WELCOME
SOUTH CAROLINA
HONOR ROLL TEACHERS

Teacher Leadership
IMAGINE
AGENDA
Welcome and Opening Activity
Advocacy 101 & Legislative Update
Finding your Marigold
Break

Developing your Story
Promoting the Profession
Lunch

Social-Emotional Learning
Discussions
Plans (Interviews and Banquet)
Instructions for Lining Up and Recording Names
Break

Virtual Pinning Ceremony
Keynote: South Carolina Honor Roll Teacher
Final Thoughts from Sarah Gams
Closure
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

PATRICK KELLY
DIRECTOR OF GOVERNMENTAL AFFAIRS, PSTA
AND AP GOVERNMENT TEACHER

EDUCATION POLICY AND ADVOCACY 101

TEACHER LEADERSHIP
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

SHERRY EAST
PRESIDENT, THE SCEA

FINDING YOUR MARIGOLD

TEACHER LEADERSHIP
IMAGINE
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

BREAK

TEACHER LEADERSHIP

IMAGINE
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

DR. SUZANNE KOTY

DEVELOPING YOUR STORY

TEACHER LEADERSHIP IMAGINE
What You Need to Know About Being Heard

YOU HAVE 15 SECONDS TO CAPTURE AN AUDIENCE’S ATTENTION

YOU HAVE 2.7 SECONDS TO CAPTURE A READER’S ATTENTION

YOU HAVE 7 SECONDS TO CAPTURE A PERSON’S ATTENTION
Count it Down

Mr./Mrs. ________________, thank you for meeting with me.  (Average: 00:01.25)

I am ____________________,  (Average: 00:01.00)

the 2021 ________________ District Teacher of the Year.  (Average: 00:02.35)

I would like to share with you that… (Average: 00:00.86)

YOU HAVE USED 5.46 SECONDS ALREADY AND STILL HAVE TO SHARE YOUR PLATFORM.

YOU HAVE 1.14 SECONDS LEFT.

YOU ONLY HAVE TIME FOR APPROXIMATELY SIX MORE WORDS.

HOW WILL YOU SHARE YOUR STORY AND BE HEARD?
What is Your Story?

Think about a situation/story that illustrates one of the following for you

* what it means to teach
* what it means to learn
  * what your students most need
  * how your profession can be elevated
* your why

What do you want “them” to know?
Writing Your Story

For the next 5 minutes:

Write your story.

Don’t stop writing until the 5 minutes ends. Be as detailed and thorough as possible.
Put your paper down.

You are going to go into a breakout room with a partner.

Think of what you wrote and what about it was important. You will go through each of these steps. **Stay true to the times.** Use all of the time allotted for each step; your partner should be telling you when to stop talking. This will help you identify the key details. Take a picture of this screen so you have the instructions. You have 20 minutes total.

Partner 1: You have **90 seconds** to tell your story without reading. Talk until your partner says stop.

Partner 2: You have **45 seconds** to retell your partner’s story. Talk until your partner says stop.

Partner 1: Underline what you heard your partner include from your original writing. Cross out anything that was not included.

Partner 1: You have **30 seconds** to tell your partner your revised story.

Partner 2: Tell your partner’s story again, trimming it to **20 seconds**.

Partner 1: Tell your partner what you heard in **10 seconds**.

Partner 1: Write that message in **6 words**. Partner 2, help them out.

*When partner 1 has a 6 word story, switch roles and repeat the steps until partner 2 has completed the same tasks.*
You just identified your platform.

WRITE YOUR SIX WORD STORY HERE.
Can You Make an Impression in 7 Seconds?

• Mr./Mrs. __________________, thank you for meeting with me. (Average: 00:01.25)

• I am _______________________, (Average: 00:01.00)

• the 2021 _________________ District Teacher of the Year. (Average: 00:02.35)

• I would like to share with you that (Average: 00:00.86)

• ______     ______      ______      ______      ______      ______      ______ (You have 1.54 seconds)

If you can, you will have a chance to tell your story.
<table>
<thead>
<tr>
<th>6 WORD STORY</th>
<th>ELEVATOR PITCH</th>
<th>CONVERSATION WITH STAKEHOLDER</th>
<th>MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 SECONDS</td>
<td>20-30 SECONDS</td>
<td>VARIES (USUALLY 10-15 MINUTES)</td>
<td>VARIES</td>
</tr>
<tr>
<td>PURPOSEFULLY VAGUE</td>
<td>SPECIFICALLY AIMED AT TARGET AUDIENCE</td>
<td>SPECIFICALLY AIMED AT TARGET AUDIENCE</td>
<td>SPECIFICALLY AIMED AT TARGET AUDIENCE</td>
</tr>
<tr>
<td>CONCISE</td>
<td>PRESENTS PROBLEM AND SOLUTION</td>
<td>PRESENTS PROBLEM AND SOLUTION</td>
<td>TARGETED APPROACH</td>
</tr>
<tr>
<td>INTRIGUING</td>
<td>LOGICAL FLOW</td>
<td>BOTH LOGICAL AND EMOTIONAL APPEALS</td>
<td>APPEAL TO PERSON’S DESIRE TO HELP</td>
</tr>
</tbody>
</table>

OTHER OPTIONS: BLOG (2.7 SECONDS TO CAPTURE THE ATTENTION) AND SPEECH (15 SECONDS TO CAPTURE THE ATTENTION)
Individual Stories Add up to Collective Voices

TAKE CARE OF MASLOW BEFORE BLOOM’S.

I CHEERED AS LOUD AS I COULD!

I CHANGE THE WORLD EACH DAY.

WHEN TEACHERS LOVE TEACHING, CHILDREN LEARN.

I’LL NEVER KNOW MY FULL INFLUENCE.

A BIG HEART OPENS LITTLE MINDS.
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

DR. JENNA HALLMAN &
DR. SUZANNE KOTY

PROMOTING THE PROFESSION

TEACHER LEADERSHIP   IMAGINE
Supply and Demand Data
Supply & Demand Survey

- Sent to personnel directors in all SC public school districts at the beginning of each school year.

- Included are questions about teaching/service positions, new hires, departures, and vacancies.

- A report summarizing the survey data is released in December each year.
Teacher Departures

- Approximately 6,000 teachers from 2019-20 did not return to a teaching/service position in the same district in 2020-21.

- Departure reasons: 32% left for personal/family reasons; 18% retired; and nearly 30% did not provide a reason or the district did not collect the information.

- Employment status after departure: 22% are teaching in another SC district; 6% are working in/pursing another career; 5% are teaching outside of SC; and 27% are no longer employed.
Early-Career Departures

- 42% of all teachers who left had 5 or fewer years of SC teaching experience and 16% had 1 year or less.

- 36% of first-year teachers hired for 2019-20 did not return to a teaching/service position in the same district in 2020-21.

- Most early-career departures occurred due to personal/family reasons or a reason was not given by the teacher.
SC Graduates

- Nearly 1,700 SC students graduated with a Bachelor’s degree eligible for teacher certification during 2019-20.

- 370 SC students graduated with a Master’s degree eligible for teacher certification during 2019-20.

- SC graduates made up 24% of all teachers newly hired for the 2020-21 school year.
## SC Graduates and Teacher Departures

<table>
<thead>
<tr>
<th>School year</th>
<th>Graduates of a SC Bachelor’s level teacher preparation program</th>
<th>Graduates of a SC Master’s level teacher preparation program</th>
<th>Teachers who left their position</th>
<th>Teachers who left with ≤1 year of SC experience</th>
<th>Teachers who left with 2-5 years of SC experience</th>
<th>Teachers who left with &gt;5 years of SC experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>1,720 (2015-16)</td>
<td>542 (2015-16)</td>
<td>6,482.2</td>
<td>777.8</td>
<td>1,687.6</td>
<td>4,016.8</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1,685 (2016-17)</td>
<td>483 (2016-17)</td>
<td>6,705.0</td>
<td>803.0</td>
<td>1,761.3</td>
<td>4,140.7</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1,673 (2017-18)</td>
<td>498 (2017-18)</td>
<td>7,339.3</td>
<td>935.7</td>
<td>1,660.4</td>
<td>4,743.2</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1,752 (2018-19)</td>
<td>418 (2018-19)</td>
<td>6,649.8&lt;sup&gt;4&lt;/sup&gt;</td>
<td>880.4&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1,487.0&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3,746.5&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>2020-2021</td>
<td>1,697 (2019-20)</td>
<td>370 (2019-20)</td>
<td>5,995.7</td>
<td>973.6</td>
<td>1,577.4</td>
<td>3,444.7</td>
</tr>
</tbody>
</table>
FIVE-YEAR DATA: SC TEACHER DEPARTURES AND GRADUATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers from the previous school year who did not return to a teaching position in the same district</th>
<th>Graduates of a SC Bachelor's or Master's level initial teacher preparation program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>6,482</td>
<td>2,262</td>
</tr>
<tr>
<td>2017-18</td>
<td>6,705</td>
<td>2,168</td>
</tr>
<tr>
<td>2018-19</td>
<td>7,339</td>
<td>2,171</td>
</tr>
<tr>
<td>2019-20</td>
<td>6,650</td>
<td>2,170</td>
</tr>
<tr>
<td>2020-21</td>
<td>5,996</td>
<td>2,067</td>
</tr>
</tbody>
</table>

- Teachers from the previous school year who did not return to a teaching position in the same district
- Graduates of a SC Bachelor's or Master's level initial teacher preparation program
New Hires

- 29% of all new hires came from another SC public school district, charter school, or special school.

- 23% of all new hires were out-of-state teachers, both veterans and recent graduates from teacher preparation programs.

- 10% of all new hires are first-year participants in an alternative certification program or they recently completed a CTE work-based certification program in the state.
Vacancies

- About 700 teaching/service positions were still vacant at the beginning of the 2020-21 school year.

- More vacant positions were seen across all school levels and in most certification/subject areas.

- Fields with the largest spike in vacancies included literacy, mathematics, business/marketing/computer technology, and art.
Conclusions

- Districts reported fewer teacher departures, but more vacancies.
- Early-career resignations were more prevalent.
- Fewer SC students are preparing to become teachers.
- The full impact of COVID-19 in SC schools is still unknown.

Source: Jennifer Garrett, PhD
Coordinator of Research and Program Evaluation, CERRA
PROMOTING THE PROFESSION

PART TWO: MENTORING AND INDUCTION
MENTORS SERVE

- Student interns
- Beginning teachers
- Experienced teachers who are new to a particular district or the state
- Teachers on diagnostic assistance
SOUTH CAROLINA DATA

- Attrition can be prevented with meaningful mentoring and induction programs.

- Today more than half of all states require that new teachers participate in some form of induction or mentoring program.* South Carolina mandates both!

- Every program must include trained mentors who are assigned to work with induction teachers.

IMPACT OF MENTORING*

When beginning teachers participated in some kind of induction with a mentoring component:

- They had higher satisfaction, commitment, and/or retention.
- They performed better at certain aspects of teaching.
- Their students had higher scores or gains on academic achievement tests.

GPS - GUIDE TO PROFESSIONAL SUCCESS

BUILDING EFFICACY
DIFFERENTIATED MENTORING
IMPROVING PRACTICE

DIFFERENTIATED MENTORING

IDENTIFY FOCUS
GATHER EVIDENCE
PRE-OBSERVATION
OBSERVATION
POST-OBSERVATION
FACILITATE FEEDBACK
FACILITATE GROWTH

TRUST
National Board Impact on the Classroom

National Board Certified Teachers (NBCTs):

- Have voluntarily undergone a rigorous process and prevailed
- Know the needs of their schools
- Know the needs of their districts
NBCTs Support Teacher Development

- Approximately 15% serve as adjunct faculty for teacher preparation programs
- More than 60% serve as cooperating teachers for student teachers
- More than 70% serve as new teacher mentors
Impact

- Research shows teachers have the most direct impact on student success.

- Research shows NBCTs have a greater impact on the success of students on free and reduced lunch programs.
Research

<table>
<thead>
<tr>
<th>Washington State</th>
<th>Mississippi State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years of research</td>
<td>Study of the impact of NBCTs on literacy outcomes of Mississippi’s kindergarten and 3rd graders</td>
</tr>
<tr>
<td>Students of NBCTs:</td>
<td></td>
</tr>
<tr>
<td>Produce 6 weeks of additional learning gains in middle school math</td>
<td>K students taught by an NBCT are 31% more likely to achieve a proficient score on K Readiness Assessment than other students.</td>
</tr>
<tr>
<td>Produce 1-2 weeks of additional learning gains in elementary classrooms and in middle school reading</td>
<td>3rd grade students taught by an NBCT are 11% more likely to achieve a proficient score on the MAP test in ELA than other students.</td>
</tr>
</tbody>
</table>
What about South Carolina?

- Teacher turnover is a major workforce challenge. The retention rate of NBCTs as compared to their peers is significantly higher.

- It is essential that our students, especially our most vulnerable students, are provided accomplished teachers.
National Board Crosswalk with the SC Evaluation System

- NB Standards are aligned to the state’s evaluation system.
- 4.0 Rubric: 4 vs. 3
- Component 4 and the SLO
How National Board Impacts the System

Our Goal: A strengthened career continuum for all teachers

- Building practice to an accomplished level
  - Novice Teacher
    - Residency
    - Induction
  - Professional Teacher
  - Board-certified Teacher
- Getting board-certified
- Spreading instructional expertise
  - Master Teacher
  - Teacher Leader
  - School Leader
  - Candidate Support Provider
NBCTs are employed in 73 public school districts, 2 public charter school districts, 4 special schools (ex: SC School for the Deaf and the Blind), and 3 career and technology education centers.

<table>
<thead>
<tr>
<th>South Carolina NBCTs</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of NBCTs employed in a SC public school district, charter district, special school, or CATE center</td>
<td>5,409</td>
<td>5,098</td>
<td>4,900</td>
</tr>
<tr>
<td># of NBCTs eligible to receive the state supplement</td>
<td>5,142</td>
<td>4,837</td>
<td>4,634</td>
</tr>
<tr>
<td># of NBCT FTEs (full-time equivalents) eligible to receive the state supplement</td>
<td>5,121.5</td>
<td>4,815.5</td>
<td>4,604.0</td>
</tr>
</tbody>
</table>
South Carolina National Board Network

- Network for current and prior NBCTs
- Teacher leadership opportunities
- Advocacy
SOUTH CAROLINA
TEACHER FORUM CONFERENCE

LUNCH

TEACHER LEADERSHIP
IMAGINE
SOUTH CAROLINA
TEACHER FORUM PROFESSIONAL DEVELOPMENT MEETING

SARAH GAMS
2021 SC TEACHER OF THE YEAR
SOCIAL-EMOTIONAL LEARNING

TEACHER LEADERSHIP

IMAGINE
SOUTH CAROLINA
TEACHER FORUM CONFERENCE

BREAKOUT ROOMS

TEACHER LEADERSHIP
IMAGINE
How can you best advocate for your students and for your profession?
Why is it important to stay positive?
Outside of the pandemic, what is the state of education in SC right now?
How can mentoring impact the turnover?
How can National Board Certified Teachers impact the profession?
Why is SEL so important, and how can it inform my work both inside and outside of the classroom?
What SEL competency is a strength for you?
What SEL competency is an area you'd like to improve?
How can we use SEL to improve our ability to lead?
How can we use SEL skills to help our students achieve academic success?
How can we use SEL competencies to support PBIS and to address students with discipline issues?
What are my next steps?
TEACHER OF THE YEAR BANQUET AND INTERVIEW DAY
HOSTED BY
South Carolina Department of Education
RECORDING YOUR NAMES
NAME, DISTRICT
SOUTH CAROLINA
TEACHER FORUM CONFERENCE

PINNING CEREMONY

TEACHER LEADERSHIP
IMAGINE
SOUTH CAROLINA
TEACHER FORUM CONFERENCE

KEYNOTE
2021 SC HONOR ROLL TEACHER
SOUTH CAROLINA
TEACHER FORUM CONFERENCE

CLOSURE