

# Ongoing Participation in the SC Teacher Working Conditions Survey: LONG-TERM BENEFITS AND DATA FINDINGS

NOVEMBER 2024



SCTWCS 2024 RESULTS SHOWED...

**83% of classroom teachers had favorable ratings of their intent to stay in the profession for the foreseeable future.**

With the upcoming 2025 SC Teacher Working Conditions Survey (SCTWCS), districts can receive updated school-specific data, while also contributing to state-level education policies through aggregated findings. Those with ongoing survey participation can use the data to track trends and growth over the past two years.

**The 2025 survey administration will take place from January 13 through February 14, 2025.**

## About the Survey

### PURPOSE

To inform state policies and practices by gathering and examining SC-specific data from classroom teachers related to

- Teacher working conditions
- Job satisfaction
- Intention to stay in the classroom
- New teacher mentor support

### PARTICIPANTS

General classroom teachers

- Prekindergarten
- Kindergarten
- Classroom
- Retired teachers returning to teach

Special education teachers

- Itinerant
- Resource
- Self-contained

### BENEFITS

- **Statewide report informing teacher recruitment and retention strategies with SC-specific data**
- **Dashboards of district- and school-level results for district personnel**
- **Summary reports for schools**
- **Tailored assistance unpacking data (in-person and virtual)**
- **Tools for data-informed strategic planning**

**Note.** School-level data is available for schools with a minimum of 10 teachers completing the survey and a 50% response rate. All districts receive access to a nonpublic dashboard with their specific data. Districts with at least a 50% response rate receive additional tailored support.



TEACHER WORKING CONDITIONS



SCTWCS 2024 RESULTS SHOWED...

Coworker support was the **resource** most consistently available to teachers, while student engagement was the most frequently encountered **demand**.

## A Look Into the Survey Instrument

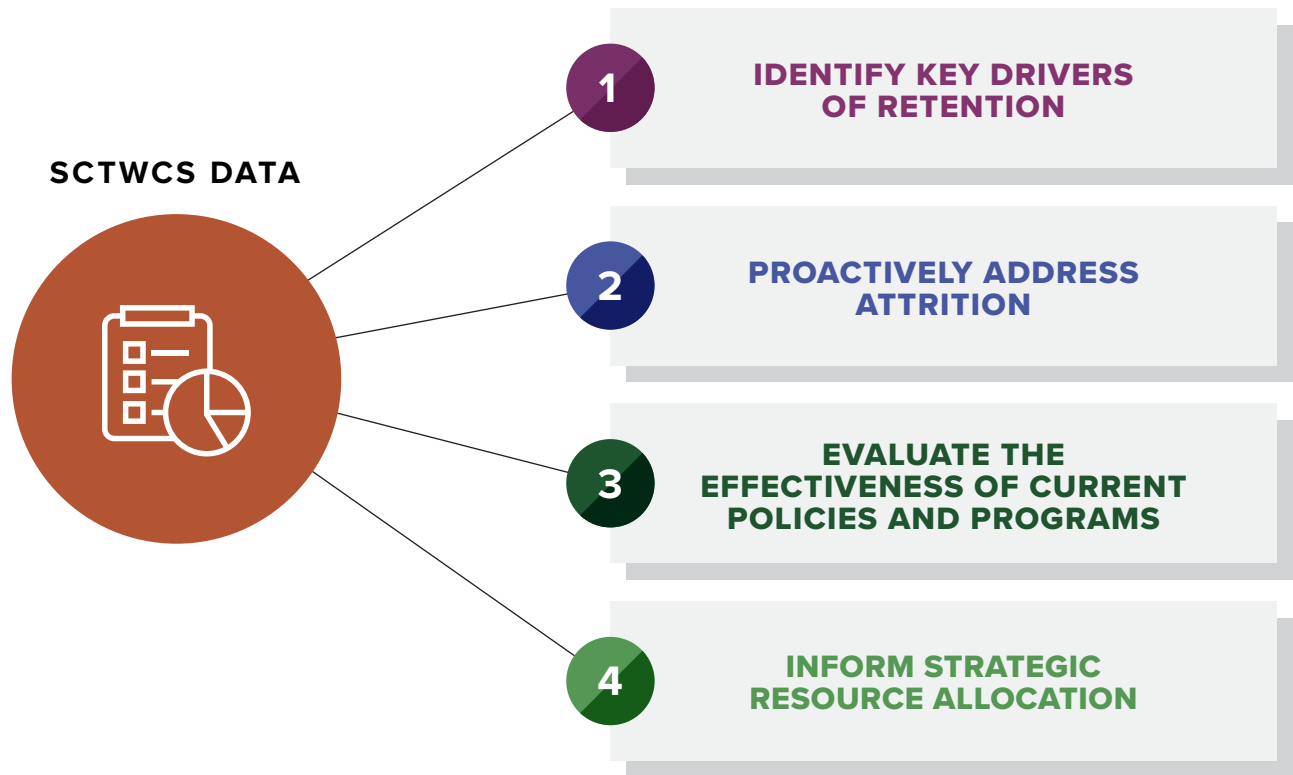
The SCTWCS utilizes the job demands-resources (JD-R) model to evaluate the equilibrium between job-related demands and available resources in the teaching workforce in South Carolina. In this framework, "demands" represent aspects of a teacher's role that require continuous physical or mental effort, potentially leading to strain. "Resources" include elements that aid in achieving work objectives, provide support, or foster professional growth.

Mentor support is an additional construct for new teachers. For all teachers, the survey measures job satisfaction and intention to stay in the profession. Together, these factors provide a crucial and more comprehensive understanding of the teaching environment and its impact on retention at both a state and district level.

### SURVEY CONSTRUCTS AND ITEMS

RESOURCES	DEMANDS	OUTCOMES	NEW TEACHER MENTOR SUPPORT
Resources	Student Behavior	Job Satisfaction	Mentor Support for Teaching
Professional Development Support	Student Engagement	Intention to Stay	Mentor Support Outside of Teaching
Parent Support	Workload		Mentor Proximity
Coworker Support	Organizational Demands		
Shared Governance			
Classroom Autonomy			

# Using SCTWCS findings to develop data-informed strategies for teacher recruitment, retention, and working conditions



- 1 IDENTIFY KEY DRIVERS OF RETENTION**

The measures of job satisfaction and intention to stay serve as direct indicators of whether teachers are likely to remain in their positions. Measured alongside resources and demands, these indicators help pinpoint specific factors (e.g., administrative support) positively or negatively influencing teachers' expected retention for the most effective interventions.
- 2 PROACTIVELY ADDRESS ATTRITION**

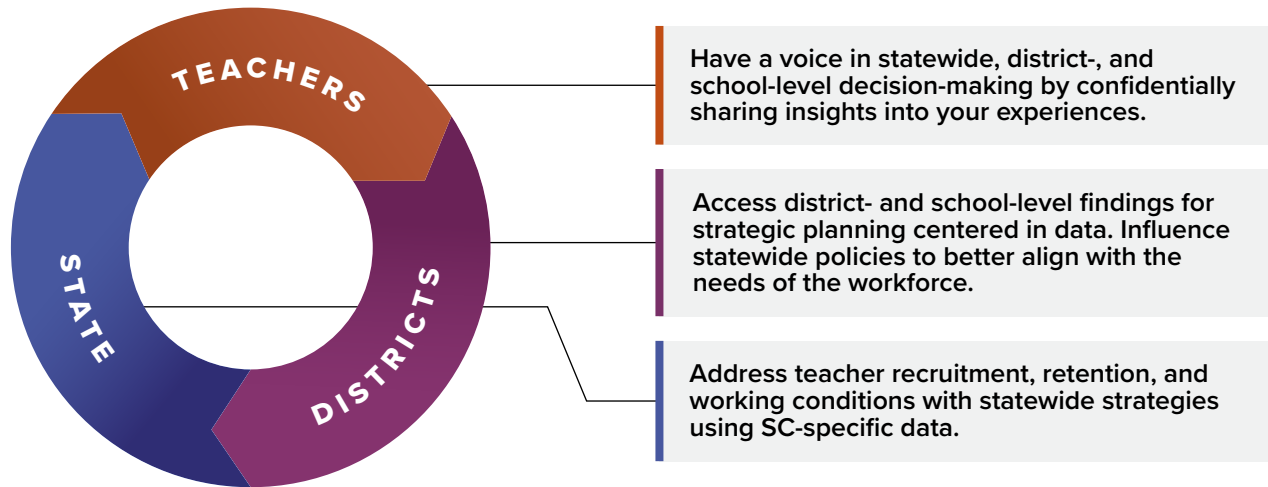
Job satisfaction often reflects a teacher's well-being and level of burnout. Continued participation in the SCTWCS provides districts the ability to assess trends in job satisfaction and intention to stay. As a result, districts can identify early warning signs and implement targeted strategies before teachers decide to leave.
- 3 EVALUATE THE EFFECTIVENESS OF CURRENT POLICIES AND PROGRAMS**

Districts often invest in initiatives to improve resources, reduce demands, and increase teacher support. Measuring job satisfaction and intention to stay can provide direct feedback on their success. For instance, if opportunities of increased autonomy lead to higher satisfaction and a greater intention to stay, districts can justify and refine these efforts to improve teacher retention.
- 4 INFORM STRATEGIC RESOURCE ALLOCATION**

Understanding the links among demands, resources, job satisfaction, and retention allows districts to strategically allocate resources. For example, if job satisfaction is closely tied to professional development or effective leadership, districts can invest more heavily in these areas to increase retention, rather than broadly investing in areas that may not have the same return.



# SCTWCS Participation: Benefits for Teachers, School Districts, and the State



SC TEACHER is working toward engagement from all South Carolina districts and schools in the 2025 SC Teacher Working Conditions Survey. Instructions on how to participate have been sent to district superintendents and personnel administrations as of October 2024. Districts have until December 13, 2024, to submit their information for participation.

Email [SCTinfo@mailbox.sc.edu](mailto:SCTinfo@mailbox.sc.edu) with any questions regarding survey participation or visit [www.sc-teacher.org/twc-survey](http://www.sc-teacher.org/twc-survey) to access our survey FAQs.



## SCTWCS 2024 RESULTS SHOWED...

**New teachers ( $\leq 5$  years of experience) perceived fewer resources related to support (i.e., administrative, coworker, professional development) and shared governance. They also perceived fewer student behavior demands.**

## Background of the Survey

SC TEACHER is charged by Act 185 of 2022 to gather and disseminate actionable data to South Carolina districts around teacher working conditions, and to produce a state-level report.

In the pilot administration of this survey, 57 of the 72 traditional public school districts, two of the three charter school districts, and all six special schools participated in the SCTWCS. All South Carolina public and charter school districts are eligible to participate at no charge to districts.