teachers. Research on mentoring supports its efficiency and effectiveness as a method of teacher retention.

The South Carolina Department of Education has partnered with Clemson University to create a **Teacher Renewal Center**. The center will respond to the urgent need to support teachers in their efforts to improve teaching and learning. The center is modeled after similar centers in the country and will provide individuals and teams of teachers a place to renew their commitment and passion for teaching, strengthen their resilience and ability to navigate difficult situations, and enhance their ability to lead innovations in their schools.

## Task Force on 21<sup>st</sup> Century Teaching and Learning Facilitators

### **Improving Community Infrastructure and Support**

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### **Reinventing Teacher Compensation**

Dr. Angela Cooper  
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### **Recasting the Teaching Profession**

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