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INDUCTION SUPPORT OF TEACHERS ACROSS SOUTH CAROLINA

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ABSTRACT

Our nation continues to experience challenges with K-12 teacher shortages. The same is true for South Carolina. Teacher shortages in South Carolina primarily result from teacher attrition which has transformed from a problem to a state-wide crisis over the last decade. Between 40 and 50 percent of early career educators leave the profession within their first five years, which emphasizes the critical point of intervention for teacher retention during this early career stage. Teachers who receive early career support as they transition into the profession are less likely to exit the profession early. In this paper, I discuss the challenges associated with teacher attrition and the need for induction support, review promising practices of induction support programs in South Carolina, and share conclusions and recommendations.

INTRODUCTION AND RATIONALE

Education leaders have long been concerned with the challenges of retaining public school teachers, and research shows that increasing teacher turnover is problematic for school success (Bowsher, Sparks, & Hoyer, 2018; Gray & Taie, 2015). Teacher attrition negatively impacts student learning, decreases teacher morale as a whole, and costs school districts billions of dollars (SREB, 2018). Historically, the teaching profession in the United States has a relatively high turnover rate compared to many other traditional, licensed professions including nurses, engineers, and attorneys (Ingersoll, 2003; Ingersoll & Perda, 2011; Ingersoll & Strong, 2011).

In addition, teacher attrition is almost twice as high as similar high-achieving nations including Finland, Singapore, and Canada (Carver-Thomas & Darling-Hammond, 2017). Research overwhelmingly shows that between 40 and 50 percent of early career educators leave the profession within their first five years (Grissmer & Kirby, 1987, 1997; Ingersoll, 2003; Ingersoll & Strong, 2011). In South Carolina, teacher attrition has transformed from a problem to a state-wide crisis over the last decade. During the 2017-2018 school year, 25% of first-year teachers left the classroom. “While one or two regions may contain districts with highest turnover rates, retention issues exist in various geographic pockets all across the state (Center for Educator Recruitment, Retention, and Advancement [CERRA], 2019).”

Conversely, teachers who receive support as they transition into the profession and receive early career support are less likely to exit the profession early (Bowsher, Sparks, & Hoyer, 2018). Rising teacher attrition across South Carolina has led to the need to explore teacher induction and teacher induction support across South Carolina, and to review promising teacher induction programs nationally and across the state.

INFORMATION SOURCES AND METHODOLOGY

Teacher induction programs are a widely used form of support provided to early career educators. The purpose of this qualitative study was to explore teacher induction, teacher induction support across South Carolina, and review promising teacher induction programs across the state. To explore these areas, the author reviewed meta-analyses and individual studies related to teacher induction programs across the nation and South Carolina. The author first used a restricted search protocol. Electronic databases (e.g., ERIC, JSTOR) were used to search the following terms: *teacher induction*, *teacher induction program*, *teacher induction support*, *teacher retention*, *induction support*, *mentoring and induction*, *mentoring and induction program*, and *mentoring and induction support*.

To explore teacher induction programs across South Carolina, the author consulted pertinent websites such as the South Carolina Department of Education (SCDE) and the Center for Educator Recruitment, Retention, and Advancement (CERRA). In addition, the author obtained, reviewed, and coded the induction program section of South Carolina’s 81 public school districts’ initial submissions of the Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Implementation plan required by the state. The author concluded her research by using a Google search for South Carolina teacher induction programs that exist outside of a school district or its State Department of Education. The author searched every South Carolina college and university individually with the following terms: *induction*, *teacher induction*, and *teacher induction program*.

NATIONAL CONTEXT

Teacher induction programs are professional learning programs that are designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job, according to the American Institutes for Research, in partnership with the United States Department of Education (AIR, 2015). They are also meant to “provide mentor-based support to beginning teachers and create a supportive climate

for teacher growth and development.” AIR (2015) states the overall three goals of teacher induction programs are to help teachers through their first years, accelerate teacher effectiveness, and increase student achievement.

The National Education Association (NEA, 2017) refers to teacher induction as the minimum two-year phase of activities of an initial licensed, emerging educator that may include new teacher mentoring and should finish with a “performance demonstration of skills necessary to receive full licensure.”

Similar to the NEA, Hodges and Roy (2017) found the teacher induction period comprises the first three years in the classroom. The teacher induction program goals the researchers shared are similar to AIR’s stated goals (2015). They list three goals of teacher induction programs as improving new teacher performance, improving student achievement, and improving retention of novice teachers.

HISTORICAL CONTEXT IN SOUTH CAROLINA

While not overtly defining teacher induction or teacher induction programs, the South Carolina Department of Education (SCDE) has induction and mentoring guidelines that were developed from multiple state mandates in the Code of Laws of South Carolina. Regulation 43-205.1,III,B states that “each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance assistance throughout each induction year.” The current guidelines (SCDE, 2017) share that for South Carolina to improve the professional skills and lessen the attrition rate of its early career educators, the state must “develop programs that support beginning teachers’ continued growth,” and that “mentor-based induction programs provide support and feedback that can significantly reduce teacher turnover.” Under these state mandates, South Carolina’s induction and mentoring initiative exists as a collaborative effort among the state’s school districts, education preparation programs, the State Board of Education (SBE) and the SCDE through the Office of Educator Effectiveness and Leadership Development (OEELD) and CERRA. Implemented by individual school districts statewide, these induction and mentoring programs have one overarching objective: “To inform, encourage and support beginning teachers for the purpose of improving the quality of teaching in the state, raising the level of student achievement and reducing the rate of attrition among our newest teachers.”

Twenty years ago (CERRA, 2019b) the South Carolina State Legislature mandated (Section 59-26-30 of the Code of Laws) that the SCDE develop guidelines for a teacher induction program by July 1, 2000, which includes long-term coaching and assistance. The mandate also stated that the SCDE should do the following:

- disseminate best practices in teacher induction programs to school districts,
- adopt criteria for the selection and induction teacher training for mentor teachers, and
- promulgate regulations to be used by local school districts for providing formalized induction programs for teachers.

Additional state mandates require each district to provide induction teachers with comprehensive guidance, assistance, and written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness throughout the school year.

These first critical steps taken by state policymakers in 2000 laid down a path for South Carolina’s school districts to better support and meet the needs of its induction teachers. This also spurred further collaboration among school districts, college and university teacher education programs, the South Carolina Department of Education’s Division of Educator Quality and Leadership, and CERRA (SCDOE, 2006).

INDUCTION SUPPORT OF TEACHERS ACROSS SOUTH CAROLINA

DEFINITIONS

The term teacher induction and other critical terms that support the teacher induction field can mean different things to different groups of people as noted in the national context. Due to inconsistencies across the nation, the author chose to further define terms. The definitions of critical terms listed below are presented to provide consistency and clarity within the article and for the field (AIR, 2015; NEA, 2017).

Induction teacher – An induction teacher is an initial licensed, early career professional educator in her/his/their first three years of entering the teaching profession (Hodges & Roy, 2017; NEA, 2017).

Teacher induction – Teacher induction is a professional learning program that is designed to offer continuous guidance and differentiated support to best meet the individual needs of induction teachers across the first three years of entering the education profession. The goals of teacher induction are to (a) support early career professional educators continued professional and social-emotional growth and development, (b) lessen the attrition rate of early career professional educators, and (c) improve student academic achievement (AIR, 2015; NEA, 2017).

Teacher induction period – The first three years of teaching with initial professional educator licensure (Hodges & Roy, 2017; NEA, 2017).

“The term **teacher induction & other critical terms** that support the teacher induction field can mean different things to different groups of people as noted in the national context.”

K-12 TEACHER SUPPLY, DEMAND & RETENTION IN SOUTH CAROLINA

At the beginning of every school year, for more than 20 years, the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2019b) has administered an annual survey to collect data across South Carolina public schools to learn the rates public school teachers are entering and leaving the profession (Table 3).

CERRA’s 2018-2019 South Carolina Annual Educator Supply and Demand Report collected information on rates of public school teachers both entering and leaving the profession. During the 2017-2018 school year, CERRA (2019a) found that there were 1,642 completers of South Carolina teacher educator programs and 2,596.1 teachers left a South Carolina public school. In addition, 34% of first-year teachers did not return to

the same position for the 2018-2019 school year and 25% no longer teach in any South Carolina public school. The attrition percentages have continued to climb each year over the last five years while completers of teacher educator programs have declined.



Table 3: 2018-2019 South Carolina Annual Educator Supply and Demand (CERRA, 2019a)

School year	Completers of a SC teacher education program ¹	Teachers who left their positions ²	Teachers who left and are no longer teaching in any SC public school	Teachers who left with five or fewer years of experience in a SC public school ²	... and are no longer teaching in any SC public school	Teachers who left with one year or less of experience in a SC public school ²	... and are no longer teaching in any SC public school
2014-2015	2,060 ³ (2013-14)	5,277.7	4,108.1	1,796.5	1,309.0	667.7	529.7
2015-2016	1,793 ³ (2014-15)	5,352.2	4,074.3	2,087.4	1,506.5	748.5	579.6
2016-2017	1,720 ³ (2015-16)	6,482.2	4,842.1	2,465.4	1,776.3	777.8	616.2
2017-2018	1,684 (2016-17)	6,705.0	4,914.0	2,564.25	1,731.75	803.0	585.0
2018-2019	1,642 (2017-18)	7,339.3	5,341.3	2,596.1	1,747.6	935.7	689.7

Looking at data across the state (Table 3), it is clear there is a growing disparity between those entering and leaving the teaching profession. South Carolina is graduating 32% fewer teachers since 2012-2013. At the same time, there has been a 73% increase in educators leaving the profession since the 2011-2012 school year (CERRA, 2019b). Of those leaving the profession, early career educators make up more than half. These data show an immediate need to provide more comprehensive support and mentoring to better attract, cultivate, and keep induction teachers.

RECENT DEVELOPMENT & APPLICATION OF TEACHER INDUCTION PROGRAMMING IN SOUTH CAROLINA

In 2017, using state mandates as a framework, a collaboration between the SCDE, State Board of Education (SBE), Center for Educator Recruitment, Retention and Advancement (CERRA), South Carolina educator preparation programs, and South Carolina school districts updated their statewide induction and mentoring initiative. From the initiative, every South Carolina school district developed a program to support beginning teachers' continued growth that is an "intensive, mentor-based induction program" and "provides support and feedback that can significantly reduce teacher turnover and help teachers to focus on improving instruction" (SCDE, 2017 – Induction & Mentoring Guidelines).

To better support South Carolina teachers, the SCDE revised its 2006 State Mentoring and Induction Guidelines in December 2017 to "reflect a movement towards teacher proficiency in fostering student growth, feedback from beginning teachers, mentors, and induction coordinators, and research on new teacher support," that align with the state's ADEPT Standards and are grounded in nationally research-based and recognized mentoring models.

School districts are required to submit annual data collecting feedback on the quality and effectiveness of the induction and mentoring program. Since the 2009-2010 school year, reporting has been included as part of the annual ADEPT plan. Every South Carolina school district must update and submit, in writing, an induction and mentoring plan of induction contract teachers to the SCDE which is reviewed by the South Carolina Department of Education's Office of Educator Effectiveness and Leadership Development (OEELD) for approval or revisions and resubmission. Since the 2003-2004 school year, representatives from the OEELD review plans over the summer months. For any district who needs additional support before approval, the OEELD provides for collaborative, constructive support with district leadership, including the district's ADEPT liaison, to ensure all required sections of the ADEPT plan are completed and meet state requirements. Staff at SCDE serve in a collaborative support role in order to help districts.

In the guidelines, the South Carolina State Department of Education (2017) laid out the South Carolina Mentoring Cycle, outlined clear induction and mentoring guidelines, and delineated responsibilities and requirements of the district leadership, district induction and mentoring coordinator, school level administrators, and mentors. It is evident this information is supported through its guiding principles (Table 1).

Table 1: South Carolina Induction and Mentoring Guiding Principles (SCDE, 2017, p.3)

Implementation and Support of a Comprehensive Induction and Mentoring section of the district's ADEPT Plan	Multiple stakeholders are to be involved in the development and support of the district's ADEPT plan, including the induction and mentoring section; stakeholders should include the superintendent or designee, an induction and mentoring coordinator, school-level administrators, and trained mentors.
Roles, Selection, Development of Stakeholders	Roles and responsibilities of all stakeholders must be specified, as well as the criteria for their selection and assignment; requirements for training, ongoing development, and differentiated support must also be established.
Mentoring Towards Efficacy and Improved Practice	Effective mentoring of induction teachers must be undertaken, to include the use of the mentoring cycle, identification of learning opportunities, effective feedback, goal-setting, and ongoing coaching throughout the induction year.
Systematic Program Evaluation and Improvement	Evaluation of the State Induction and Mentoring Program, as well as district plans, is undertaken annually to determine effectiveness, areas in need of development, and the support needed to affect the necessary changes.

The state's updated induction and mentoring guidelines (2017) created clarity surrounding roles, responsibilities, and expectations for providing induction teacher support. Although state regulations mandate only one year of induction teacher support, Reg 43-205.1 states, "the maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed." The state's induction and mentoring guidelines also comprehensively detailed and structured mentoring in the South Carolina Mentoring Cycle (Table 2), to best provide support for both its mentors and induction teachers.



In SC, teacher attrition has transformed into a state-wide CRISIS.



Table 2: South Carolina Mentoring Cycle (SCDE, 2017, pp.10-11)

Pre-observation conference	Establish the focus of the observation, set expectations, gather information to establish the type of observation tool to be used, use the Coaching Dialogue Protocol
Observation	Use the tool that matches the focus, follow established protocols, collect data rather than judgments
Post-observation data analysis and conference	Provide data and effective feedback that addresses the focus area, use the Coaching Dialogue Protocol, set SMART goals that follow the established formula
Teacher Learning Opportunities (TLOs)	Identify opportunities and the necessary steps for professional growth based on the teacher's needs, may be level one or two, the identification of TLOs may occur at any stage of the cycle

EXPANDED ADEPT FINDINGS ACROSS SOUTH CAROLINA PUBLIC SCHOOL DISTRICTS

During this initial year of implementation of the revised Induction and Mentoring Program Guidelines, as a part of the Expanded ADEPT Plan, districts submitted in writing a plan for induction and mentoring for their school district of induction contract teachers to implement for the 2018–19 school year. Before implementation, every district's plan was reviewed by OEELD representatives. Districts were notified if their plan had been recommended to the SBE for approval or, if necessary, revisions must be made and the plan resubmitted. By the October 8, 2019, meeting of the South Carolina State Board of Education, OEELD had approved every district's expanded ADEPT plan and reported such to the board (SBE, 2019).

The template districts completed (ADEPT, 2019) included a list of what they should incorporate into their induction and mentoring plans:

1. district's policies, procedures, benefits, and calendar;
2. teacher-oriented and student-oriented services available in the district and the community;
3. social, cultural, and economic characteristics of the community being served by the district;
4. services and referral procedures related to special education and EL (English Learner) students;
5. SCTS 4.0 rubric or the district's approved teacher evaluation system;
6. requirements for professional educator certification and certificate renewal; and
7. an overview of the district's mentoring plan and the South Carolina Induction and Mentoring Program: Implementation Guidelines.

In addition to induction suggestions, OEELD required districts to provide a detailed description of their induction and mentoring plan that included the following:

- the purpose and scope of mentoring in the district;
- the district's procedures for the assignment of mentors to induction and annual contract teachers receiving diagnostic assistance;
- the district's plan for ensuring the qualifications of, training, supporting, and providing professional development opportunities for mentors;
- the district's system for collecting feedback on the quality and effectiveness of the Plan from all participants; and
- a description of the district's induction program for first year teachers including when they planned to meet and what topics would be addressed.

The 2018-2019 expanded ADEPT plans submitted by every South Carolina School District revealed that the reporting of induction teacher support and mentoring varied by district. Not all initial submissions were complete, and one district did not complete any portion of section four, the induction and mentoring plan.

It should be noted that the 2018-2019 school year was the first year expanded ADEPT plans were submitted and the researcher had access to districts' initial submissions, before districts collaborated with OEELD representatives to further strengthen plans. It could be expected that districts and OEELD would work together on this section of the new plan. Due to these factors, the researcher chose not to include areas which may have altered with OEELD support.

Data showed the lack of continuous and substantive induction and mentoring support for induction teachers across the state. Of the 81 school district plans, 51 had a two-year induction plan, and 18, or 22%, offered induction and mentoring support for three years. One district noted that they used the exact same induction and mentoring plan for year one while the plan states that if offering a second and/or third year, the plans must be different. At the same time, other districts shared that year two and/or year three support would only be offered as needed, suggesting that induction support and mentoring was only needed for struggling induction teachers.

Plans revealed that some rural districts have worked to support one another. Abbeville School District reported that their induction teachers are served through Greenwood 50 School District's induction and mentoring program. For a smaller, rural district this can allow a larger group of induction teachers to come together, learn, and grow as early career professionals while the districts conserve resources. Greenwood 51 School District referenced their collaboration with other districts to offer one unified induction support and mentoring plan through the Western Piedmont Education Consortium. The Consortium, which began in 1997, is a collaboration among 12 school districts whose original intent was to find ways to save money, time, and strengthen operations through cost sharing, resources, and expertise.

PROMISING PRACTICES OF TEACHER INDUCTION PROGRAMS IN SOUTH CAROLINA

To address the state's teacher attrition crisis, many South Carolina school districts have developed innovative induction efforts to address differing early career educator needs. Berkeley County School District, Lexington One School District, Lexington Two School District, and Pickens County School District offer a wide range of induction efforts and are highlighted as promising practices in SC.



BERKELEY COUNTY SCHOOL DISTRICT *USING DISTRICT LEVEL MENTORS TO SUPPORT NEW TEACHERS*

The **PRIDE** (**PR**ogram for **I**nducting **D**eveloping **E**ducators) is the component of the Expanded ADEPT Support and Evaluation System that is designed to continuously develop induction contract teachers during their first year in the profession through a system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth. PRIDE consists of specific strategies and activities that incorporate the components of the Expanded ADEPT model and are taken from the 2017 South Carolina Induction and Mentoring Program: Implementation Guidelines, the June 18, 2012, Amendments to the ADEPT Statute, and SC Mentor Training. The goals of the PRIDE include the following:

- to assist the first-year teacher in achieving success in the teaching profession;
- to increase the retention of promising first-year teachers;
- to promote the personal and professional well-being of first-year teachers; and
- to integrate the first-year teacher into the district/school community.

PRIDE Components:

- **Orientations:** District and school orientations are held for all new teachers.
- **Student Learning Objective (SLO):** A measure of a classroom-based teacher’s impact on student learning within a given interval of instruction (nine weeks, semester, or year) based on a measurable, long-term academic target.
- **Professional Development:** On-going support and training designed to grow the teacher as a professional educator. (*First semester professional development focuses on the SCTS 4.0 Rubric. Second semester professional development has a focus on the SCTS 4.0 Rubric but is responsive to teachers’ needs from the first semester. Professional development varies in format and includes in-person sessions to virtual sessions.*)
- **School-Level Mentor:** SC Mentor certified teacher who is matched by an administrator at the teacher’s school.
- **Observations & Conferences:** Pre-observation conference/observation/post-observation conference (POP cycle) or observation/post-observation conference (OP cycle) based on data collected on the SC Teaching Standards 4.0 Rubric and conducted by school-level mentors and administrators.
- **Feedback:** Oral and written, formative and summative, based on evidence collected throughout the year in the four (4) SCTS 4.0 Rubric domains.

In addition, Berkeley County has district-level ADEPT contacts, (from the BCSD Office of Educator Effectiveness), assigned to each school which provide PRIDE teachers with an additional layer of support.

Contact: Patricia Davis, Coordinator of Educator Effectiveness – Berkeley County School District

LEXINGTON SCHOOL DISTRICT ONE MENTORING INTERNATIONAL TEACHERS

The team in Lexington School District One focuses mentoring for international teachers on three main areas of support: meeting basic needs, developing interculturality, and providing pedagogical support.

Before a focus on pedagogy and practice can begin, the district recognizes that international teachers have recently left much behind to join new teams. Often, the question “How are you?” is met with a perfunctory “I’m okay” or “All is well” by international teachers, who are nervous to place a burden on others in their transition. Almost as often, those answers are not entirely true. Mentors shift the question to be very specific. For example, they ask, “Do you have a bed for every member of your family?” or “What have you been eating the last few days?” These types of specific questions help uncover the most pressing needs.

Beyond shelter and food, there are other important needs to consider. Mentoring international teachers often includes assistance with obtaining a social security card, visiting the DMV, and navigating insurance and car payments. Along the way, there is something special that happens as the district invests in the stories of international friends, learning about their backgrounds and families and all-too-often the ones left behind. Sharing stories builds an important emotional connection that leads to that all-important sense of belonging we crave.

Adjusting to life in a new language is just one part of the transition for international teachers. The idea of interculturality – of making meaning out of the interactions between two different cultures in a way that allows diverse groups to develop equitable relationships based on mutual respect – is an essential part of mentoring international teachers.

Finally, as the work of meeting basic needs and developing interculturality is underway, the mentor can begin to focus on pedagogical support for international teachers. International teachers often come to teach in the United States with great expertise and experience. It is essential that professionalism be honored and valued.

Alongside honoring this expertise, it is important for the mentor to assist the teacher in adjusting to pertinent local education practices. For example, in some Asian cultures, students arrive at school and prepare for the day before educators. When teachers from these cultures appear to arrive late for school each day, it is not a disregard for rules being displayed but rather a misunderstanding of professional practice. When the mentor helps the international teacher navigate this type of misstep, the capacity of the teacher is grown and student needs are met with increasing skill. Throughout the course of the year, the mentor supports the international teacher in understanding the approaches to teaching and learning that lead to success for all students.

Contact: Kimberly Freeman, Employee Development Facilitator, Lexington School District One

LEXINGTON SCHOOL DISTRICT TWO *USING DATA TO PERSONALIZE MENTORING*

The district approach to mentoring induction teachers first begins with providing support for new teachers. Supporting teachers is the primary focus and is provided in two areas. First, at the school level, an SC Mentor trained teacher is assigned to every induction teacher. Second, there are monthly “Induction 101” meetings facilitated by Kevin Smoak, Coordinator for Evaluation and Effectiveness.

Supporting new teachers first begins at the school level. A trained SC Mentor teacher is provided to each induction teacher to support them through meeting the social, emotional, and physical needs of the new teacher. Following the SC Mentor guidelines and using the SCTS 4.0 Rubric, mentors regularly meet, plan, and support the new teachers at their schools. This approach to supporting new teachers is personalized to meet the specific needs of each individual teacher in their classrooms.

The second approach to supporting induction teachers is through the monthly “Induction 101” meetings where the focus is on using the SCTS 4.0 data to monitor teacher progress to support them. Induction teachers are observed at least once each semester by their mentor and school administrator, and afterwards the teachers complete a self-reflection, using the SCTS 4.0 Rubric. The data is then analyzed specific to each group by the facilitator.

Each induction meeting is designed to focus on meeting the needs of that specific group of teachers which consists of approximately 15-20 teachers based on their grade level and/or content area. The smaller group allows for intentional collaboration with teachers similar to one another and lets the facilitator better personalize and develop each meeting according to the group of teachers.

Contact: Kevin Smoak, Coordinator for Evaluation and Effectiveness, Lexington School District Two

SCHOOL DISTRICT OF PICKENS COUNTY *NEW TEACHERS AS PART OF THE FAMILY*

The entire district is committed to innovatively supporting its first-year teachers. Support comes from all levels: the superintendent, instructional services, human resources, school administrators, lead teachers, and assigned

mentors. As a system, the goal is to make sure first year teachers feel like they are a part of the family because district and school leadership knows if they do not feel supported and connected, they will not stay in the district. Led by Certified Staff Coordinator Danny Rogers, Pickens begins the school year with district leaders visiting each induction teacher to welcome them and to provide a basket filled with supplies and snacks. Additionally, district-level teams visit induction teachers to observe and provide coaching based upon the SCTS 4.0 Rubric and coaching model. Throughout the year, induction teachers are provided the opportunity to reflect, especially in face-to-face meetings. This gives leadership the opportunity to listen and provide support where needed. When surveyed at the end of the year, there are two things stand out for induction teachers. First, they indicate that the family atmosphere is important and has assisted them through struggles they faced. The second message they communicate is that the support provided by their mentors and the relationship that has developed has had a positive impact on their teaching and decision to stay in the profession.

Contact: Danny Rogers, Certified Coordinator, School District of Pickens County

In addition to district innovations, three South Carolina universities have reached beyond educating their current students, to help school districts support and retain their alumni and early career educators across the state. Clemson University, Newberry College, and the University of South Carolina have taken three varied approaches.

CLEMSON UNIVERSITY *PERFECTING YOUR ROAR*

During the 2018-2019 school year, Clemson University's College of Education launched a professional development seminar series called Perfecting Your Roar (PYR) in an effort to improve retention through professional development (SBE, 2020). According to Staton (2018, 2019), the series is intended to be implemented in addition to teacher induction programs from partner school districts. The four-session series is primarily for early career teachers and seeks to accomplish the following:

- Address knowledge gaps experienced by teachers new to the classroom;
- Provide a venue for new teachers to meet and help one another by sharing knowledge and experience; and
- Address needs of partner school districts, recent graduates of Clemson University's College of Education, and other teachers interested in professional development.

Dr. George Petersen, Dean of Clemson University's College of Education, shared (SBE, 2020) that the PYR program is provided to first year teachers at no cost and is open to all teachers who choose to attend the Saturday sessions. Emerging research indicates "that the teachers' levels of confidence, preparation, classroom management, and using available data to assist the teachers in their practice is accelerating."

INDUCTION SUPPORT OF TEACHERS *ACROSS SOUTH CAROLINA*

NEWBERRY COLLEGE

RETAIN & EMPOWER TEACHERS THROUGH ACTION, INNOVATING, & NETWORKING

While not an induction program, per se, Newberry College hosts the Retain and Empower Teachers through Action, Innovation, and Networking (RETAIN) Center of Excellence for mentor, induction, and pre-service teachers. The center began as a five-year grant from the South Carolina Commission on Higher Education in 2010. Its goal is to retain induction teachers, and its primary service is to provide professional development, mentoring, and continuing education to South Carolina induction teachers across their first three years in the classroom (RETAIN, 2020).

RETAIN Center of Excellence for Mentoring and Induction Teachers Goals

1. Increase teacher retention throughout districts in South Carolina through professional development, mentor support, and new teacher programs.
2. Increase teacher retention through our GROW guarantee by offering additional support specific to new teacher needs.
3. Offer add-on certifications in an online format to increase accessibility for working teachers to improve teaching and learning.
4. Provide opportunities for pre-service teachers from local colleges to participate in a one-day event intended to increase awareness of new teacher issues, and to participate in on-site district job interviews.

Pertaining to teacher induction, RETAIN believes it is important to model the importance of continued professional development for educators by offering multiple professional development opportunities. The center strives to meet their goals by offering multiple professional development opportunities including the GROW symposium and a new teacher induction symposium.

RETAIN's (2020) annual GROW symposium was designed to "offer opportunities for senior education majors to gain insight and practical advice on a variety of issues related to student teaching and first years of teaching." RETAIN also hosts an annual summer new teacher induction symposium for teachers in their first three years of teaching. Newberry College (2017) shared that the symposium "has impacted hundreds of South Carolina teachers over the last four years."

UNIVERSITY OF SOUTH CAROLINA

CAROLINA TEACHER INDUCTION PROGRAM (CAROLINA TIP)

Outside of low salary, "support, leadership within the schools, school safety, those are all issues around which [undergraduate] students talk about and teachers talk about why they might leave [the teaching profession]," according to Dr. Jon Pedersen (Reynolds, 2018), Dean of the College of Education at the University of South Carolina. It is also why he supports its recent initiative, the Carolina Teacher Induction Program. To address some of the frustrations with the goal of retaining early career educators, the College of Education started the program in 2017.

The University of South Carolina's College of Education (UofSC) has piloted and grown the university-based Carolina Teacher Induction program (CarolinaTIP) over the last three years. As of 2019-2020, the program was a collaboration between UofSC and 63 public schools across six South Carolina school districts with plans to expand each year. CarolinaTIP advertises itself as a bridge of support from being a university student to teaching in a K-12 South Carolina classroom.

CarolinaTIP, named the most promising practice in education in South Carolina (Riley Institute, 2020), does not seek to replace school district teacher induction programs but to serve as a complimentary program across the first three consecutive years of a teacher’s career. In fact, CarolinaTIP (Skeen, 2017) is “grounded in the belief that teacher preparation programs and school districts have a shared responsibility in not only the development of preservice teachers, but in the continued support of teachers through their first three years in the classroom.”

Building on research that early career educators need individualized support Van Buren (2019) shared that CarolinaTIP takes a holistic, teacher-centered approach to support by “targeting the most pressing reasons teachers leave the classroom, including struggles with classroom management, stress, self-efficacy, and navigating the demands of the job.” This holistic model is based on the evolving needs of induction teachers. It is not bound by evaluation standards or state-mandated requirements, so it serves as an individualized, non-evaluative program that aids induction teachers in developing a strong professional foundation, “utilizing emotional support, instructional coaching and leadership development.”

CarolinaTIP’s primary goal is to “help novice teachers develop the tools and capacity to persevere and thrive in the profession, therefore improving teaching, learning, and student development by empowering teachers to meet the needs of South Carolina’s children” (Van Buren, 2019). To meet this goal, the program “offers group workshops, coupled with personalized coaching and classroom support. With the help of experienced coaches, teachers learn how to implement best practices ranging from behavior management to instructional strategies. In addition, all [induction] teachers receive on-site, in-class implementation support from the coaches” (UofSC website, 2020).

To date, results from CarolinaTIP’s three-years have shown improvements in teacher efficacy on the scale developed by Tshannen-Moran & Woolfolk Hoy (2001), and the increases in teacher efficacy have been particularly pronounced in the classroom management domain, which reflects a major focus of the program. Furthermore, the data from CarolinaTIP have consistently shown decreases in job-related stress for teachers as they progress through the program (using an instrument adapted from Klassen & Chiu, 2010). Through regular session feedback surveys, CarolinaTIP teachers have overwhelmingly reported that the program has contributed to their desire to remain in the profession, and they have consistently reported powerful and personalized relationships with their coaches through twice-annual coaching surveys and annual teacher focus groups. Data collected through teacher focus groups also has provided further evidence to support CarolinaTIP’s positive effect on teachers’ self-efficacy in the classroom and on their ability to respond to job-related stress, which are both strong precursors to retention.

CONCLUSIONS AND RECOMMENDATIONS

People often speak of teacher shortages, implying that Colleges of Education are not graduating enough K-12 public school teachers. However, South Carolina has not historically struggled over the last decade from the number of teacher graduates. Rather, the state has primarily struggled with teacher shortages due to teacher attrition. Current data show (Table 3) a growing disparity between teachers entering and leaving the profession which further exacerbates and highlights the struggle many districts face to keep professional, induction teachers in classrooms. Of the state’s 5,341.3 teachers who left the profession completely during the 2018-2019 school year, 13% were teachers who taught for a year or less.



Despite having solid induction and mentoring guidelines in place for many years, over the past decade, as South Carolina’s teacher attrition has worsened, teacher demand grows and fewer college graduates enter the teaching profession. As a result, there has been an increase in the number of schools and districts in South Carolina that are opening the school year without all teaching positions filled. Fortunately, there are some promising teacher induction practices across the state that are working to lessen teacher attrition by providing induction teachers with much needed professional support early in their careers.

RECOMMENDATION 1

District leaders of smaller and/or rural districts should look to the Midlands Educator Effectiveness Roundtable (MEER), the Olde English Consortium, the Pee Dee Consortium, and the Western Piedmont Education Consortium, and others, as models to develop and lead unified teacher induction and mentoring programs by pooling resources.

RECOMMENDATION 2

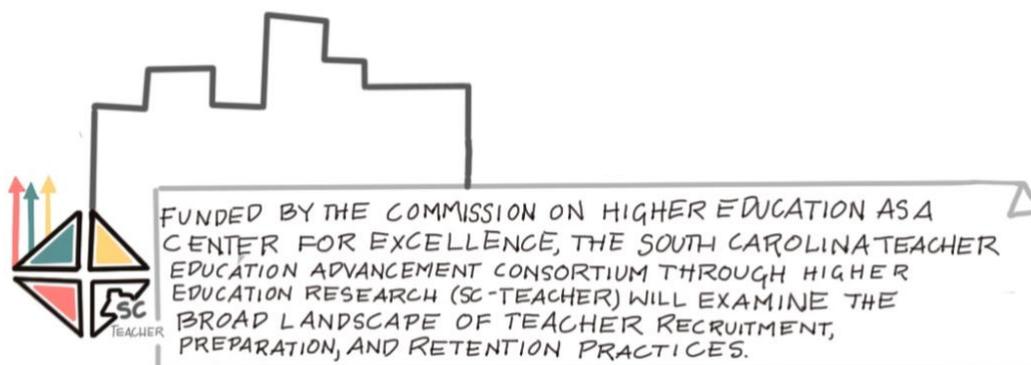
To support district leaders as they prepare and implement teacher induction and mentoring plans, OEELD, CERRA or another SC agency should look at publishing exemplar district teacher induction and mentoring plans. While most districts list their expanded ADEPT plans on their district website, this would alleviate district leadership reading through more than 80 plans for ideas to improve their teacher induction and mentoring plans.

RECOMMENDATION 3

While policymakers and state education leaders have taken many steps to prioritize teacher induction and mentoring by adopting and funding a formal induction and mentoring program, the state has not perfected its teacher induction and mentoring policies to ensure the provision of high impact, multi-year induction support for all early career educators (Goldrick, 2016). As state and district leaders seek to keep early career professional educators in the classroom, research shows more action is needed to support three-years of non-evaluative, personalized, induction support and mentoring for all early career educators to support their individual professional growth.

RECOMMENDATION 4

There are homegrown promising practices taking place in communities surrounding and being led by multiple South Carolina universities who embrace the idea that they have a hand, not only in preparing teachers, but also in helping to further develop and retain them. These universities showcase that South Carolina colleges and universities are positioned to grow their innovative, non-evaluative programs which follow their graduates into the classroom and provide substantive support to the state’s induction teachers with support from state policy and education leaders.



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APPENDIX TABLE 1. SOUTH CAROLINA TEACHER INDUCTION YEARS

SCHOOL DISTRICT		INDUCTION YEAR 1	INDUCTION YEAR 2	INDUCTION YEAR 3
1	ABBEVILLE	Y	N	N
2	AIKEN	Y	Y	Y
3	ALLENDALE	Y	Y	N
4	ANDERSON 1	Y	Y	N
5	ANDERSON 2	Y	N	N
6	ANDERSON 3	Y	N	N
7	ANDERSON 4	Y	Y	N
8	ANDERSON 5	Y	Y	N
9	BAMBERG 1	Y	N	N
10	BAMBERG 2	Y	N	N
11	BARNWELL 19	Y	Y	N
12	BARNWELL 29	Y	Y	Y
13	BARNWELL 45	Y	N	N
14	BEAUFORT	Y	Y	N
15	BERKELEY	Y	Y	N
16	CALHOUN	Y	Y	N
17	CHARLESTON	Y	N	N
18	CHEROKEE	Y	N	N
19	CHESTER	Y	Y	Y
20	CHESTERFIELD	Y	N	N
21	CLARENDON 1	Y	Y	N
22	CLARENDON 2	Y	Y	Y
23	CLARENDON 3	Y	N	N
24	COLLETON	Y	Y	Y
25	DARLINGTON	Y	N	N
26	DILLON 3	Y	N	N
27	DILLON 4	Y	Y	N
28	DORCHESTER 2	Y	Y	N
29	DORCHESTER 4	Y	Y	Y
30	EDGEFIELD	Y	Y	N

31	FAIRFIELD	Y	Y	N
32	FLORENCE 1	Y	Y	Y
33	FLORENCE 2	Y	Y	N
34	FLORENCE 3	Y	Y	Y
35	FLORENCE 4	Y	Y	Y
36	FLORENCE 5	Y	N	N
37	GEORGETOWN	Y	Y	Y
38	GREENVILLE	Y	Y	N
39	GREENWOOD 50	Y	Y	N
40	GREENWOOD 51	Y	N	N
41	GREENWOOD 52	Y	N	N
42	HAMPTON 1	Y	Y	N
43	HAMPTON 2	Y	Y	N
44	HORRY	Y	Y	N
45	JASPER	Y	Y	N
46	KERSHAW	Y	Y	N
47	LANCASTER	Y	Y	N
48	LAURENS 55	Y	Y	N
49	LAURENS 56	Y	Y	N
50	LEE	Y	Y	Y
51	LEXINGTON 1	Y	Y	N
52	LEXINGTON 2	Y	Y	N
53	LEXINGTON 3	Y	Y	N
54	LEXINGTON 4	Y	Y	Y
55	LEX-RICH 5	Y	N	N
56	MARION	Y	Y	Y
57	MARLBORO	Y	Y	Y
58	MCCORMICK	Y	N	N
59	NEWBERRY	Y	Y	Y
60	OCONEE	Y	N	N
61	ORANGEBURG 3	Y	N	N
62	ORANGEBURG 4	Y	N	N
63	ORANGEBURG 5	Y	Y	Y

64	PICKENS	Y	Y	N
65	RICHLAND 1	Y	Y	Y
66	RICHLAND 2	Y	Y	Y
67	SALUDA	Y	N	N
68	SPARTANBURG 1	Y	N	N
69	SPARTANBURG 2	Y	N	N
70	SPARTANBURG 3	Y	N	N
71	SPARTANBURG 4	Y	N	N
72	SPARTANBURG 5	Y	N	N
73	SPARTANBURG 6	Y	Y	N
74	SPARTANBURG 7	Y	N	N
75	SUMTER	Y	Y	N
76	UNION	Y	N	N
77	WILLIAMSBURG	Y	N	N
78	YORK 1	Y	N	N
79	YORK 2	Y	Y	N
80	YORK 3	Y	Y	N
81	YORK 4	Y	Y	N
	TOTAL DISTRICT INDUCTION PROGRAMS	81	51	18