PROFILE OF THE SOUTH CAROLINA TEACHER WORKFORCE FOR 2020-2021
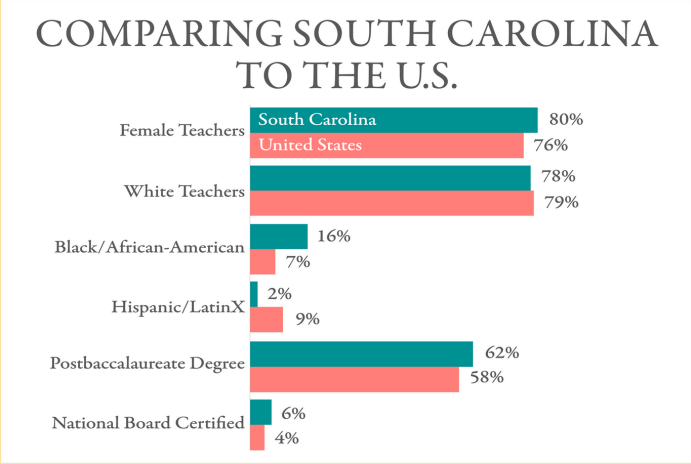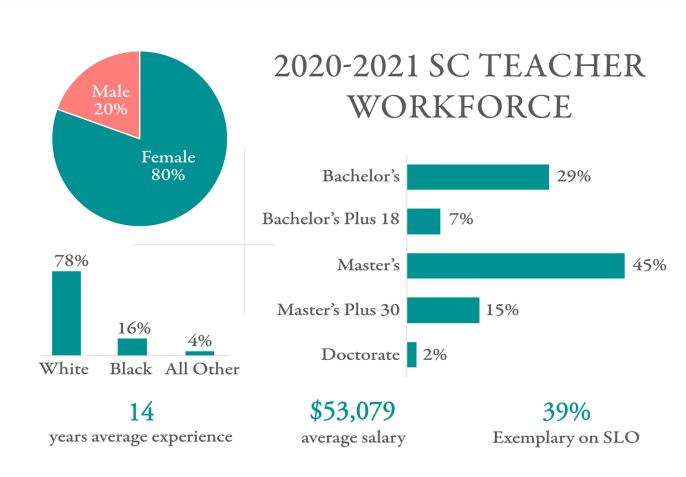
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Child Development Research Center

SC TEACHER
A SOUTH CAROLINA CENTER FOR EXCELLENCE
IN TEACHER EDUCATION RESEARCH

This report utilizes statewide educational data from the 2020-2021 academic year to draw contextual comparisons within South Carolina's teacher workforce. Insights include how teacher demographics vary in relationship to school location (city, suburb, town, rural) and the percentage of students in poverty at the school. The report also examines differences found in the teacher workforce of high-poverty schools across locations. The results provide a more thorough understanding of dissimilarities within the South Carolina teacher workforce, especially in high-poverty schools and non-suburban communities. To learn more, access the report **here**.

Teachers in SC are primarily female, and 62% have a master's degree or higher.

2020-2021 SC TEACHER WORKFORCE

- Male 20%
- Female 80%

Bachelor's	29%
Bachelor's Plus 18	7%
Master's	45%
Master's Plus 30	15%
Doctorate	2%

- White 78%
- Black 16%
- All Other 4%

14 years average experience
$53,079 average salary
39% Exemplary on SLO

SC has a higher percentage of teachers with post-baccalaureate degrees and National Board Certification than the national workforce.

COMPARING SOUTH CAROLINA TO THE U.S.

	South Carolina	United States
Female Teachers	80%	76%
White Teachers	78%	79%
Black/African-American	16%	7%
Hispanic/LatinX	2%	9%
Postbaccalaureate Degree	62%	58%
National Board Certified	6%	4%

Key Finding #1

In low-poverty schools, the proportion of teachers scoring Exemplary on student learning objectives (SLOs) was twice that found in high-poverty schools.

Exemplary on SLOs

Low Poverty	High Poverty
46%	23%
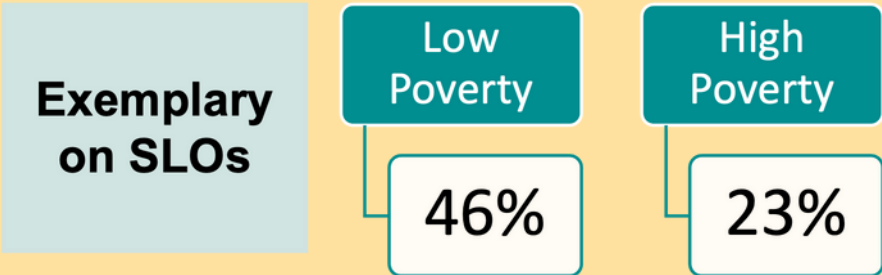
*Student learning objectives (SLOs) are assessment tools in which teachers develop specific goals for student achievement.

Key Finding #2

Alternatively Certified Teachers

South Carolina	3.0%
Rural	3.9%
High Poverty	4.9%

Rural schools employed the greatest percentage of teachers with alternative certification. All high-poverty schools, regardless of location, use alternatively certified teachers at a slightly higher rate than the state as a whole.

Key Finding #3

High-poverty schools employ a significantly higher percentage of international teachers compared to low-poverty schools.

International Teachers

Low Poverty	High Poverty
0.6%	6.0%
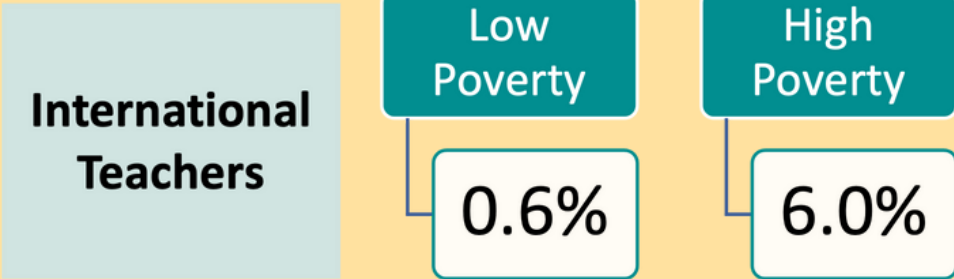
ABOUT SC-TEACHER

Serving as a statewide resource center, the SC-TEACHER team examines the landscape of teacher recruitment, preparation, and retention practices in South Carolina and maintains a state-centric, longitudinal database to better understand issues and best practices that inform key questions of interest to policymakers and practitioners.

For more information, visit www.sc-teacher.org