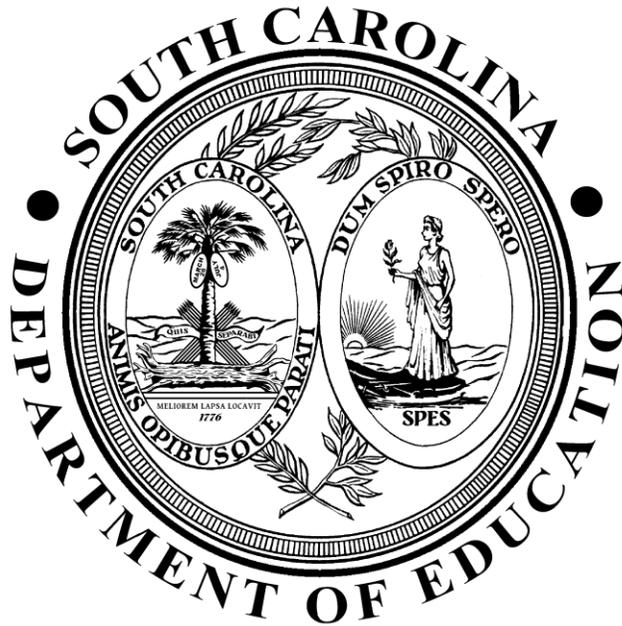


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



Teacher Candidate Survey Report

South Carolina General Assembly

Pursuant to Act 291 of 2016

By the S.C. Department of Education and the Center for Educator Recruitment,
Retention, and Advancement, in collaboration with the Commission on Higher
Education

January 26, 2017

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Introduction: Reporting Requirement

The South Carolina Department of Education (SCDE) provides the following report in compliance with Act 291 of 2016, which reads as follows:

SECTION 1. The State Department of Education and the Center for Educator Recruitment, Retention and Advancement (CERRA), working in collaboration with the Commission on Higher Education, shall survey students enrolled in the state's colleges of education. This survey shall be administered to those college students who have been fully admitted into their institution's teacher education program. At a minimum, the survey shall include questions inquiring as to whether students have ever considered teaching in a rural and economically challenged district. Students must be asked what incentives, if any, would cause them to move to, and work in, such a district. The State Department of Education and CERRA may include additional questions in the survey as considered useful. Results of the survey must be reported to the General Assembly by December 1, 2016.

Additionally, the Department of Education, CERRA, and the Commission on Higher Education (CHE) together shall explore a practical and effective means of obtaining similar survey information from students in other programs at the state's institutions of higher learning as a means of planning and promoting teaching career information and employment options and in accordance with the general intentions of Section 13-1-1840 of the 1976 Code. A report summarizing the recommendations for this survey must be submitted to the General Assembly by February 1, 2017, to include whether the focus should be on students in the state's two-year as well as four-year institutions, and whether improvements facilitating transfer and articulation into teacher education programs could enhance recruitment into the teaching profession.

SECTION 2. This joint resolution takes effect upon approval by the Governor.

This report contains the results of the survey conducted during the fall of 2016.

Survey Development and Dissemination

- The SCDE met with CERRA during August 2016 and began the initial draft of the questions.
- During the months of September and October, a draft document with the questions was circulated between the SCDE, CERRA, and CHE.
- In late October, the questions were presented by the SCDE to the deans of the schools of education and final feedback was provided.
- The survey was disseminated to the students through the deans for completion during the month of November. (Attachment 1)

Discussion of Results

Survey responses were received from 952 students in 26 institutions of higher education.

The closer students are to graduation, the more likely it is that they have focused upon future employment and experienced a public school classroom. Seventy-two percent of the students responding were Juniors or Seniors, and another 14 percent were in graduate or other programs. With that context it is very encouraging that 79 percent of the students responding (751) had plans to teach in a South Carolina public school, and 25 percent indicated plans to pursue a graduate degree in an education program.

In addition, 63 percent indicate it was “likely” (34%) or “highly likely” (29%) that they would teach in a rural or economically-challenged public school. Only 16 percent of the respondents indicated that they were not aware (1%) or only somewhat aware (15%) of the challenges facing such schools. We analyzed the responses to the likelihood of teaching in these schools with responses to questions about participation in Pro Team, Teacher Cadet, Teaching Fellows, and Call Me Mister. Higher percentages of students who participated in those programs indicated a likelihood of teaching a rural or poverty public school.

Teaching in a Rural or Economically-Challenged School was “Likely” or “Highly Likely”		
Program	“Yes” – Participated + Likely or Highly Likely	“No” – Not Participating + Likely or Highly Likely
Pro Team or Teacher Cadet (276 “yes”)	68% (N=187)	62% (N=416)
Teaching Fellows (111 “yes”)	70% (N=78)	62% (N=525)
Call Me Mister (5 “yes”)	80% (N=4)	63% (N=599)

Questions asked the likelihood that various benefits would create incentives to teach in a rural or poverty public school. The following table summarizes those responses.

Summary of Responses on Incentives

Incentive	Not likely	Somewhat likely	Likely	More than likely	Highly likely	% Likely or Higher
Advance While Teaching	18	21	114	294	505	96%
Bonus	30	30	121	233	538	94%
Housing Allowance	38	30	175	236	473	93%
Supervisor/Pay	35	41	150	285	441	92%
Collaboration	36	72	207	319	318	89%
Loan Forgiveness	80	28	99	141	604	89%
Advanced Degree Loans	68	50	144	213	477	88%
Mentor	51	76	199	294	332	87%
Merit Pay	81	84	224	241	322	83%
Suitable Housing	88	78	196	246	344	83%

Incentive	Not likely	Somewhat likely	Likely	More than likely	Highly likely	% Likely or Higher
Reduced Responsibilities	72	105	277	253	245	81%

Questions about the incentives were cross-tabulated with the question about the likelihood of teaching in a rural or poverty public school to analyze the impact of incentives on those who likely otherwise would *not* teach in a rural or poverty public school. As one respondent noted:

Ever since I knew I wanted to become a teacher I knew I wanted to work in impoverished/economically challenged schools. While the incentives would be great, with or without them it still wouldn't change my desire to work in these types of schools.

Therefore, we analyzed the responses for those who would not likely choose such a school, or were only “somewhat likely” to do so (*See Attachment 1*). None of the incentives had a great impact on making it highly likely that decisions would be changed by those “not likely” to pick a rural or poverty school. The highest impact incentives were loan benefits at 2.31 percent and bonus at 2.0 percent. When incentives are reviewed for those who were “somewhat likely” to pick a rural or poverty public school, the responses that the incentive would influence the decision were as follows:

Respondents "Somewhat Likely" to Choose a Rural or High Poverty School	Would Incentive Influence?	
	Likely or Above	Highly Likely
Advance Professionally	28.68%	13.24%
Supervisory Pay	28.25%	11.87%
Housing Allowance	27.84%	12.50%
Bonus	27.73%	16.18%
Collaboration	25.63%	6.72%
Loan Benefits	25.21%	14.81%
Advanced Degree Loans	25.21%	11.24%
Merit Pay	25.10%	7.98%
Reduced Responsibilities	24.69%	6.62%
Suitable Community-Based Housing	24.68%	8.82%
Mentors	24.47%	6.30%

Responses to Likelihood of Working in Rural or Poverty School (without Incentives)	Impact of Incentives on causing to work in a rural/poverty school				
	Not Likely	Somewhat	Likely	More than Likely	Highly Likely
	Mentors				
Highly likely	0.42%	1.26%	3.89%	7.67%	15.97%
Likely	1.37%	0.95%	5.46%	14.18%	12.18%
Somewhat likely	2.00%	3.68%	9.87%	8.30%	6.30%
Not likely at all	1.58%	2.10%	1.68%	0.74%	0.42%
Grand Total	5.36%	7.98%	20.90%	30.88%	34.87%
	Collaboration				
Highly likely	0.21%	0.84%	4.31%	8.40%	15.44%
Likely	0.53%	2.00%	6.09%	14.71%	10.82%
Somewhat likely	1.58%	2.94%	9.77%	9.14%	6.72%
Not likely at all	1.47%	1.79%	1.58%	1.26%	0.42%
Grand Total	3.78%	7.56%	21.74%	33.51%	33.40%
	Advance Professionally				
Highly likely	0.00%	0.11%	2.00%	6.83%	20.27%
Likely	0.74%	0.53%	2.52%	11.97%	18.38%
Somewhat likely	0.53%	0.95%	5.46%	9.98%	13.24%
Not likely at all	0.63%	0.63%	2.00%	2.10%	1.16%
Grand Total	1.89%	2.21%	11.97%	30.88%	53.05%
	Supervisory Pay				
Highly likely	0.63%	1.05%	3.47%	6.72%	17.33%
Likely	1.37%	1.26%	4.73%	11.34%	15.44%
Somewhat likely	0.74%	1.16%	6.30%	10.08%	11.87%
Not likely at all	0.95%	0.84%	1.26%	1.79%	1.68%
Grand Total	3.68%	4.31%	15.76%	29.94%	46.32%
	Merit Pay				
Highly likely	2.42%	2.42%	5.36%	6.30%	12.71%
Likely	2.52%	2.63%	7.56%	9.77%	11.66%
Somewhat likely	2.10%	2.94%	8.72%	8.40%	7.98%
Not likely at all	1.47%	0.84%	1.89%	0.84%	1.47%
Grand Total	8.51%	8.82%	23.53%	25.32%	33.82%
	Loan Benefits				
Highly likely	0.84%	0.11%	1.26%	2.42%	24.58%
Likely	2.52%	0.74%	3.68%	5.46%	21.74%
Somewhat likely	3.47%	1.47%	4.62%	5.78%	14.81%
Not likely at all	1.58%	0.63%	0.84%	1.16%	2.31%
Grand Total	8.40%	2.94%	10.40%	14.81%	63.45%

Responses to Likelihood of Working in Rural or Poverty School (without Incentives)	Impact of Incentives on causing to work in a rural/poverty school				
	Not Likely	Somewhat Likely	Likely	More than Likely	Highly Likely
Advanced Degree Loans					
Highly likely	1.05%	0.42%	2.52%	5.15%	20.06%
Likely	1.79%	1.68%	5.25%	7.98%	17.44%
Somewhat likely	2.42%	2.52%	6.30%	7.67%	11.24%
Not likely at all	1.89%	0.63%	1.05%	1.58%	1.37%
Grand Total	7.14%	5.25%	15.13%	22.37%	50.11%
Reduced Responsibilities					
Highly likely	2.21%	2.42%	7.98%	7.14%	9.45%
Likely	1.89%	4.41%	9.45%	10.08%	8.30%
Somewhat likely	2.21%	3.26%	9.77%	8.30%	6.62%
Not likely at all	1.26%	0.95%	1.89%	1.05%	1.37%
Grand Total	7.56%	11.03%	29.10%	26.58%	25.74%
Housing Allowance					
Highly likely	0.63%	0.63%	4.10%	5.25%	18.59%
Likely	1.05%	1.05%	5.78%	9.45%	16.81%
Somewhat likely	1.58%	0.74%	6.83%	8.51%	12.50%
Not likely at all	0.74%	0.74%	1.68%	1.58%	1.79%
Grand Total	3.99%	3.15%	18.38%	24.79%	49.68%
Bonus					
Highly likely	0.63%	0.11%	2.94%	6.09%	19.43%
Likely	0.84%	1.16%	4.31%	8.93%	18.91%
Somewhat likely	0.95%	1.47%	3.78%	7.77%	16.18%
Not likely at all	0.74%	0.42%	1.68%	1.68%	2.00%
Grand Total	3.15%	3.15%	12.71%	24.47%	56.51%
Suitable Community-Based Housing					
Highly likely	2.10%	2.00%	5.04%	6.51%	13.55%
Likely	2.73%	2.52%	7.56%	9.14%	12.18%
Somewhat likely	3.15%	2.31%	6.72%	9.14%	8.82%
Not likely at all	1.26%	1.37%	1.26%	1.05%	1.58%
Grand Total	9.24%	8.19%	20.59%	25.84%	36.13%

A final question asked respondents to suggest other incentives that might influence them (*See Attachment 1*). Some of the suggestions included:

- Higher overall pay,
- Advanced degrees at no cost,
- Mentoring by a teacher of the year,

- Annual allowance for out-of-town professional development,
- Employment opportunities for the teacher's spouse, and
- Faster track to continuing contract status.

Some mentioned that no financial incentive would convince them to teach in a rural or high poverty public school, and others indicated that they had decided to teach in such schools whether financial incentives were available or not.

The SCDE has the data file available if other comparisons and analyses would be helpful.

Survey Response Summary

Schools to which survey was sent:

Anderson University
 Benedict College
 Bob Jones University
 Charleston Southern University
 Claflin University*
 Clemson University
 Coastal Carolina University*
 Coker College
 College of Charleston
 Columbia College
 Columbia International University
 Converse College
 Erskine College
 Francis Marion University
 Furman University
 Lander University
 Limestone College
 Morris College
 Newberry College
 North Greenville University
 Presbyterian College*
 South Carolina State University*
 Southern Wesleyan University
 The Citadel
 University of South Carolina
 USC–Aiken
 USC–Beaufort
 USC–Upstate

Winthrop University
 Wofford College

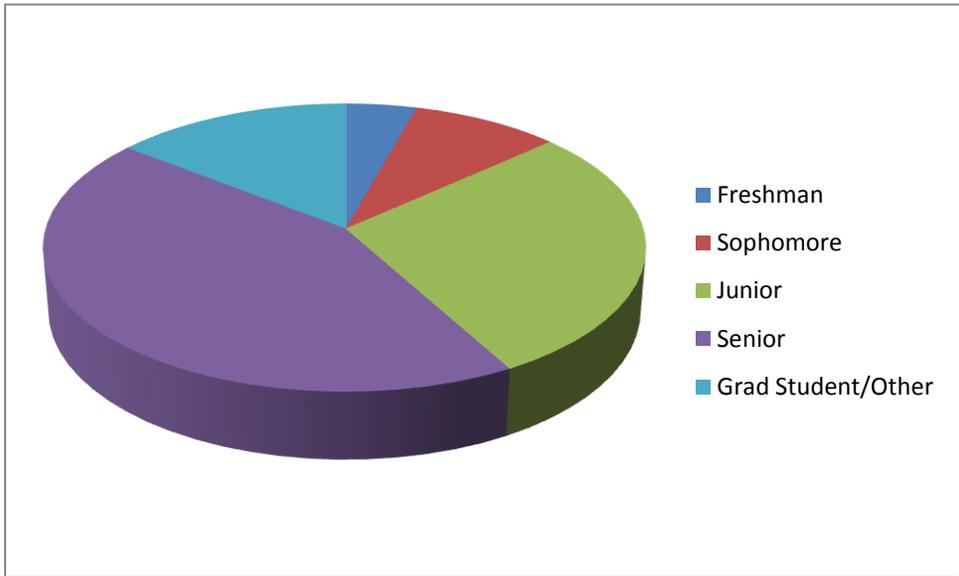
*No survey responses were received.

Students Responding

Number of students responding: 952

Freshman	41	4.3%
Sophomore	86	9.0%
Junior	272	28.6%
Senior	415	43.6%
Grad Student/Other	138	14.5%

Figure 1. Students Responding



Majors Represented:

Major/Certification Area
Art Education
Biological Sciences & Science Teaching (double major)
Biology
Chemistry/Secondary Ed.
Child Development & Family Studies
Choral Music Education
Comprehensive Special Education
Dance Education
Deaf/Hard of Hearing
Early Childhood and Elementary Education

Major/Certification Area
Early Childhood and Family Studies
Early Childhood Education
English
Middle Level Education
Music Education
Secondary Mathematics Education
Secondary Social Studies
Special Education
Teacher Education
Theatre

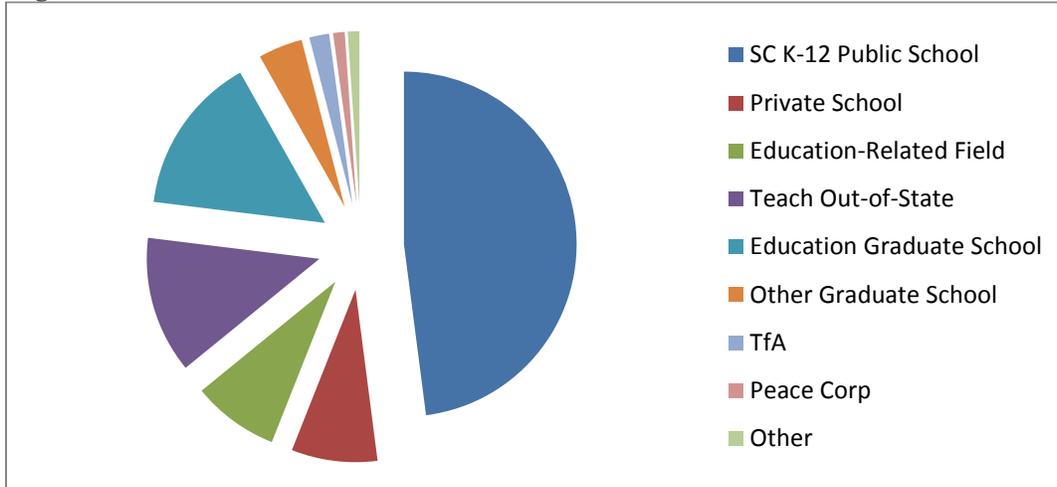
Survey Questions

Question: What are your plans after graduation?

<u>Possible Answer Choices: (<i>respondents were allowed to select more than one</i>)</u>	<u>No</u>	<u>% of 952*</u>
Teach in an elementary, middle, or high school at a South Carolina public school	751	79%
Teach in a private school	126	13%
Work in an education-related field	127	13%
Teach in a public school in another state	201	21%
Attend graduate school in an education program	233	24%
Attend graduate school in a non-education program	65	7%
Join Teach for America	29	3%
Join the Peace Corps	17	2%
Other (could type an individual response)		
Teach Abroad	12	1%
Unsure	4	0.4%
Military	1	0.1%

*There were 1,566 total responses; students were allowed to select more than one answer.

Figure 2. Plans After Graduation

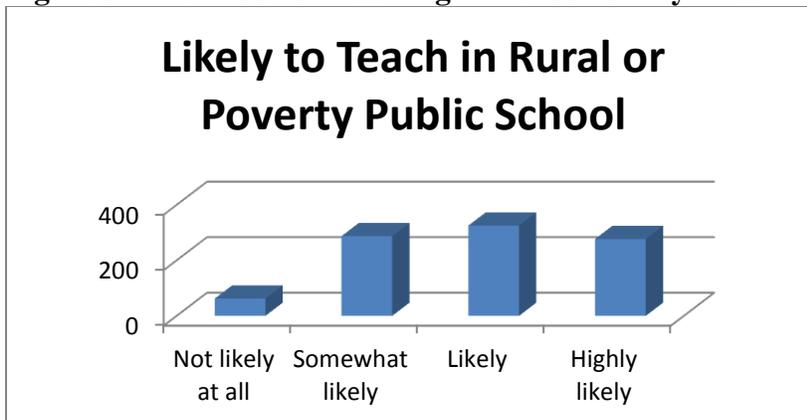


Question: Teaching in a rural or economically-challenged school: How likely are you to consider teaching in an elementary, middle, or secondary school located in a rural or economically-challenged public school district?

Possible Answer Choices:

Not likely at all	62	7%
Somewhat likely	287	30%
Likely	325	34%
Highly likely	277	29%

Figure 3. Likelihood of Teaching in Rural/Poverty Area



Question: Were you a Pro Team or Teacher Cadet participant?

Possible Answer Choices:

Yes	276	29%
No	676	71%

Question: Are you a Teaching Fellow Participant?

Yes	111	12%
No	841	88%

Question: Are you a Call Me Mister Participant?

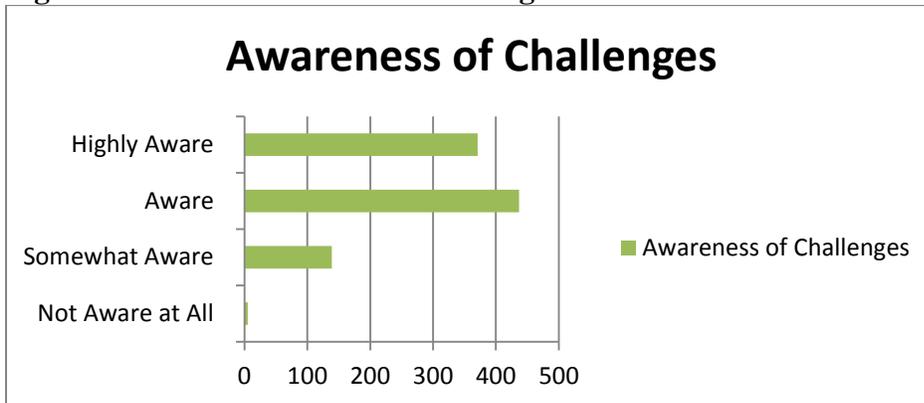
Yes	5	.53%
No	947	99.4%

Question: Learning challenges-How aware are you of some of the learning challenges children face who attend school in a rural and/or economically challenged school districts in South Carolina?

Possible Answer Choices:

Highly Aware	371	39%
Aware	437	46%
Somewhat Aware	139	15%
Not Aware	5	1%

Figure 4. Awareness of Rural Challenges



Question: Can you relate to their challenges personally? If “yes”, please provide examples of ways you overcame them to reach your current level of achievement.

Possible Answer Choices:

Yes	216
No	621
N/A	112
No response	3

Question: Would the following incentives, or others, cause you to consider moving to, and working in an elementary, middle, or high school located in a rural or economically-challenged public school district?

(Please rank from 1 to 5 with 1 being not likely and 5 being highly likely)¹

Possible Answer Choices:

- Having an assigned mentor to assist with the transition from college to full-time teaching in a rural or economically-challenged public school district.

Mentor Responses	Number	Percentage
Not likely	51	5%
Somewhat likely	76	8%
Likely	199	21%
More than likely	294	31%
Highly likely	332	35%

- Having an opportunity to work collaboratively with fellow teachers during the school day and after school.

Collaboration Responses	Number	Percentage
Not likely	36	4%
Somewhat likely	72	8%
Likely	207	22%
More than likely	319	34%
Highly likely	318	33%

- Opportunity to advance professionally, financially, or otherwise while still teaching.

Advancement Responses	Number	Percentage
Not likely	18	2%
Somewhat likely	21	2%
Likely	114	12%
More than likely	294	31%
Highly likely	505	53%

- Additional pay for supervisory role.

Supervisory Pay Responses	Number	Percentage
Not likely	35	4%
Somewhat likely	41	4%
Likely	150	16%
More than likely	285	30%
Highly likely	441	46%

¹ See table summarizing these responses on page 8.

- Merit pay for performance or subject taught.

Merit Pay Responses	Number	Percentage
Not likely	81	9%
Somewhat likely	84	9%
Likely	224	24%
More than likely	241	25%
Highly likely	322	34%

- Having loan repayment/forgiveness.

Loan Benefits Responses	Number	Percentage
Not likely	80	8%
Somewhat likely	28	3%
Likely	99	10%
More than likely	141	15%
Highly likely	604	63%

- Having loan options for advanced degrees.

Advanced Degree Loan Options Responses	Number	Percentage
Not likely	68	7%
Somewhat likely	50	5%
Likely	144	15%
More than likely	213	22%
Highly likely	477	50%

○

- Reduction in the number of additional responsibilities: Preps, supervision, extracurricular expectations.

Reduced Responsibilities Responses	Number	Percentage
Not likely	72	8%
Somewhat likely	105	11%
Likely	277	29%
More than likely	253	27%
Highly likely	245	26%

- Receive a housing allowance to teach in a rural or economically-challenged public school.

Housing Allowance Responses	Number	Percentage
Not likely	38	4%
Somewhat likely	30	3%
Likely	175	18%
More than likely	236	25%
Highly likely	473	50%

- Receive a bonus for moving to and teaching in a public school in a rural or economically-challenged public school.

Bonus Responses	Number	Percentage
Not likely	30	3%
Somewhat likely	30	3%
Likely	121	13%
More than likely	233	24%
Highly likely	538	57%

- Access to suitable, community-based housing for teachers and other professionals.

Responses	Number	Percentage
Not likely	88	9%
Somewhat likely	78	8%
Likely	196	21%
More than likely	246	26%
Highly likely	344	36%

- Other (please write response)
 - o Please see these responses in [Attachment 1](#).

Considerations and Next Steps:

The survey results indicate that a large percentage of students in higher education teacher preparation programs are willing to work in schools located in rural and economically challenged schools and districts. What remains unknown, however, is the best combination of resources to ensure that teachers remain in these schools. Almost every state is struggling with producing and retaining high quality teachers in areas that are challenging to staff. Other sources indicate considerations for recruitment and retention should include housing, stipends,² field placements in these areas, and marketing.³ This survey suggests that the following incentives may have the most influence on recruitment:

² <http://www.dpi.state.nc.us/docs/intern-research/reports/teacherhousing.pdf>

³ <http://www.theatlantic.com/education/archive/2015/09/americas-teaching-force-by-the-numbers/404590/>
http://www.slate.com/blogs/schooled/2015/03/13/teacher_recruitment_poor_rural_schools_need_better_marketing.html

Incentive	Somewhat Likely to Consider Rural-Poverty School, % Highly Likely to be Influenced by Incentive	Somewhat Likely to Consider Rural-Poverty School, % Likely or Higher)	All Respondents, % Influenced by Incentive (Likely or Higher)
Advance While Teaching	13.2%	28.7%	96%
Bonus	16.2%	27.7%	94%
Housing Allowance	12.5%	27.8%	93%
Supervisor/Pay	11.9%	28.3%	92%
Collaboration	6.7%	25.6%	89%
Loan Forgiveness	14.8%	25.2%	89%

The SCDE will work with CERRA and CHE to develop the additional questions required per Act 291; however, as a state, we already have in place many of the same recruitment strategies used by other states. The SCDE believes that one problem is that most students entering college are not aware of the many existing benefits for those who select teacher, and those who teach in a rural or high poverty public school. This issue could be addressed with a multi-faceted marketing and communications plan so that high school seniors and students eligible for entry to an education program, their guidance counselors, their parents, and the general public become aware of the existing loan and loan forgiveness programs, and other benefits. Because there are multiple agencies and entities involved, as well as individual school districts, a cohesive strategy for ensuring clear communications about opportunities in rural school districts is needed. Providing support to these schools and districts, in the form of increased professional and leadership development, should be included in recruitment and retention strategies to address both the responses included in the survey regarding opportunities to advance professionally and to enhance these opportunities for teachers.⁴ Work to ensure that current and future students are served by an adequate number of effective teachers will require collaboration among the SCDE, CERRA, CHE, and all educator preparation programs.⁵ The second portion of the required reporting to include a draft marketing and communications plan will be submitted by February 15, 2017.

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http://www.slate.com/blogs/schooled/2015/03/13/teacher_recruitment_poor_rural_schools_need_better_marketing.html

⁵ https://nces.ed.gov/programs/coe/indicator_slc.asp

Attachment 1: “Other” Responses Concerning Incentives

Other (please write response)
A need for teachers in these areas
Administrative support
Also, the possibility of providing childcare for younger children.
Better special education resources and programs in those areas
Educators need to receive better pay as is, but teachers who invest/sacrifice more should be justly compensated.
Ever since I knew I wanted to become a teacher I knew I wanted to work in impoverished/economically challenged schools. While the incentives would be great, with or without them it still wouldn't change my desire to work in these types of schools.
Having a teacher of the year from my field be my mentor during my first year of teaching would be the best job benefit for me. Special Education is a complex field so having a smooth transition into the workforce is crucial.
I already reside in a rural area and am interested in teaching in the area I reside.
I am from a rural SC town of 2,000 people, so I understand the isolation and lack of services. Having lived in Columbia, SC, Spain, and Rock Hill, SC, I've grown accustomed to the services offered to "city dwellers": hospitals, gyms, parks, libraries, ample grocery stores, sporting events, internet access, cell phone service, even the ability to socialize with other young professionals, attend academic conferences. I might be tempted to move if I were paid to attend academic conferences various times during the year to the conferences of my choice and given time to do so as part of my professional development (since foreign language teachers often feel isolated being the only FL teacher in the school anyway, and that feeling is compounded by living in a rural area). I've worked too hard for 8 years (paying out of my own pocket) to just give up on my own education and betterment as a teacher.
I fully expect to work in a rural school because it's what I am comfortable with. Any of these accommodations would be nice, but the latter few seem far-fetched.
I genuinely believe that my talents and time would be better suited in a school setting where students might not be as well off financially.
I have never intended to work in a specifically low economic school and I couldn't be persuaded into it.
I have not decided to become a teacher for the money; so, you would not tempting me to do anything buy offering money. Although, the bonus to help with moving expenses would be highly appreciated. I have not had a car for almost ten years, so transportation to help with a move would be great! I have chosen teaching for the self-worth it provides. Sure, if teachers begin to be paid more that is wonderful and well-deserved; but, I did not decide to become a teacher for financial reasons.
I just want to say that I think merit pay for teachers is a terrible idea.
I was already planning on the high possibility of teaching in a Title One/poverty school, but all of these benefits would be helpful.

Other (please write response)
If God call's me to go, I will follow.
If my significant other or my family moved to a rural or economically-challenged area, I would be likely to move there with them and look for work as a teacher there.
If tenure is going to continue being an incentive, then being able to get tenure faster, job stability.
Knowing that the school board is trying to help their schools in every way they can!
Lack of work opportunities for my spouse are the barrier
Large pay and overall respect, both of which teachers now do not get nearly enough of
No way I would want to share a space with another teacher. I like living alone...lived with 4 siblings and shared a room with 2 sisters until I went to college, didn't get my own room until graduate school. Never sharing again, thank you very much. What do you mean loan options for additional degrees? You mean non-payment right? Because those teachers are improving YOUR schools. I'd laugh if someone said my paycheck was based on how well my students did. Does a doctor get paid based on how healthy his patients are? This math teacher candidate says that is not a logical option!
Outreach of these opportunities to us as teachers, I am not seeing any schools/ or departments trying to recruit me with any of these options
Professional autonomy
Support and intervention as a first year teacher in a title 1, rural school
Teachers wishing to obtain advanced degrees should not be charged to better themselves. The desire to become a better teacher should not burden the teacher because the teacher already feels a burden by not having the needed skills to perform her/his job as s/he wishes. Students also need to have role models who demonstrate a life-long love of learning through acquiring higher degrees. There is no way I would ever support merit pay for performance or subject taught; if I am going into a poverty-stricken school, it may take some time to build my students up to the level I want them at (not to be mistaken with the level the State wants them at with Standardized Tests). I also would never say that my subject is more valuable than anyone else's subject area. Our students deserve and NEED exposure to a variety of subjects, themes, topics, perspectives, cultures, and languages because they grow up in isolation. We have to push them to explore, to adventure into the unknown and to tackle hurdles because they will constantly be faced with hurdles if they ever dare to dream of "making it out."
There have been rural locations that have paid for physicians, nurses, and other medical staff to attend school. In return they obligated for a number of years of service. Teaching in rural or poverty areas could consider similar.