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Appendix A1A
South Carolina School Completers - Postsecondary Pursuits Immediately Following Graduation (1984 -2008)

School Year	Number of High School Completers/ Graduates 1/	Percent of High School Completers Entering: Technical College Certificate Program 3/	Other Schools 4/	Gainfully Employed	Armed Forces	Other Activities /5	College 2/	Percent of College-level Courses Passed 1st semester/quarter /2
1984-85	35,004	4.2	2.1	33.8	Not Collected	17.0	42.8	91.6
1985-86	34,415	3.8	1.9	31.8	Not Collected	17.0	45.5	91.8
1986-87	34,047	3.8	2.1	26.6	7.1	12.9	47.4	92.3
1987-88	36,117	4.1	2.1	26.0	7.1	12.3	48.2	92.4
1988-89	37,021	4.3	1.7	25.2	6.6	13.1	49.0	93.0
1989-90	35,108	3.5	1.2	24.4	7.2	14.3	49.5	93.1
1990-91	33,473	4.0	1.0	21.4	5.9	14.6	53.0	92.8
1991-92	32,782	3.1	1.6	20.9	5.9	13.5	55.1	91.8
1992-93	32,414	3.5	1.4	21.7	5.8	12.8	54.7	91.8
1993-94	31,880	2.9	1.1	21.1	6.0	12.4	56.6	91.0
1994-95	32,757	2.7	1.4	20.2	5.9	11.6	58.2	91.1
1995-96	32,232	2.5	1.2	20.8	6.1	11.7	57.8	90.9
1996-97	33,120	2.3	1.0	20.7	5.6	11.9	58.5	91.1
1997-98	33,660	2.4	1.2	20.7	5.0	12.2	58.5	91.6
1998-99	34,186	2.5	1.1	19.5	5.0	11.1	60.9	91.6
1999-2000	33,918	3.5	1.1	19.5	5.2	11.1	59.5	91.6
2000-01	32,389	3.7	0.9	17.1	5.0	11.2	62.1	92.6
2001-02	33,843	3.4	1.2	16.5	4.6	11.2	63.1	92.5
2002-03	35,293	3.4	0.9	15.7	4.2	11.1	64.8	92.3
2003-04	36,112	2.8	1.1	16.0	3.9	11.8	64.4	91.7
2004-05	36,354	3.3	0.9	15.9	3.3	11.5	65.0	91.3
2005-06	38,141	2.5	0.7	15.1	3.2	12.9	65.5	91.1
2006-07	40,171	2.6	0.7	15.0	3.1	12.7	65.8	91.0
2007-08	38,712	2.4	0.7	13.7	3.3	13.1	66.9	90.7

1/: Includes graduates (high school diploma only) for the years 1984-85 through 1988-89. High school completers (high school diplomas + state certificates + local certificates) were collected for the years of 1989-90 forward.

2/: Includes high school completers/graduates who enrolled in college (4-year + 2-year + Technical College A.A/A.S. programs).

3/: Includes high school completers/graduates who enrolled in technical college degree/certificate programs (masonry, auto mechanics, etc).

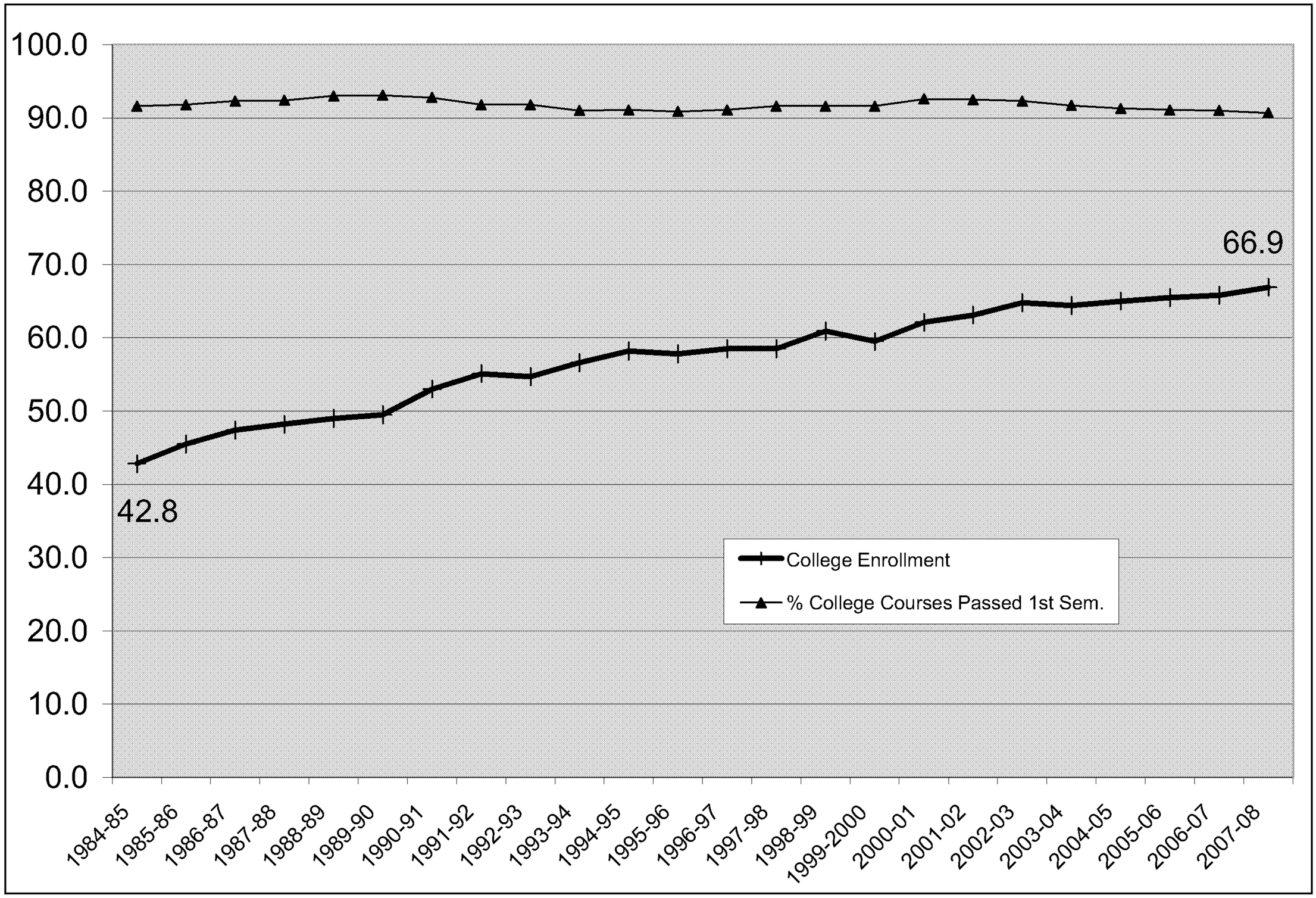
4/: Includes high school completers/graduates who enrolled in proprietary colleges

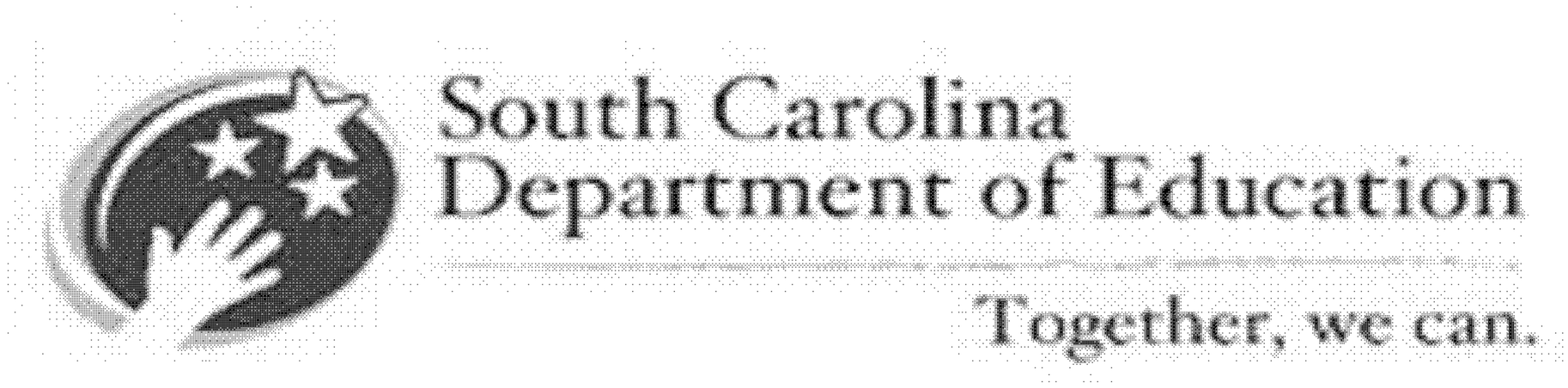
5/: Includes high school completers/graduates whose activities were unknown, pregnant, incarcerated, etc.

Source: S.C. Department of Education, "Summary of All South Carolina High School Completers Enrolled in College Freshman Classes in S.C. and Other States," 1984-85 through 2007-08.

South Carolina Percentage of High School Completers Enrolling in College and

Percentage of College Courses Passed at the End of the First Semester or Quarter





LiteracySC Framework

South Carolina Department of Education
Division of Standards and Learning
Office of Standards and Support

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State Superintendent of Education

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INTRODUCTION TO *LiteracySC*

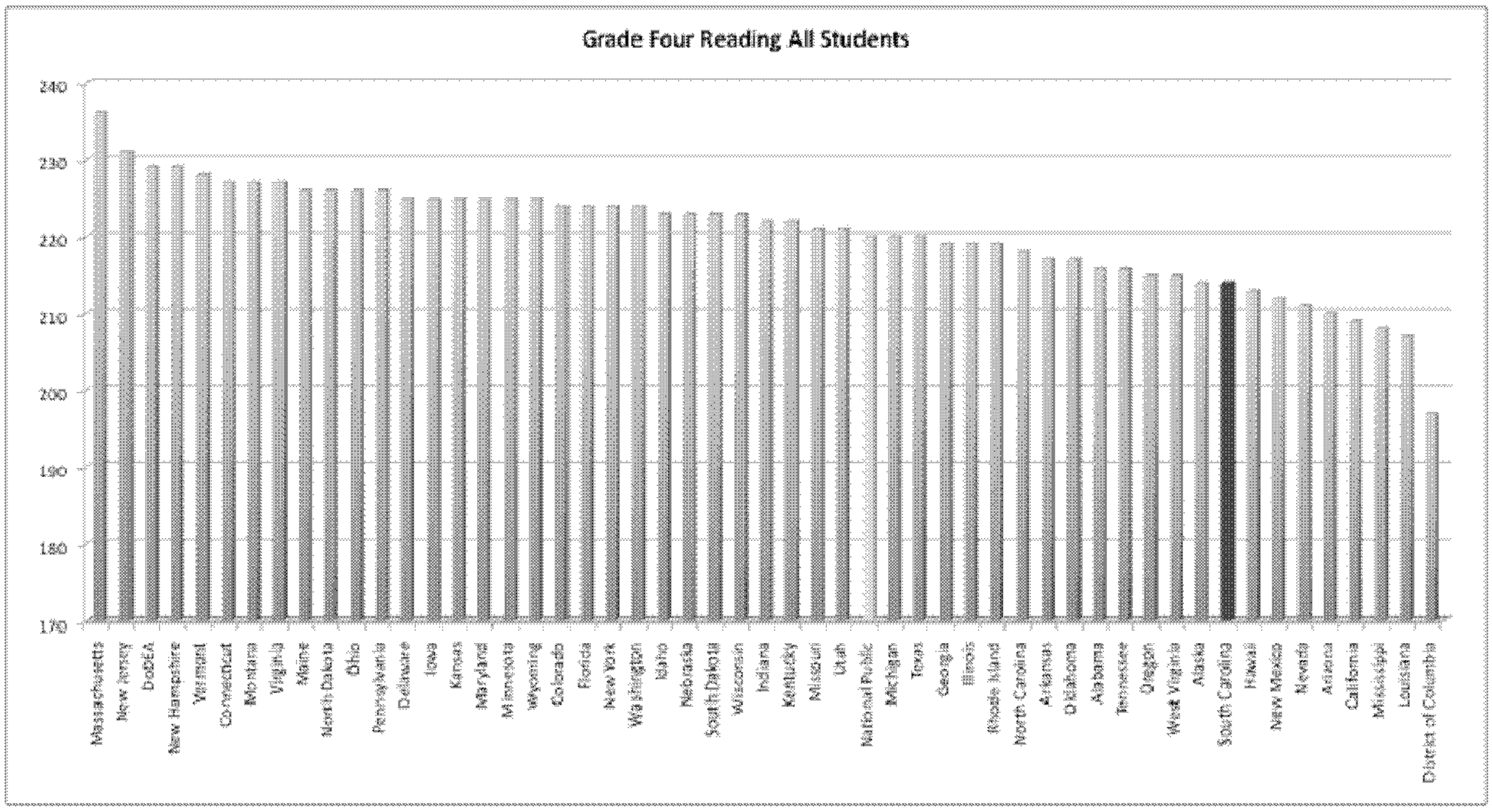
As the authors of ***Read to Achieve*** make clear, "[S]tudents need [literacy] instruction beyond third grade to learn, for example, how to employ reading strategies to comprehend complex texts about specialized subject matter. All students need such instruction, not just those who are struggling readers and writers. Yes, struggling students do require extra help, and it is not necessarily a reiteration of early literacy instruction that they need. As students get older, more potential exists for their falling even farther behind and becoming disengaged from learning. Struggling adolescent readers who do not identify themselves as readers are most likely to be the lowest performing" (Kaine, 2009, p. 7).

The issue of reading instruction belongs to all teachers of grades K—12 across all content areas. In order to make progress on this issue, it is essential that all stakeholders – from the South Carolina Department of Education (SCDE) to the district offices and from principals to classroom teachers – accept that literacy is part of the curriculum and not an imposition that is the consequence of teachers in previous grades "not doing their jobs." Because the quality of students' learning depends heavily on their ability to learn from their reading and their writing, it is clear students must be effective readers and writers to do well in school.

The purpose of the ***LiteracySC*** Framework is to begin the task of addressing the problem of low attainment of literacy in South Carolina schools, with a particular focus on those students in grades 4—12 whose ability to learn mathematics, science, history, and literature is inhibited by their inability to read and write – their literacy skills. This framework is designed to provide a comprehensive preK—12 approach to literacy for the State of South Carolina. The continued focus on the importance of early reading and writing skills acquisition and support is the core of this plan. South Carolina has set ambitious goals for itself to improve the education of all students. Key to accomplishing these goals is for all stakeholders to work from a common plan. This document is the "rough draft" of that plan.

REVIEW OF SOUTH CAROLINA STUDENT PERFORMANCE

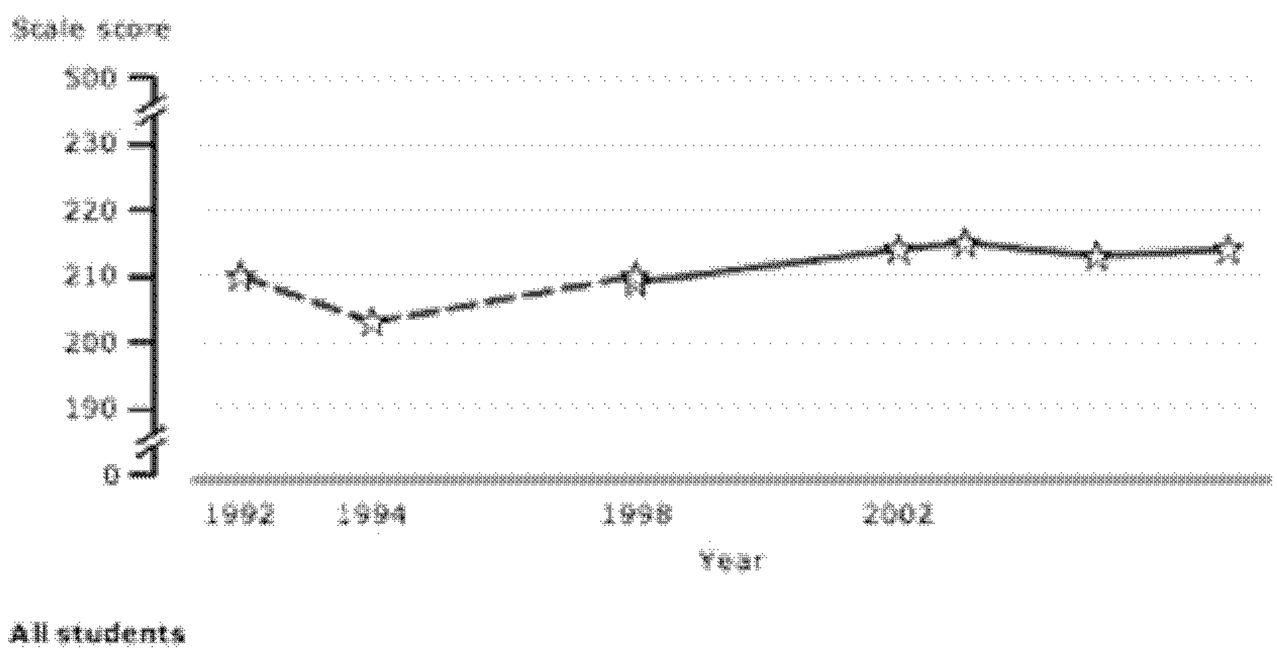
Students in South Carolina read poorly relative to their peers in other states as measured by the National Assessment of Educational Progress (NAEP). The graph below shows the performance of all South Carolina students in grade 4 on the 2007 NAEP for reading.



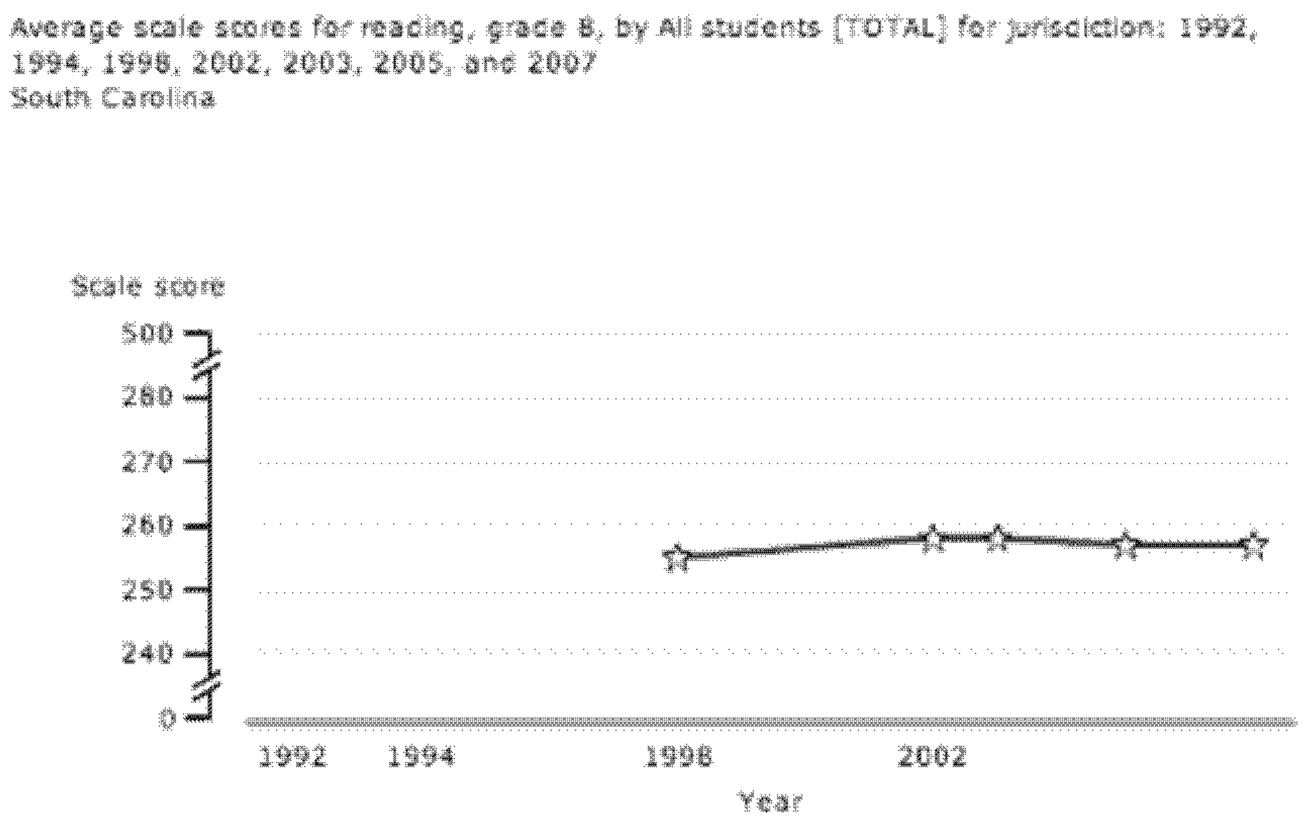
Graph created with NAEP Data Explorer

Reading Trends in South Carolina for Grade 4

Average scale scores for reading, grade 4, by All students [TOTAL] for jurisdiction: 1992, 1994, 1998, 2002, 2003, 2005, and 2007
South Carolina



Reading Trends in South Carolina for Grade 8



These NAEP reading trend data, when analyzed along with the 2007 NAEP reading data, reflect a persistent and low attainment of crucial reading skills for South Carolina students.

Analyzing data for a cohort of students reveals an increasing downward trend in reading achievement. A group of third grade students who took the English language arts (ELA) PACT in 2005 was followed through 2008 when they took the ELA PACT as sixth graders. The percentage of students who were Below Basic as third graders in 2005 increased 9.50 percent by the time they were sixth graders in 2008. Third grade students who were proficient in 2005 decreased nearly 20 percent by the time they were sixth graders in 2008 (See Table 4). To see the numbers in more human terms, one in ten of the third grade students scored Below Basic in 2003, and two of the sixth grade students scored Below Basic in 2008. While nearly one-half of the third grade students attained proficiency in 2005, less than one-third of the sixth grade students were proficient in 2008.

Table 4

Longitudinal ELA PACT Data		
Same students followed grades 3-6	**ELA Below Basic**	**ELA Proficient**
2005 Grade 3	12.9	48
2006 Grade 4	18.2	45.2
2007 Grade 5	22.8	29.9
2008 Grade 6	22.4	28.1

FRAMEWORK OVERVIEW

A Definition of the Problem
Too many students leave the primary years lacking the foundational skills on which to develop richer knowledge, skills, and strategies for literacy.

The Framework for a Solution
"Learning to learn" is really a way to describe the skills of literacy: reading and writing to learn, and reading and writing to assimilate new learning. This means that teachers of all grade levels will need to understand the importance of teaching their students how to read and write in the context of their subjects.

A Framework for Literacy
The literacy framework is based on what is known about reading and writing instructional strategies from evidence-based sources and is what the Literacy Panel will use as the starting point for its work.

A DEFINITION OF THE PROBLEM

Recognizing that far too many South Carolina students struggle in school because they cannot read or write well enough to learn, the South Carolina legislature combined funding for a number of programs through Proviso 1A.60 to ensure that adequate resources are available to support districts, schools, and teachers as they work to improve student achievement in literacy. As important as resources are for this work, even more important is to have a plan for how the resources are to be used. An effective plan depends upon having a clear understanding of the reasons for the existence of the problem, in other words, Why do so many students leave school struggling to read or to write?

"Literacy is the ability to identify, understand, create, communicate, compute, and use printed and written materials associated with varying contexts" (UNESCO Education Sector, 2004). Young children begin their lifelong acquisition of literacy when they begin to learn to read and write. Children's initial knowledge, skills, and understanding become ever more fluent, more flexible, and more capable throughout their lives. Unfortunately, too many children do not receive the instruction and support they need to build a solid foundation for reading and writing, and they leave the primary years not reading with comprehension or not being able to communicate their ideas fluently. As the demands of learning become more cognitively rich and content complexity increases, these students struggle. Problems of struggling readers and writers often are compounded by teachers who are focused on teaching their content and who may not know how to assist their struggling students. Thus, a sizeable population of struggling readers and writers in grades 4—12 lack the literacy skills to be successful in school.

Children naturally learn to speak their native tongue whether or not they receive formal instruction; whereas, learning to read and write *requires intentional instruction*. While many children arrive in kindergarten on the cusp of reading and others arrive as emerging readers, many other children arrive needing skillful instruction if they are to become effective readers. It is of special importance for children whose parents are themselves not fluent readers or writers that instruction is carefully and thoughtfully designed and executed. The learning progressions in reading and writing can be described in various ways. It is our contention, and the focus of this report, that literacy must be placed front and center for all teachers in grades preK—12 and especially for content area teachers of all students in grades 4—12. Becoming literate is neither magic, nor an impossible task.

Becoming literate is a developmental and lifelong process, which in the 21st century includes becoming literate with electronic and multimedia texts, as well as conventional written

material. "Grade 4 is when students experience a shift in emphasis from learning how to read to learning from reading text. America's adolescents need to be literate not only to succeed in school, but also to succeed in life" (National Governors Association, 2005, p.6). Adolescent literacy refers to the set of skills and abilities that students need in grades 4 through 12 to read, write, and think about the texts they may encounter. Once students leave third grade, their teachers tend to no longer focus enough time or energy on literacy skills that are central to what they learn: reading widely and being able to transform what one reads into writing that demonstrates what one knows. Therefore, a basic tenet of this framework is that students cannot learn what they are not taught. The improvement in literacy skill acquisition will be made in classrooms across South Carolina.

The realization that too many children in the United States leave the early elementary grades with a weak literacy foundation and struggle with the reading and writing skills they need to maximize their learning experiences in grades 4 through 12 has resulted in national attention being brought to the problem. In 2009, the Southern Regional Education Board (SREB) published its call to action, *A Critical Mission* (Kaine, 2009). The National Association of School Boards of Education published *State Actions to Improve Adolescent Literacy* (Haynes, 2009). The Alliance for Excellent Education and the Carnegie Corporation of New York produced *Reading Next* and *Writing Next* (Biancarosa & Snow, 2006).

A FRAMEWORK FOR A SOLUTION

This framework, ***LiteracySC,*** focuses on struggling readers and writers and provides needed strategies and emphases on *acquisition, intervention, acceleration, support* and *innovation* designed to maximize literacy for all students. Each component is explained in more detail below:

- **Acquisition** refers to the possession of new knowledge, new skills, and new dispositions. All participants in the system must be part of the "acquisition." The "system" must acquire new ways to accomplish its work; district and building administrators, as well as teachers must learn improved ways of working with their students. Students, in their turn, gain new knowledge, skills, and habits of mind.

Teachers acquire the knowledge needed to support their students in reading and in writing. What are the essentials of instruction in reading and writing needed by all students?

- **Intervention** occurs when acquisition is not complete. There will be some action on the part of the school/teacher. The goal of all professional and student learning is to have increased capacity that addresses more complex problems and tasks. A feedback system ensures appropriate opportunities that lead to desired capacity.

When students do not acquire the requisite knowledge and skills, a process is needed to ensure that students learn what is needed. What kind of evidence is needed to identify the appropriate intervention and how do you know if it's working?

- **Acceleration** occurs when acquisition is complete. Learning opportunities will be available for both students and teachers to help them gain capacity more rapidly and/or in greater depth.

Successful students have opportunities to exercise their abilities to the fullest, whether in academic, athletic, or artistic ways. How do teachers lead students to explore the content in greater depth?

- **Support** addresses the redundancies and strategies needed to repair or to provide information for participants so that they can be successful.

Each level in the educational system – the SCDE, local school districts, schools, and teachers – must have appropriate support structures. How do existing systems align resources to fully support student learning?

- **Innovation** means that organizations must be flexible so that new and better strategies can come to the forefront. One year's innovation becomes next year's milestone.

An entrepeneural spirit that sees problems as challenges and responds to those challenges with an open and creative mind should be found at all levels of the educational system. How can we rethink the schedule and class size to provide more time for teachers to plan and learn together? How can we provide non-traditional, motivational, and stimulating learning opportunities that extend the learning time and ensure improved literacy skill aquisition for struggling students?

LiteracySC **FRAMEWORK**

A framework for ***LiteracySC*** is detailed below. Included are effective, research-based strategies that have been implemented on a limited basis across South Carolina. The strategies are expanded upon here with the addition of reseach-based strategies for struggling and accelerated readers for a more comprehensive, innovative solution for improving the reading and writing skills of ALL students in our state.

The premise of the ***LiteracySC*** Framework is that it is the state's responsibility is to identify resources and to set the parameters for district, school, and classroom literacy efforts. These parameters are to be informed by the best evidence-based knowledge related to reading and writing, in addition to local contexts and available resources for supporting student learning.

Districts must engage in assessing the needs of their schools and teachers and in creating plans that address those needs which include resources, incentives, and programs that support principals' and teachers' efforts to positively impact student literacy achievement.

The ***LiteracySC*** Framework uses the five components of effective reading instruction as outlined by the National Reading Panel Report. These components are phonemic awareness, phonics, fluency, comprehension, and vocabulary. The following explanations are directly

quoted from *Put Reading First: The Research Building Blocks for Teaching Children to Read* (Armbruster, Lehr, & Osborn, 2001).

- **Phonemic awareness** is the ability to notice, think about, and work with the individual sounds in words.

- **Phonics** is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language. (Research note: Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. Systematic and explicit phonics instruction is positively related to the improvement in children's reading comprehension.)

- **Fluency** is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read.

- **Vocabulary** refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Reading vocabulary refers to words we recognize or use in print.

- **Comprehension** is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

(Armbruster, Lehr & Osborn, 2001)

The Four Domains of Writing as identified by the scoring rubric for grades 3—8 used by the South Carolina accountability system are additional components of this Framework.

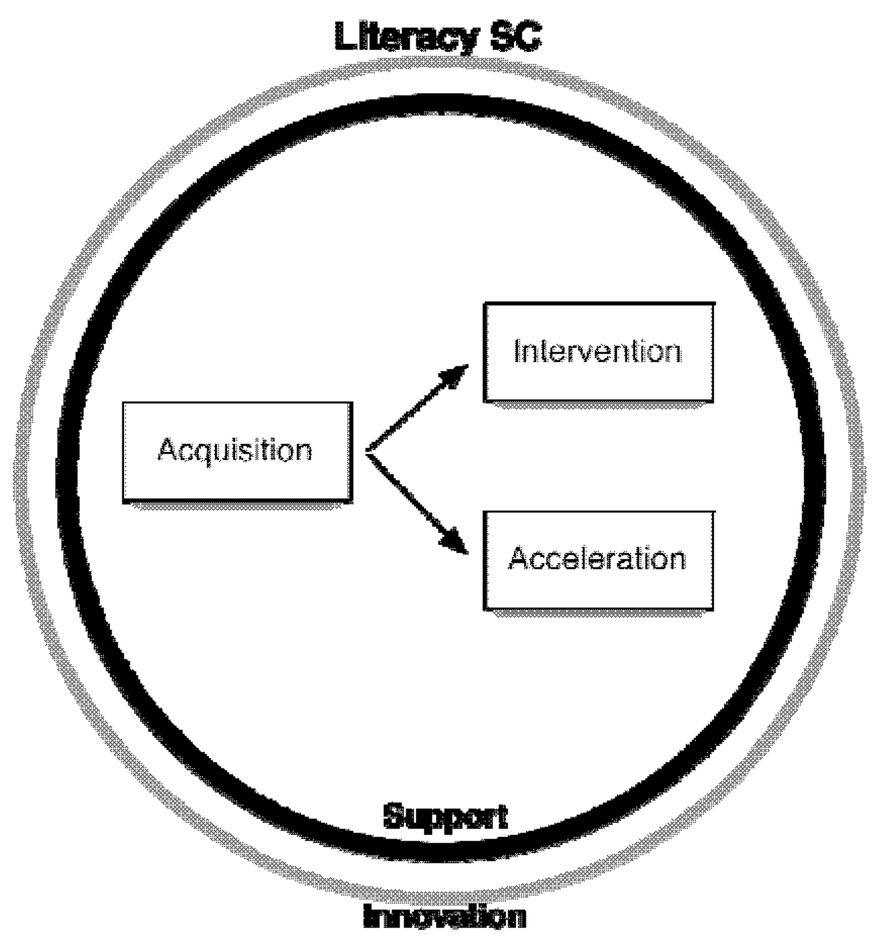
Content/Development
A central idea is developed with the use of relevant facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanation.

Organization
Order is sustained from the introduction to the conclusion through the use of transitional devices, within and across paragraphs.

Voice
The choice and use of vocabulary appropriate for the topic and audience, as well as varied sentence structures, create the tone of the written work.

Conventions
A final draft reflects correct use of mechanics, spelling, usage, and sentence formation (i.e., grammar).

A Graphic Representation of LiteracySC Framework Tasks



Implementation of the Tasks- Moving From The Framework to the Plan

The vision for this Framework is that tasks will be implemented over time. During the first year, regional professional learning opportunities will be provided by the SCDE through the S^2MART Regions to ensure that all teachers have the content and pedagogical knowledge as wells as a repetoire of strategies to support effective literacy instruction.

The SCDE will accomplish the following tasks during the 2009—10 school year:

- Convene a state-wide literacy panel of educators and stakeholders, including representatives from the State Board of Education, the Education Oversight Committee, professional organizations, parents, and educators from grades preK-high school and from colleges and universities to identify the reading and writing skills needed to master content area academic standards and to improve academic achievement.

- Establish a comprehensive set of policies and recommendations that lead to improved instrutional practice at the state, district, and local levels. These recommendations and policies will

    - support the identified reading and writing skills students need to improve academic achievement.

    - identify the most effective teaching strategies to help students master these reading and writing skills.

    - establish intervention programs in conjunction with Reading Response to Intervention (RTI) efforts to assist struggling readers and writers at all grades.

    - embed literacy instruction and the use of effective strategies into professional development in all content areas.

    - support districts in implementing preK—12 literacy plans, incorporating essential elements of effective literacy instruction.

    - create a system to evaluate the effectiveness of state literacy efforts

- Create a guidance document for improving reading and writing instruction in grades preK—12 to support reading and writing instruction in all content areas.

- Collaborate with other entities, and offices within the SCDE, to embed effective literacy practices within professional development offerings.

Roles and Responsibilites for the Implementation of the *LiteracySC* Framework

The following task matrix details the roles and responsibilities at each level in the system for accomplishing the five essential tasks of aquisition, intervention, acceleration, support and innovation. Included are effective, research-based strategies which have been implemented on a limited basis across South Carolina.

The task matrix expands these to support further and more effective implementation of structures and strategies to ensure a comprehensive, innovative solution for supporting struggling readers and for accelerating those who are performing at or above grade level.

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Acquisition	Dissemination of Key Knowledge of reading: • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary • Dissemination of Key Knowledge of writing: • Content/Development • Organization • Voice • Conventions Through regional informational sessions on each topic: included materials will be "how to" materials. The focus of this training is directed at teachers so that they have an understanding of content, pedagogy, and appropriate instructional strategies. This training will include S^3 curriculum and the support documents. **<u>iCoach SC*</u>** iCoach SC is an intensive professional development effort designed to increase academic achievement by improving instruction through the creation of self-directed and self-supporting schools.	Develop a district process to ensure that all teachers and administrators have awareness of the principles of literacy. District assessment of the specific needs of schools for more in-depth training related to the numbers of struggling readers in specific schools. Development of a plan to address the needs of struggling readers in specific schools. District planning must address how to ensure that teachers to understand how this knowledge impacts classroom practice and that all teachers have training in the use of appropriate instructional practices and strategies for use with struggling readers. The focus needs to be on working with struggling readers. **The focus is on principals and teachers.**	Creation of local school strategy to implement district plan for meeting the needs of struggling readers/writers. **The focus is on teachers and students.** Develop a local school literacy team in career center sites participating in the *Career Centers That Work* initiative to establish a comprehensive literacy plan to embed all literacy components across all technical curricula and program areas. Students will be required to read extensively in their technical content areas.	Teacher goals-based plans will include the specific training in literacy, as well as meeting the needs of struggling readers/ writers in the school. Professional learning for teachers will be based on state and district conducted workshops and the development of professional learning communities supported by appropriate materials. **The focus is on students.** Create a plan for Career and Technical Teachers participating in *Career Centers That Work* literacy initiative, and in the Cornell University Literacy Institute for the 60 randomly selected career and technical teachers to be trained extensively in using productive literacy strategies for struggling readers. Teachers will use these best literacy practices with students in their classrooms and results will be measured.

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Acquisition (cont'd.)	iCoaches (literacy, mathematics, science) support teachers and administrators as they develop the knowledge base needed to make informed and effective curricular and instructional decisions. Professional development for iCoaches will include • SC Academic Standards in ELA, mathematics, science, and social studies • Scaffolding conceptual knowledge in content reading • Reading and writing in the content areas • Enhancing comprehension in content specific reading • effective use of curriculum resources • supporting struggling readers and writers • developing a community of learning to enhance content reading and writing **<u>S²MART Regional Support</u>** Literacy, Mathematics, and Science Specialists in each S²MART Region will collaborate with school leadership teams in planning and assessing			

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Acquisition (cont'd.)	literacy implementation across the content areas. Professional development will be offered in a variety of delivery services over multiple years. School teams participate in professional development based on assessed needs. **<u>South Carolina Literacy Plan for Content Area Professional Development*</u>** Literacy, Mathematics, and Science Specialists in each S^2MART Region and the SCDE social studies consultants will collaborate on designing professional development for all content area teachers which embeds authentic effective literacy strategies. These strategies will include: • Reading and Writing in the Content Areas focusing on the five components of reading and the four domains of writing • Strategies that Work • Vocabulary Instruction in the Content Areas • Matching Informational Texts to Readers • Using a Variety of Texts and Levels of Texts			

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
	LiteracySC* Best Practice Seminar Series** The ***LiteracySC Seminar Series will focus on effective literacy strategies with follow-up provided on-site or through the S^2MART Regions. Sessions should be attended by a professional learning team in the school. The focus of the series will support effective literacy instruction for all students with an emphasis on struggling readers and writers. Regional professional development will be offered to extend professional learning and provide follow-up to the topics addressed in the ***LiteracySC*** Seminar Series. Additional materials, observation instruments, etc. will be shared in follow-up sessions, as appropriate. Professional development will be offered by the Regional Coaching Specialists through S^2MART Regions with addition virtual sessions being available.			

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Intervention	Information from *Acquisition* with specific evidence-based strategies will be for content teachers who are working with struggling readers. The information should be in the form of subject specific strategies, particularly for upper elementary and middle schools teachers of mathematics, science, social studies. Training would incorporate specific topics from the State's RTI plan. • Scaffolding lessons • Small group, one-on-one, and cooperative learning • Differentiation • Explicit direct instruction for reading and writing • Depth vs coverage • Guided practice • Cueing of appropriate strategies • Time on task • Programs such as Reading Recovery • iCoaching principles that must be addressed when planning for professional learning in content writing	Develop a district process to ensure that all teachers and administrators have awareness of RTI. District assessment of the specific needs of schools for more in depth training related to the numbers of struggling readers/writers in specific schools. Development of a plan to address the needs of struggling readers in specific schools. District planning must address how to ensure that teachers have an appropriate repertory to address the needs of struggling readers and writers. Development of professional learning teams in all schools. The district must have strategies to support such teams. Development of a local plan that includes the elements of RTI those outlined in Acquisition plus explicit and direct instruction for struggling readers and writers.	Creation of local school strategy that includes the elements of RTI to implement district plan for meeting the needs of struggling readers/writers. Develop a local school literacy team in career center sites participating in the *Career Centers That Work* initiative to establish a comprehensive literacy plan to embed all literacy components across all technical curricula and program areas. Students will be required to read extensively in their technical content areas.	Teacher goals-based plans will include the specific trainings about meeting the needs of struggling readers/writers in the school. Professional learning for teachers will be based on state and district conducted workshops, and the development of professional learning communities supported by appropriate materials. Create a plan for Career and Technical Teachers participating in Career *Centers That Work* literacy initiative, and in the Cornell University Literacy Institute for the 60 randomly selected career and technical teachers to be trained extensively in using productive literacy strategies for struggling readers. Teachers will use these best literacy practices with students in their classrooms and results will be measured.

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Support	Preparation of coaches who have specific knowledge and skills that will enable them to support school faculties through coaching, consulting, collaboration, and coordination.	Develop a district process to conduct a needs assessment that would identify support needs. District assessment of the specific needs of schools for more in depth training related to the numbers of struggling readers in specific schools. Development and implementation of Professional Learning Teams in each district school. Development of a plan to address the needs of struggling readers in specific schools. District planning must address how to ensure that teachers understand how this knowledge impacts classroom practice. Conduct an assessment that would identify specific high-needs schools. Align human and fiscal resources to support these schools. For example, implement a coaching program in a high needs school.	Identify local resources that make it possible to implement a school based coach (mathematics, science, or literacy). Principal participates in the training for the coaching implementation. Professional Learning Teams Develop a local school literacy team in career center sites participating in the *Career Centers That Work* initiative to establish a comprehensive literacy plan to embed all literacy components across all technical curricula and program areas. Students will be required to read extensively in their technical content areas.	Identify local resources that would make it possible to implement school-based coach. Participation is for all content area teachers and language arts teachers on professional learning teams with a focus on adolescent literacy Create a plan for Career and Technical Teachers participating in Career *Centers That Work* literacy initiative, and in the Cornell University Literacy Institute for the 60 randomly selected career and technical teachers to be trained extensively in using productive literacy strategies for struggling readers. Teachers will use these best literacy practices with students in their classrooms and results will be measured.

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Acceleration	Define what acceleration means and incorporate it into state's Literacy Plan. Develop a rubric that can be used by local districts to identify students who would benefit from acceleration. Develop support materials that identify specific ways that content standards may be approached in a way that deepens an accelerated student's understanding of the content. (Acceleration vs Depth). Identify specific strategies that districts can use to support acceleration: dual credit, middle college, e-learning, etc.	Develop a district process to ensure that all teachers and administrators have awareness. District assessment of the specific needs of schools for more in depth training related to the numbers of thriving readers in specific schools. Development of a plan to address the needs of thriving readers in specific schools. Development of Professional Learning Teams in all district schools. District planning must address how to ensure that teachers understand how this knowledge impacts classroom practice.	Create local school strategy to implement district plan for meeting the needs of thriving readers/writers. Develop a local school literacy team in career center sites participating in the *Career Centers That Work* initiative to establish a comprehensive literacy plan to embed all literacy components across all technical curricula and program areas. Students will be required to read extensively in their technical content areas.	Teacher goals-based plans will include the specific trainings about meeting the needs of thriving readers/writers in the school. Professional learning for teachers will be based on state and district conducted workshops, the development of professional learning communities supported by appropriate materials. Create a plan for Career and Technical Teachers participating in Career *Centers That Work* literacy initiative, and in the Cornell University Literacy Institute for the 60 randomly selected career and technical teachers to be trained extensively in using productive literacy strategies for struggling readers. Teachers will use these best literacy practices with students in their classrooms and results will be measured.

***LiteracySC* Task Matrix‡**				
Task	***SCDE Work***	***Local District Work***	***School Work***	***Teacher Work***
Innovation	Identify evidence-based ways for districts to approach the central problem of the lack of teacher knowledge and skills in addressing the needs of struggling readers and writers. To continue to encourage the development of innovations.	Assessing and planning which will identify specific local barriers to the effective implementation of professional learning, intervention, and acceleration of students in the district. From this assessment, identify possible ways to overcome the barriers: single-gender classrooms, alternate schedules, iCoaches, looping, One Laptop per Child, wi-fi on school buses, etc.	Providing specific information to the district assessment and planning process about real and potential barriers to effective teacher practices to address the needs of struggling and or thriving readers and writers. Develop a local school literacy team in career center sites participating in the *Career Centers That Work* initiative to establish a comprehensive literacy plan to embed all literacy components across all technical curricula and program areas. Students will be required to read extensively in their technical content areas.	Teacher goal-based professional learning so that each content teachers is involved in ongoing professional learning about the implementation of strategies which assist struggling and or thriving readers to have appropriate learning experiences. Create a plan for Career and Technical Teachers participating in Career *Centers That Work* literacy initiative, and in the Cornell University Literacy Institute for the 60 randomly selected career and technical teachers to be trained extensively in using productive literacy strategies for struggling readers. Teachers will use these best literacy practices with students in their classrooms and results will be measured.

Appendix A

ELEMENTS OF EFFECTIVE ADOLESCENT LITERACY

In *Reading Next*, the authors identified fifteen elements of effective adolescent literacy programs that are included as expectations in the ***LiteracySC*** Framework:

- **Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
- **Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject areas
- **Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with instruction and supports needed for independent learning tasks they will face after graduation
- **Text-based collaborative learning**, which involves students interacting with one another around a variety of texts
- **Strategic tutoring**, which provides students with intense individualized, writing, and content instruction as needed
- **Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics.
- **Intensive writing,** including instructions connected to the kinds of writing tasks students will have to perform well in high school and beyond
- **A technology component**, which includes technology as a tool for and the topic of literacy instruction
- **Ongoing formative assessment of students**, which is an informal, often daily assessment of how students are progressing under current instructional practices
- **Extended time for literacy,** which includes approximately 2-4 hours of literacy instruction and practice that takes place in language arts and content-area classes
- **Professional development** that is both long-term and ongoing
- **Ongoing summative assessment of students and programs**, which is more formal and provides data that are reported for accountability and research purposes
- **Teacher teams**, which are interdisciplinary teams that meet regularly to discuss student and align instruction
- **Leadership**, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
- **A comprehensive and coordinated literacy program,** which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community

Appendix B

PROFESSIONAL DEVELOPMENT TO IMPROVE INSTRUCTION

LiteracySC will provide training and support as teachers, coaches and administrators develop a knowledge base about teaching struggling readers and writers using scientifically-based instructional practices. Professional development and support services will begin in the 2009-10 year.

S²MART Regional Support

Literacy, Mathematics, and Science Coaching Specialists in each S²MART Region will collaborate with school leadership teams to plan and assess literacy implementation across the content areas. Professional development will be offered through a variety of delivery services over multiple years. School teams will participate in professional development based on assessed needs.

South Carolina Literacy Plan for Content Area Professional Development

Literacy, mathematics, and science coaching specialists and the SCDE social studies consultants will collaborate to design professional development for all content teachers which has effective literacy strategies authentically embedded.

- Literacy in the Content Areas
  - Strategies that Work with Struggling Readers and Writers
  - Comprehension
  - Vocabulary Instruction in the Content Areas
  - Matching Informational Texts to Readers–Using a Variety of Texts and Levels
  - Standards 101: Understanding the South Carolina Academic Standards and Using that Understanding to Support Literacy

iCoach SC

iCoach SC is an intensive professional development effort designed to increase academic achievement by improving instruction through the creation of self-directed and self-supporting schools. iCoaches (literacy, mathematics, science) support teachers and administrators as they work together to make informed instructional decisions.

Professional development for iCoaches will include

- SC Academic Standards in ELA, mathematics, science, and social studies
- Scaffolding conceptual knowledge in content reading
- Reading and writing in the content area
- Enhancing comprehension in content specific reading
- Effective use of curriculum resources
- Supporting struggling readers and writers
- Developing a community of learners to enhance content reading and writing

iCoach SC also provides an opportunity for coaches to support content area teachers' use of effective literacy strategies with informational text.

***LiteracySC* Best Practice Seminar Series and Follow-Up**

The ***LiteracySC*** Seminar Series will focus on effective literacy strategies with follow-up provided on-site or through the S²MART Regions. Sessions should be attended by a professional learning team from the school.

The focus of the series will support effective literacy instruction for all students with an emphasis on struggling readers and writers.

Additional materials, observation instruments, etc. will be shared in follow-up sessions, as appropriate. Professional development will be offered by the Literacy Coaching Specialists through the S^2MART Regions with addition virtual sessions being available.

Response to Intervention (RTI)

Professional development designed to support teachers of students who are struggling and not meeting grade-level expectations will be provided. ***LiteracySC*** will work in collaboration with Response to Intervention (RTI) efforts currently underway. Professional development for school-based interventionists will be delivered through the S^2MART regions.

Professional development topics include the following:

- Multiple Layers, or "Tiers," of Instruction
- Universal Screening
- Intervention and Support
- Progress Monitoring (an integrated data collection and assessment system to inform decision making)

Additional Support

Training for SC Standards Support System (S^3) Standards, Support Documents, Curricula, and Professional Development
S^2MART Center Professional Development Collaborate with other academic areas to embed reading/writing strategies into content area professional development
LiteracySC and Other State Association Conferences Collaborate with other professional organizations (SCCTE, SCMSA, SCIRA, WIN) to promote effective literacy in South Carolina

Appendix C

Two documents have been included for the reader's reference. The first is a product of the National Center on English Learning and Achievement. In this document are listed the six features of effective literacy instruction at the middle and high school level.

The second document describes what happens in schools that serve poor children but whose outcomes compare favorably with schools that serve middle class children. This work has been included because it shows how the intentional and thoughtful work of principals and teachers can make a positive impact on student achievement.

Writing for Learning

Writing is the active process of creation, discovery, reflection, and reinforcement. Writing in the content areas helps students to learn and construct knowledge: to acquire, synthesize, and analyze information as they make sense of key ideas. Writing is also a key element is representing knowledge (Education Development Center, 2009).

In a large comprehesive study that focused in detail on the kind of instruction that helps the students who have reached middle or high school but who do not have adequate literacy to beat the odds, Judith A. Langer, the Director of the National Center on English Learning & Achievement, asked the question: "What are the features of effective literacy instruction at the middle and high school levels?" At the end of a five-year study, six factors were identified as the "difference makers." Dr. Langer emphasized that "it is important to understand that the six features identified in this research are interrelated and supportive of one another. The higher performing schools exhibit **all** six characteristics" (Langer, 2005, p. 3).

Langer's research yielded the following six findings:

1. Students learn skills and knowledge in multiple lesson types. The three lesson types are *separated* (a lesson that focuses in a single skill, item, or rule), *simulated* (a lesson that requires students to apply concepts and rules within a targeted unit or reading, writing), and *integrated* (requires students to bring together knowledge and skills and use them to complete a task that has meaning for them.)
2. Teachers integrate test preparation into instruction. "In higher-performing schools, the knowledge and skills for performing well on high-stakes tests are made overt to both teachers and students. Teachers, principals and district level coordinators often create working groups of professionals who collaboratively studied the demands of the high-stakes tests their students will take. They even take the tests themselves to identify the skills and knowledge required to do well. They discuss how these demands relating to district and state standards and expectations as well as to their curriculum, and then they discuss ways to integrate and skills into the curriculum period."
3. Teachers make connections across instruction, curriculum, and life. "In higher performing schools, teachers were consciously to weave a web of connections within lessons, across lessons, and to students lives in and out of school. They make connections throughout each day, week, in the year. And they point out these connections so that students can see how the skills and knowledge they are gaining can be used productively in a range of situations. In the schools, teachers also work together to redevelop and we design curriculum. They share ideas and reflect upon their work."
4. Students learn strategies for doing the work. "It is important for students to learn not only the subject matter content, but also how to think about, approach, and do their work in each subject. In higher performing schools, teachers divide

new or difficult tasks into segments and provide their students with guides for accomplishing them. However, they help they'll offer is not merely procedural: they guide students through the process and overtly teach the steps necessary to do well. They provide strategies not only for how to do the task but also how to think about it. These strategies are discussed in models, and teachers develop reminder sheets for students to use. In this way students learn the process for completing an assignment successfully."

5. Students are expected to be generative thinkers. "All of the teachers and the higher performing schools take a generative approach to student learning. They go beyond the student's acquisition of skills or knowledge to engage students in creative and critical uses of their knowledge and skills. Teachers provide a variety of activities from which students will generate deeper understandings. For example when studying literature, after the more obvious themes in the text are discussed, teachers and students together explore the text from many points of view, both from within the literary work and from life period students may be asked to research the time period, to consider how issues in the piece relate to current issues, or to compare the treatment of issues in this literary work with the treatment of the same issues in other pieces they have read."
6. Classrooms foster cognitive collaboration. "In higher performing schools, students work in communicative groups, and teachers help students participate in thoughtful dialogue. Students engaged in the kind of teamwork it is now so highly prized in business and industry. They bring their personal, cultural, and academic knowledge to these interactions, in which they play the multiple roles of learners, teachers, and inquiry words and have opportunities to consider issues from multiple perspectives. Mines bump against mine says students interact as both problem generators and problem solvers. Teachers expect students not merely to work together, but also to sharpen their understandings with, against, and from one another in the higher performing schools, even whole class

activities, particularly discussions, foster similar cognitive collaborations. Students learn to work together, listening to and interacting with one another about the ideas at hand teachers understand the importance of treating students as members of dynamic communities that rely on social and cognitive interactions to support learning" (Langer, 2005, pp. 4-14).

Effective K-12 Literacy Instruction Is Not an Accident

What happens in schools that appear to have a high impact on the literacy skills of their students? In 2005 Stephanie Robinson and her colleagues at The Education Trust identified two groups of high schools: schools whose students made greater than expected gains over three years; schools with narrow achievement gaps, 60% or greater low-income students and a Promoting Power index at or above the state average.* Three demographically similar schools with average scores were chosen as comparison schools. What were the differences between the high- and average-impact schools?

Action	High Impact Schools	Average Impact Schools
Support for New Teachers	Schools are structured and focused on curriculum and instruction. New teachers are given model lessons, are paired with veteran teachers, and observe master teachers.	For personal support, teachers meet to chat about how things are going. The focus is on teacher motivation, rather than on developing skills to improve instruction.
Support for Students	Support is mandatory and triggered by assessments; participation is NOT an option.	Voluntary, information is made available, but students and parents make the choices.
Early Warning System	Schools have "early warning" systems to catch students before they fail. Counselors analyze seventh- and eighth-grade student test scores for entering ninth graders to identify students who are	Schools tend to offer support after students have failed a course. Getting an "F" in a course may result in participation in a computerized skill acquisition course.

* The Promoting Power index, developed at Johns Hopkins, approximates the high school's graduation rate.

	struggling area. Identified students are assigned to a variety of supports, including man-datory summer school, freshman academy classes, or afterschool tutoring.	
Grade-Level Support	If possible, academic support programs for students are not remedial, but support is concurrent grade level courses, which allows students sufficient time over four years to complete the college preparatory sequence of courses.	Academic support services for students tend to be remedial in nature. Struggling ninth graders are placed in remedial courses, delaying access to grade level work, thus limiting the time available to students to take the necessary sequence of college preparatory courses.
Use of Time	Students who arrive behind in ninth grade spend more time in courses with substantial reading that the students who are proficient. Administrators also act vigorously to protect time by limiting announcements over the PA system to emergencies, prohibiting students from being pulled from class except for emergencies, and requiring instruction to be "Bell to Bell."	Administrators tend to consent to intrusions into academic time, such as announcements, calling students to the office and early release for athletes.
Use of Data	Principals tend to be hands-on when it comes to analyzing data. They use data to actively supervise and oversee teacher and student performance. Principals institute formal methods of analyzing data with teachers to determine course content, strengths and weaknesses. Principals may review each student's transcript to ensure correct placement or to recognize students would improve performance.	Principals tend to rely on teachers and departments to use data to monitor student performance and are not as involved in the analysis. At one school, for instance, the principal copied data for teachers and asked them to analyze it, but did not work correctly with departments to sort out the reasons behind student achievement or how to improve results.
Class Sizes	Administrators tend to make class sizes smaller for struggling students, even if this makes a larger class sizes for honors and AP classes.	Class sizes are relatively uniform, with no proficiency level having smaller classes than another.
Consistency	Teachers collaborate to ensure that course content is consistent no matter who is teaching.	Teachers work on their own to determine class content.

Standards	Teachers use standards and assessments to monitor their teaching. In courses that have no external standards and assessments, teachers may create them to ensure that students are getting the instruction may need period	Teachers use standards and assessments minimally.

(Robinson, Stempel, & McCree, 2005, pp. 30-31)

In one of the high-impact schools, the principal instituted a "common assessment" mandate; that is, the 11th grade English teachers developed the model used by other teams. Beginning with the state standards for their course, they decided what needed to be taught in each unit of study. They agreed on the texts the unit would use and the skills they would teach for each unit throughout the year. The team also detailed the types of writing assignments students would complete and even developed sample writing prompts. But, most important, they developed a common test for each unit. In an interview with an addressed researcher, one teacher said that benchmarking makes him and his colleagues ask important questions. "The Scarlet Letter, for example, in my class and your class, how did they score?" He asked. "They had the same test. What do we need as teachers to say? Are we teaching too much to our strength, our weaknesses? How come this class got it and the other class didn't?" (Robinson, Stempel, & McCree, 2005, p. 35-36).

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Appendix A1C
LOGIC MODEL - *South Carolina INSPIRED*

Problem Statement

Many PK-12 South Carolina students do not have access to what they need to ensure that they graduate from high school ready for higher education and the workplace. South Carolina's students need:
- high quality, rigorous, and competitive standards, curricula, instruction, and assessments;
- high quality, effective teachers and leaders;
- schools where the teacher workforce is equitably distributed;
- schools where the level of instruction is meeting the needs of the students enrolled; and
- schools that are not persistently underperforming.

Race to the Top provides funds for four years to transform the education system to produce students who are globally competitive, innovative problem-solvers, and prepared for success in postsecondary education and the workforce. The management of this grant will require communication, coordination, risk-taking, and a student-centered approach.

Goal A

South Carolina will effectively manage the Race to the Top grant to ensure a successful rapid evolution into a student-focused, choice-driven, innovative P-20 public education system that can create and sustain individual, family, community, state, and national economic growth and vitality. South Carolina will ensure dramatic growth in student achievement, graduation, and postsecondary enrollment rates, followed by student success in higher education and careers and as global citizens.

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
• Establish State-level Advisory Council • Hire appropriate personnel to oversee the effective and efficient use of Race to the Top grant funds and program implementation • Contract with external evaluator to ensure ongoing success of grant implementation, and use feedback for improvements and adjustments, if needed • Implement Graduate SC pilots.	• Stakeholder and public awareness about scope of change in SC INSPIRED increased and input used to shape transformation • Adequate personnel in place to manage all aspects of the grant and to work with LEAs and schools • Program implementation and fidelity monitored • Evaluate programs and processes to ensure successful	• Well-managed grant • Evaluation results that guide implementation of grant activities and changes • Students qualified for higher education and the workforce	• Redirected resources to maintain programs and initiatives started with grant funds • Successful programs taken to scale • Well-prepared graduates employed in higher-paying positions	• Transformed public education system with students prepared for the 21st Century workforce, citizenry, and global economy • Prosperous, innovative State of South Carolina

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
• Promote job experiences with virtual job shadowing • Increase number of Montessori method classrooms • Align SC Course Alignment Project to new standards and take to scale • Cultivate the college-going culture	implementation of all grant components • More engaged students • Next generation learners • Higher HS graduation rates • Higher college enrollment rates • Higher rates of successful completion of college-level courses			

Goal B

South Carolina will develop and adopt high quality, internationally benchmarked common core standards, curricula, resources and materials, and assessments.

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
• Amend existing S^{2}MART Centers to serve as regional Training and Technical Assistance (TTA) Centers for instruction, data analysis and application, teacher quality, technology, and school transformation • Participate in Common Core Consortium • Join Partnership for 21st Century Skills • Participate in assessment consortia with other states and develop or	• Increased understanding and use of data, research and evaluation by education community (schools, LEAs, SCDE. stakeholder groups) • S^{2}MART coaches cross-trained to deliver TTA and support to schools and districts • Common Core Standards adopted and implemented • Test item banks enhanced for improved formative and summative assessments aligned with Common Core standards • Student growth measures expanded to include	• Coordinated delivery of integrated TTA and support to schools and LEAs • Increased use and application of data and research, more credibility with educators, leveraging of resources, participation in evidence- based programs • Improved peer support for and understanding of effective instruction and assessment cycle	• Schools become centers for effective, engaged learning, and high achieving students at all levels • Aligned PK-20 curricula • Educators able to determine effectiveness of programs and act accordingly (discontinue or strengthen) • Improved academic achievement • Decrease in	• Whole community aware of, knowledgeable about, and supportive of public education • Transformed P-20 public education system • Globally competitive, innovative citizens • Population with higher levels of educational attainment (and consequently higher incomes and competiveness)

Appendix A1C
LOGIC MODEL - *South Carolina INSPIRED*

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
adopt assessment aligned with common core standards • Expand public school choice options • Enhance STEM instruction of all students	standardized assessment data for every student who is in a tested grade and subject matched to their teachers • Expand student growth measures to include Project-Based Learning and Assessments (PBLAs) • Focused delivery of consistent message among various SCDE divisions and within LEAs • Increased use of technology for instruction (virtual schools, dual enrollment, electronic textbooks) • Teachers certified in Montessori Method • Communities Advancing Professional Practice (CAPP) established within SCDE, within schools and LEAs, and across the state to include all educators (i.e., teachers, special area personnel, and school administrators) at all experience levels and stakeholders • Professional Practices Network implemented to share support and learning opportunities by educators for educators • Multiple delivery vehicles for professional development (Wikis, coaches, online, Elluminate, interactive web sites) • Materials developed and	• Engaged students; decreased dropout rate; increased graduation rates • Increased "anytime, everywhere learning" opportunities • Improved student attendance • Students with skills and knowledge for 21st Century, Next Generation • Increased opportunities for students to engage in Montessori Method • STEM Reading Academies held for Title I elementary school teachers • STEM facilities improved • Understanding by and skills of STEM teachers improved across the curriculum • Increased awareness and interest among P-12 students about STEM careers • Expanded Project Lead the Way • Implementation of two U-TEACH sites to promote STEM and increase number of	achievement gap • Improved college and career readiness • Increased use of data and data support tools for continuous instructional improvement • Assessments administered through • Improved educator preparation programs • Increased number of students choosing STEM majors and careers postsecondary • Personalized, differentiated instruction for students • Increased literacy, especially in STEM subjects • Viable state-level system for cultivating, planning, implementing, and supporting charter schools to ensure student achievement and innovation	• More research studies available on SC public education • Increased use of comparative results to drive continuous improvement • Increased postsecondary graduation rates • Increased success in the workforce

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
	disseminated to support standards-based instruction • Procedures implemented for ongoing review of alignment of standards, curricula, materials, instruction, and assessment • Conceptual framework developed for SCDE, LEAs, and schools (and interested stakeholders) regarding program adoption, implementation, and assessment to determine effectiveness and focus on prioritized needs • Focus on Instructional Cycle (standards, curriculum, instruction, assessment, and analysis)	STEM teachers • Expand early childhood education through Montessori Method • Improved STEM teacher quality and recruit through P-20 collaboration and initiatives (U-Teach, PACE, Summer Clinics, curriculum resources, materials, and equipment)		

Goal C

South Carolina will implement a data strategy that includes both a P-20-horizontally integrated longitudinal data system and a systemic initiative to train stakeholders (students, teachers, leaders, parents, community) in how to access, understand, and use data to improve performance, inform decision making, and support research and policy.

Activities	Output	Outcomes	Activities	Output
		Years 1-3	Years 4-6	Years 7+
• Establish State Longitudinal Data System (SLDS) Data Governance Committee (DGC); meet quarterly • Incorporate student identifiers into P20 system	• Policies and procedures established for integration, storage, security, and access to data • Common, national data quality standards and formats established and	• Formative and periodic assessment data integrated into SLICE and CMS • More access to data provided at the classroom level • Quality of data	• Capacity to communicate with higher education as well as the 21st century workforce data systems • Higher quality and integrity of data contained in the SC	• Increased use of data and data support tools for continuous instructional improvement • Interoperability of data among agencies

Appendix A1C
LOGIC MODEL - *South Carolina INSPIRED*

Activities	Output	Outcomes	Activities	Output
		Years 1-3	**Years 4-6**	**Years 7+**
• Develop user-friendly access to data for stakeholders • Create uniform teacher and program identifiers • License or develop Curriculum Management System (CMS) • Implement DATTA training (7As)	aligned • Existing Data Warehouse and DGC data integrated • Data shared across states through participation in consortia like SERVE • Data quality control implemented at point of entry into SIS • Secure data interfaces implemented for 1) educators, 2) researchers, policymakers, and decision-makers 3) parents and students 4) public • CMS implemented and used to provide integrated data concerning instructional cycle (standards, curriculum, instruction, assessment, and analysis) • *TestView* implemented statewide	improved and reporting streamlined	SLDS • Increased use of curriculum management system (CMS) by teachers to track and shape instruction • Expanded access to assessment results beyond the statewide summative assessment program and college readiness results	

Appendix A1C
LOGIC MODEL - *South Carolina INSPIRED*

Goal D

South Carolina will create mechanisms and procedures to ensure a diverse, equitably-distributed educator workforce that is highly qualified and effective.

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
• Improve teacher and leader effectiveness • Compensate educators based on performance and service • Equitably distribute effective teachers throughout the state • Recruit and retain effective educators • Improve educator preparation programs • Identify and deliver effective professional development	• Required statewide evaluation system for teachers (ADEPT) amended to differentiate teacher effectiveness using multiple rating categories that take into account data on student growth • ADEPT amended to include additional performance standards and evaluation models for teachers in virtual/cyber school settings and for school psychologists • Statewide evaluation system for principals (PADEPP) amended to differentiate principal effectiveness using multiple rating categories that take into account data on student growth • A tiered certification system for principals, based on principal effectiveness designed and implemented • Processes implemented	• Teacher and leader effectiveness determined and results shared with individuals and educator preparation programs • Results of evaluations used to improve educator preparation programs and to inform the public of the performance of graduates • Educators recruited from all walks of life with barriers for entry to the profession decreased	• Increased teacher satisfaction (increased retention; decreased attrition) • Teachers and leaders will have a sustained network of support • Advancement in educator certification based on performance rather than time on the job • Effective teachers and leaders will be more equitably distributed throughout the state • New compensation system implemented with choices for experienced educators	• Experienced, effective teachers remain in the classroom • All students will have access to highly effective teachers and instruction • Candidates will graduate from educator preparation programs prepared to successfully perform in a standards-based, student-centered system • Educators are adequately compensated for their performance and effectiveness

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
	to ensure the fidelity of implementation of the ADEPT and PADEPP systems • Compensation system to attract and retain highly effective educators and leaders to high poverty areas and low performing schools developed, piloted, refined and implemented statewide • Choices for aspiring educators to enter the profession provided • Sustained support for educators, especially those in high poverty, low performing schools • Program for alternative certification for educators (PACE) expanded; Palmetto Teacher Certification Project for high poverty, low-performing schools implemented • Alternative route certification program for principals created • Partnership with CERRA expanded to promote teaching as a profession through middle and high school courses (Teacher Cadet,			

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
	ProTeam) • The Teacher Advancement Program (TAP) expanded to additional schools and LEAs • Housing Initiative (Teacher Village) expanded in hard to staff geographic areas • Project CREATE expanded to recruit and train teachers for children with disabilities • Project HEAT sites expanded to include TAP or another value added model) • Teacher impact on student growth included on IHE fact sheets printed for public transparency			

Goal E

South Carolina will focus intensive, capacity building transformations to turnaround the persistently lowest-performing schools.

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
• Transform struggling schools into successful schools • Identify 5% Persistently Low Achieving Schools (PLAS) (Tier 1) • Identify potential next	• LEAs and schools in Tier 1 selected and implemented 1 of 4 turnaround models and requirements • LEAs and schools in Tier 1 and Tier 2	• Professional development implemented to develop the capacity of teachers and leaders • Instruction focused on student-centered	• Students stay in school and leave high school prepared for college and careers • Schools are focused on strategies that have been proven effective for	• Sustained partnership/coordinatio n among public education, institutions of higher education, and business that continually responds to

Appendix A1C
LOGIC MODEL - *South Carolina INSPIRED*

Activities	Output	Outcomes		
		Years 1-3	Years 4-6	Years 7+
group of PLAS (Tier 2) • Expand turnaround efforts to other persistently low-achieving schools (Palmetto Priority Schools) • Expand turnaround efforts to schools where performance is declining; implement research-based interventions through Improvement Clusters	assisted by SCDE and partners in selecting and implementing the appropriate reform plan/transformational model • Fidelity of model implementation and progress in transforming low performing schools monitored • Needs-based school professional development plans developed and implemented with assistance of partners and SCDE • TTA on evidence-based practices for school turnaround provided and supported through Transformation Manager at S^2MART Centers • State-level vendor/consultant list created for LEAs to use to identify effective external TTA • Improvement Cluster Schools Pilot implemented to support the transformation of struggling schools into successful schools	strategies that engage learners and increase the graduation rate • Teachers and students have hope for the future and a pathway to get there	working with students who are not achieving	social, economic, and cultural needs • Turnover in schools stabilized

Appendix A1D
Map of South Carolina Districts

South Carolina
Department of Education
Together, we can.

Appendix A1E
South Carolina Participating LEA
Memorandum of Understanding (MOU)

This Memorandum of Understanding ("MOU") is entered into by and between the State of South Carolina by and through the South Carolina Department of Education ("State") and the local education agency listed on the signature page and Exhibit I ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration and partnership, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top ("RT3") grant project.

I. VISION

To ensure dramatic student achievement growth, followed by students' success in higher education, in careers, and as global citizens, South Carolina will rapidly evolve into the most student-focused, choice-driven, innovative public education system in the country.

To accomplish this vision the State, its Participating LEAs, and its educators will:

- Move urgently and persistently to create sustainable transformation;
- Build upon our dramatic and innovative state reforms;
- Engage and prepare "next generation" life-long learners and citizens;
- Immerse learners in a culture of personalized instruction; and
- Create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

In planning activities to meet this vision the State and its Participating LEAs will act to ensure that:

- The activities meet the comprehensive reform vision;
- The activities promote a shift to developing of 21st century next generation learners;
- The plan and activities integrate with other grant-funded projects and resources, including re-purposing of existing resources to better support the vision;
- The activities have a reasonable likelihood of increasing scores on NAEP, PASS, HSAP, and/or EOCEP, and other summative assessments, including any state-level assessments adopted as part of this State Plan;
- The activities have a reasonable likelihood of increasing on-time credentialing and graduation rates;

- The activities have a reasonable likelihood of increasing successful completion of at least one year of higher education within two years of K12 completion;
- Root causes of problems have been identified, and the activities are evidence- and research-based and evaluated to have a reasonable likelihood of addressing and remedying the root cause issue; and
- The proposed activity gives priority to high-need schools and students.

II. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement in consideration of a sub-grant under any RT3 grant award to the State.

The Participating LEA agrees to implement all or a significant portion of the State Plan, as defined and determined by the State. Key LEA roles in the State Plan are identified in Exhibit III.

A Final Scope of Work will be attached to this MOU as Exhibit II only if the State's application is funded. The Final Scope of Work will be negotiated and agree to in a timely fashion but no later than 90 days after a grant is awarded. The Final Scope of Work will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan.

III. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In partnering with the State in implementing the tasks and activities described in the State's RT3 application, the Participating LEA sub-grantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Ensure that appropriate LEA staff members actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the RT3 grant;

4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including those on the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans;

B. STATE RESPONSIBILITIES
In assisting Participating LEAs in implementing their tasks and activities described in the State's RT3 application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan and roles as identified in Exhibits I, II and III of this agreement;
2) Timely distribute the LEA's portion of RT3 grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The State and the Participating LEA will each appoint a key contact person for the RT3 grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RT3 grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE
If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's RT3 grant application and is supportive of and committed to working on all or significant portions of the State Plan (see LEA roles outlined in Exhibit III);

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded and to the extent that funding is provided for such activities;

4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and

5) Will comply with all of the terms of the Grant, the State's sub-grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first. If the grant is not received, the MOU shall terminate upon notice of the same.

Additionally, the LEA may terminate the MOU prior to the State's submission of the application to the USED by giving written notice to the State by Friday, January 8, 2010, by e-mail from the superintendent to JRex@ed.sc.gov.

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

VIII. SIGNATURES

Participating LEA Superintendent:

_____
Signature/Date

_____
Print Name/Title

Chair of Local School Board:

_____
Signature/Date

_____
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

For the State of South Carolina

Authorized LEA Signature/Date

Dr. Jim Rex
State Superintendent of Education

Print Name/Title

Date

Exhibit II – LEA Plan

Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") for implementing the LEA's roles in portions of the State Plan (see Exhibit III) over the four year grant period using funds provided under the grant, and such other federal funds as are appropriate (e.g., SLDS if awarded, SIG, SFSF, TIF if awarded, IDEA, title I, E2T2, i3 if participating and awarded).

Exhibit II will be due in a timely fashion but no later than 90 days after an RT3 grant is awarded to the State of South Carolina.

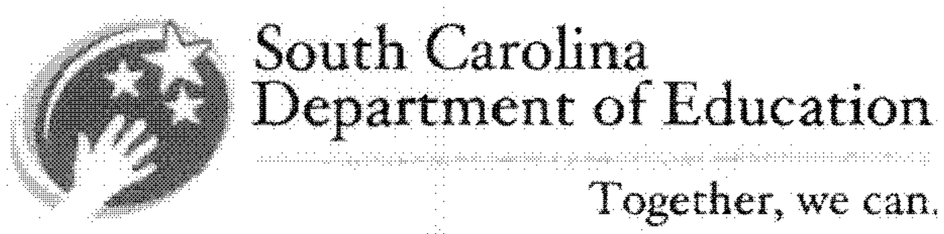
Exhibit III – Outline of Participating LEAs' Roles in SC's Plan for the Race to the Top Competition
During the term of the grant (unless a different period is stated) and according to the plan to be developed in Exhibit II, the LEA agrees to use a grant sub-award funds and other relevant federal funds to implement its roles related to the State Plan.

South Carolina's Education Reform Agenda (A)
1. Support the State's overall reform agenda to rapidly evolve into a choice-driven, student-centered, innovative, and effective education system [(A)(1)(i)]
1.a Convene a task force of stakeholders within the LEA to develop a public school choice ("PSC") plan for within the LEA; develop a written choice plan based upon that input; by no later than SY 2011-12, implement at least one PSC option under that plan at each of the elementary, middle, and high school levels within the LEA; and at least annually provide the State with information on the plan and choices within the LEA (for purposes of this paragraph, PSC options includes "school within a school" options and classroom instruction options (e.g., single gender))
1.b Volunteer and – if selected (based upon the relevant research design) – participate in at least one of the pilot studies to be undertaken by the State as part of the RT3 State Plan. Pilot projects anticipated include the following:
1.b.i Under B.3, transformational pilot schools will focus on innovative use of curriculum, project-based learning, problem-centered learning, portfolios, on-demand assessments, and formative assessments. Effective materials developed in these pilots will be made available via S3.
1.b.ii Under B.3, pilot schools will become model sites for "next generation" learning and acquisition of 21st century skills
1.b.iii Under B.3, using the design of successful summer STEM program model developed by the SC Coalition for Mathematics & Science, South Carolina will pilot development of Summer Reading Academies in partnership with institutions of higher education. Educators would attend with a subset of their students. Educators receive professional development on research-based strategies for assisting students to improve their reading skills, and apply those strategies with the students at the academy.
1.b.iv Under B.3, sites will pilot curricula developed to do one or more of the following: (1) adapt Project Lead the Way pre-engineering curriculum to include more dual credit and articulation opportunities; (2) expand the Mechatronics STEM pathway to include more more dual credit and articulation opportunities; (3) further develop the green alternative energy and engineering programs recently underway.
1.b.v Under D.2, sites would pilot ADEPT performance standards for virtual school settings and school psychologists.
1.b.vi Under D.2, sites would pilot models developed to incorporate educator effectiveness into the ADEPT and PADEPP evaluation systems.
1.b.viii Under D.3, sites would pilot models for transitioning from the State's current flat salary schedule to a dynamic system that rewards effective performance.
1.b.ix Under D5, the sites would pilot a system for tracking professional development, measuring changes in student outcomes linked to that professional development, making judgments on the return on investment from the time and cost of that professional development, and informing decisions on whether to continue or expand the program with other educators.
1.b.x Under C and D.5, sites will pilot professional development on data-based decision making and problem solving including the "seven As" – acquisition, awareness, access, analysis, application, assessment, and advancement.
1.c Provide appropriate LEA staff to participate in professional learning communities associated with the pilot studies undertaken by the State as part of the RT3 State Plan, to assist in decision making as to the efficacy of the pilot programs, and to provide input as to selection of the program(s) to be taken to scale.
2. Support the building of capacity to implement, scale up, and sustain reforms [(A)(2)]
2.a With support from the State and this grant, implement with fidelity the reform plan models shown to be the most effective and promising for rapidly increasing student growth after evaluation of the pilots according to the schedules developed under the State Plan and to be developed in Exhibit II.
2.b When requested by the State, assist in the implementation, scale up, and sustaining of reforms by providing information on best practices, hosting demonstrations of best practices to others within the LEA and across the State as requested, and creating documentation and rubrics to assist in implementing with fidelity the identified best practices.

2.c For plans, pilots, evaluation, and implementation that require educator input, participation, and commitment, to make its educators available so that the key reform plans can be timely designed, developed, planned, implemented, evaluated, adjusted, and taken to scale.
3. Raise achievement and close achievement gaps [(A)(3)]
3.a After utilizing LEA data to identify the subjects and subgroups most in need of increases in achievement, develop and implement a plan for rapid and dramatic improvement (the plan is to be developed in Exhibit II and funded through this grant).
3.b Identify the subgroups of the LEA's students most in need of reading remediation; implement an effective reading program, or - if one is not currently available in the LEA - purchase, with funding from this grant, reading programs to be available under state procurement contract for that subgroup; implement the program(s); and continue with the next subgroup identified as most in need until 90% or more of the students in the LEA are reading at or above grade level, as determined by appropriate measure identified in Exhibit II; and as appropriate use additional proceeds of this grant to provide effective, job-embedded professional development on effective reading instruction to the teachers and former teachers of those students needing remediation.
3.c Adopt an at-risk student indicator data system, provide educators with professional development on how to use the data to appropriately intervene with at-risk students according to the LEA's previously adopted at-risk model, and implement procedures for ensuring that the systems are being used and that appropriate interventions are occurring.
Standards and Assessments (B)
4. Support the transition to enhanced standards and high-quality assessments [(B)(3)]
4.a After adoption by the State and with its assistance, implement within the LEA a transition to internationally benchmarked, college- and career-ready standards adopted by multiple states, and assessments designed to measure achievement on those standards ("enhanced standards and assessments").
4.b Encourage participation by the LEA's instructional coaches in professional development related to transitioning to the enhanced standards and assessments.
4.c Encourage the LEA's educators to participate in the State's S3 system by submitting effective lesson plans and assessments, testing the efficacy of the plans and assessments of others, and providing ratings of posted plans and assessments
4.d Upon the State's adoption of a set of interventions meeting standards for effectiveness, implement procedures to ensure that educators in grades and courses without accountability testing implement a scope and sequence that covers essential grade level standards within the school year, teach the content and skills at the appropriate cognitive level, embed assessments to test for understanding and skill proficiency, and respond with appropriate interventions for students not yet at mastery of the standard.
4.e Pilot, adopt, and implement proven programs for effectively transitioning students between schools and tested grades/subjects, e.g., from kindergarten to first grade, second to third grade, elementary to middle school, middle to high school, and high school to higher education and careers.
4.f When reasonably feasible and requested by the students (as indicated on individual graduation plans), include at least one STEM pathway among the career clusters offered either at the LEA's secondary school(s), or a partners (e.g., another LEA's secondary schools, technical colleges, local IHEs); or via the S.C. Virtual School Program, or another innovative source developed by the LEA in collaboration with SCDE.
Data Systems to Support Instruction (C)
5. Use data to improve instruction (C)(3)
5.1 Ensure that the LEA and its schools have high quality data entry and data quality procedures implemented, to include data quality and validation requirements for all data sets.
5.2 Implement the following data systems being developed or supplied by the State: PowerSchool, PowerTeacher, and ParentPortal; eTranscript; ePortfolio (or an equivalent compliant system) for technology competencies for educators and students; Testview at the district level; and the unique program ID system to identify students who participate in specific instructional programs.
5.3 With funds from this grant or SLDS, assign required staff to manage implementation of SLDS at the local level;
5.4 When developed, implement the curriculum management system (CMS).
5.5 When developed, assign required staff to manage implementation of CMS at the local level with funds sub-granted to the LEA;

5.6 Implement collection of reasons for students who are not tested;
5.7 Make data a central part of all educational discussions, planning, and teaching;
5.8 With funds sub-granted, participate in the National Student Clearinghouse to track students after graduation;
5.9 With funds sub-granted, implement computer labs within each school that can be used for online assessment and technology instruction.
5.10 With funds sub-granted, implement delivery of professional development on using data for decision making and in problem solving process cycles.
6. Use of local instructional improvement systems [(C)(3)(i)]
6.1 Implement use of student performance data to inform teachers of their impact on their students, standards, and accountability.
7. Provide professional development on use of data [(C)(3) (ii)]
7.1 Make data a central part of all learning activities.
7.2 Implement and support data systems to inform continuous improvement and decision-making.
7.3 Commit to extensive training for staff, administrators, and others in the use of data to support education reform.
8. Make data available and accessible to researchers and policy makers [(C)(3) (iii)]
8.1 Support data exchange as governed by policy and practice among agencies that serve students and educators, especially in the P-20 environment.
8.2 Allow uploading of Testview data to SLDS.
Equitably Distribute Effective Educators (D)
9. Improve teaching and leadership effectiveness based on performance. (D)(2)
9.1 Participate in development of methods to measure student growth for various grades and subjects (D)(2)(i)
9.2 Participate in the design of evaluation systems that incorporate measures of student growth for various grades and subjects. (D)(2)(ii)
9.3 Once the State has adopted revised evaluation systems that incorporate student growth as a substantial factor, implement those systems. (D)(2)(ii)
9.4 Continue to conduct annual evaluations of teachers, and once the revised evaluation systems have been revised and adopted by the State, conduct annual evaluations of educators. (D)(2)(iii)
9.5 Use data on the evaluation of educators to inform the planning of future professional development. (D)(2)(iv)(a)
9.6 Use the revised and State-adopted evaluations to inform compensation, promotion, and retention. (D)(2)(iv)(b)
9.7 Use the revised and State-adopted evaluations to inform decisions on advancement to full certification (D)(2) (iv)(c)
9.8 Use the revised and State-adopted evaluations to inform placing educators on written improvement plans with specific targets, which – if not met – could result in removal. (D)(2)(iv)(d)
9.9 As required by the SFSF2 application, make de-identified data on the results of annual reviews available publically.
10. Ensure equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas (D)(3)
10.1 Utilize strategies to increase effective teaching in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas such as offering courses through the SC Virtual School Program, promoting SCTeacherVillage.com, offering SCTAP or TAP-like models, or other innovations and research-based practices set forth in the LEA's Exhibit II and approved by SCDE.
10.2 Utilize strategies, such as, for example, Project CREATE, to develop staff certified in special education.
10.3 Once the measures of effectiveness are developed, utilize data (1) to determine which staff are effective and highly effective and which schools have the greatest challenges (including the schools within the LEA that rank the lowest on the measure of persistently lowest-achieving schools), and (2) to develop, pilot, assess, and implement strategies for spreading best practices to the challenged schools.
11. Provide effective support and quality professional development to teachers and principals. (D)(5)(i)
11.1 Ensure adequate or increased instructional and teacher collaboration time through effective regular day scheduling, extended learning time, on-line everywhere-anytime programs, and other innovative approaches developed or implemented by the LEA in consultation with SCDE.
11.2 Support the development of professional learning teams in every school through assistance such as scheduling, collaborations with higher education, professional development on effective teams and continuous improvement processes, and encouraging educator reflection and renewal.

12. Provide effective support and quality professional development to teachers and principals by measuring effectiveness of professional development (D)(5)(ii)
12.1 Implement ePortfolio or an equivalent system for staff development record keeping for all staff.
12.2 When established by the State, implement the unique program ID system for staff development programs.
12.3 When developed at the State level, implement a system that tracks professional development by staff member, measures "impact" (to be defined) of the program on student achievement and growth; and provides data on the return on investment from the cost and time necessary to use the program.
12.4 Use data collected in item 12.3 to inform decisions on future professional development for staff.
Turn Around the Lowest-Achieving Schools and Provide Targeted, Effective Assistance to Struggling Learners (E)
13. Turn around the lowest-achieving schools (E)(2)
13.1 For any school within the LEA identified as within the 5% of persistently lowest-achieving schools, the LEA (a) will adopt one of the four school reform methods defined in Appendix C to the grant notice (closure, restart, transformation, or turnaround); (b) will participate in program audits related to that adoption; (c) will engage the community to secure support for the reform; (d) will engage students and teachers and use that voice and feedback in decision-making; and (d) will work with SCDE to collaboratively develop a plan to effectively integrate and use all funds available for the effort.
14. Provide targeted effective assistance to struggling learners.
14.1 Continue to implement research-based strategies for assisting struggling learners, such as extended learning time, RtI, etc.



VI. Participating LEA:

Anderson School District Two

VII. SIGNATURES

Participating LEA Superintendent:

12-16-09

Signature/Date

Thomas Chapman

Print Name/Title

Chair of Local School Board:

Brenda Cooley 12-18-09

Signature/Date

Brenda Cooley

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

12/30/09

Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Yes	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Yes	
(ii) Professional development on use of data	Yes	
(iii) Availability and accessibility of data to researchers	Yes	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Yes	
(ii) Design and implement evaluation systems	Yes	
(iii) Conduct annual evaluations	Yes	
(iv)(a) Use evaluations to inform professional development	Yes	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Yes	
(iv)(c) Use evaluations to inform tenure and/or full certification	Yes	
(iv)(d) Use evaluations to inform removal	Yes	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Yes	
(ii) Hard-to-staff subjects and specialty areas	Yes	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Yes	
(ii) Measure effectiveness of professional development	Yes	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	No	Anderson 2 does not have any schools in this category.

For the Participating LEA

12-17-09

Authorized LEA Signature/Date

Thomas Champan

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

12/30/09

Date

South Carolina
Department of Education

Together, we can.

VII. Participating LEA:

Bamberg School District One

VIII. SIGNATURES

Participating LEA Superintendent:

Phyllis Schwarting 1-4-10

Signature/Date

Phyllis K. Schwarting, Superintendent

Print Name/Title

Chair of Local School Board:

R. Dale Padgett 1/4/10

Signature/Date

R. Dale Padgett, M.D., Chairman, Board of Trustees, Bamberg School District One

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Jim Rex 1-8-10

Signature/Date

Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	NA	

For the Participating LEA

Phyllis Schwarting 1-4-10

Authorized LEA Signature/Date

Phyllis Schwarting, Superintendent

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1-8-10

Date

South Carolina
Department of Education

Together, we can.

VII. Participating LEA:

Greenwood 52

VIII. SIGNATURES

Participating LEA Superintendent:

Mark Peterson

Signature/Date

Mark Petersen, Superintendent

Print Name/Title

Chair of Local School Board:

Sam Corley

Signature/Date

Sam Corley, Board Chair

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

1/6/10

Signature/Date

Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	na	

For the Participating LEA

Mark Petersen 1/4/10

Authorized LEA Signature/Date

Mark Petersen - Supt.

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1/8/10

Date

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

Lexington School District Four

VIII. SIGNATURES

Participating LEA Superintendent:

Linda G Lavender 12/17/09
Signature/Date

Linda G. Lavender / Superintendent
Print Name/Title

Chair of Local School Board:

Shelia Parkman 12/18/09
Signature/Date

Shelia Parkman / Chair of Local School Board
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	13.1N	LEA has no schools in 5% PLAS

For the Participating LEA

Lexington School District Four

Linda G. Lavender 12-18-09
Authorized LEA Signature/Date

Linda G. Lavender
Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1/6/10
Date

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

Lexington County School District One

VIII. SIGNATURES

Participating LEA Superintendent:

Karen C. Woodward

_____, January 5, 2010_____
Signature/Date

Karen C. Woodward, Superintendent, _____
Print Name/Title

Chair of Local School Board:

Cindy Smith

_____, January 5, 2010_____
Signature/Date

Cindy S. Smith, Board Chair_____
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date
Dr. Jim Rex, State Superintendent of Education

Note: Signing of the MOU by Lexington School District One is with the understanding that the school district is not obligated to implement provisions when there is insufficient funding to fully and successfully implement the provision(s) and that there will be no cost to the district. Please note exceptions in Attachment **EXHIBIT I – PRELIMINARY SCOPE OF WORK** regarding comment.

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	Except for district proprietary data, protected student data, and discretionary district program data.
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	Except for publishing results of teacher annual performance reviews. Could lead to inflated evaluations. Diminishes the position of education as a profession.
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	Except for pay for performance at this time due to concerns re equity, measurement issues, questions re non traditional positions and unknown proposal.
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:	Y	
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA **For the State of South Carolina**

Karen C. Woodward

Authorized LEA Signature/Date

Dr. Jim Rex
State Superintendent of Education

Karen C. Woodward
Print Name/Title

Date

Note: Signing of the MOU by Lexington School District One is with the understanding that the school district is not obligated to implement provisions when there is insufficient funding to fully and successfully implement the provision(s) and that there will be no cost to the district. Please note exceptions above.

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

York School District One

VIII. SIGNATURES

Participating LEA Superintendent:

Vern L Prosser 12/18/09

Signature/Date

Vernon L. Prosser, Superintendent
Print Name/Title

Chair of Local School Board:

Christopher C. Revels 12/18/09

Signature/Date

Christopher Revels, York One Board of Trustees, Chair
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	Except for district proprietary data, protected student data, and discretionary district program data.
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	Except for publishing results of teacher annual performance reviews. Could lead to inflated evaluations. Diminishes the position of education as a profession.
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	Except for pay for performance at this time due to concerns re equity, measurement issues, questions re non traditional positions and unknown proposal.
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA **For the State of South Carolina**

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)

York School District One

Vernon L. Prosser 12-18-09

Authorized LEA Signature/Date

Dr. Jim Rex
State Superintendent of Education

Vernon L. Prosser, Superintendent

Print Name/Title

Date

Note: Signing of the MOU by York School District One is with the understanding that the school district is not obligated to implement provisions when there is insufficient funding to fully and successfully implement the provision(s) and that there will be no cost to the district. Please note exceptions above.

South Carolina
Department of Education

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VI. Participating LEA:

Anderson School District One

VII. SIGNATURES

Participating LEA Superintendent:

R. Wayne Fowler 1-4-10

Signature/Date

R. Wayne Fowler, Superintendent

Print Name/Title

Chair of Local School Board:

Fred G Alexander 1-4-10

Signature/Date

Fred Alexander, Board Chair

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Jim Rex 1-8-10

Signature/Date

Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:	Y	
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	An effective model would needed for Merit Pays.
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

R. Wayne Fowler 1-5-09

Authorized LEA Signature/Date

R. Wayne Fowler, Superintendent

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1-8-10

Date

South Carolina
Department of Education
Together, we can.

VI. Participating LEA:

Bamberg School District Two

VII. SIGNATURES

Participating LEA Superintendent:

January 4, 2010
Signature/Date

Jake Sello/Superintendent
Print Name/Title

Chair of Local School Board:

Larry Bias
Signature/Date

Larry Bias/Board Chairman
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

1-8-10
Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	Will need additional information regarding compensation
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

1/04/2010

Authorized LEA Signature/Date

Jake Sello/Superintendent, Bamberg 2

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1-8-10

Date

South Carolina
Department of Education

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VI. Participating LEA:

Florence School District One

VII. SIGNATURES

Participating LEA Superintendent:

1/4/10

Signature/Date

Larry L. Jackson/Superintendent

Print Name/Title

Chair of Local School Board:

1/4/10

Signature/Date

Porter Stewart/Chair

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

1/6/10

Signature/Date

Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	Formative evaluations are conducted annually. Summative evaluations are conducted every 3 years.
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	As funding is available
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

1/4/10

Authorized LEA Signature/Date

Randy Koon/Assistant Superintendent

Print Name/Title

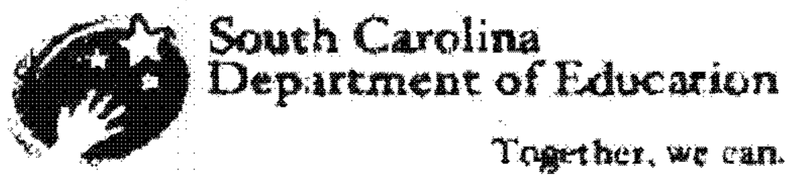
For the State of South Carolina

Dr. Jim Rex

State Superintendent of Education

1/6/10

Date



VII. Participating LEA:

VIII. SIGNATURES

Participating LEA Superintendent:

Jesses O. Ray, Sr. 1/4/10
Signature/Date

JAMES O. RAY, SR. 1/4/10
Print Name/Title Superintendent

Chair of Local School Board:

Eddie Dearybury 1-4-10
Signature/Date

Eddie Dearybury 1-4-10
Print Name/Title Board Chairman

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

1/6/10
Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I - PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	*Special area evaluations for merit pay to provided by SCA. Enabling legislation may be required.
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

James O. Ray, Sr.

Authorized LEA Signature/Date

JAMES O. RAY, SR.

Print Name/Title

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

1/6/10

Date

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

Spartanburg County School District No. 7

VIII. SIGNATURES

Participating LEA Superintendent:

18 Dec 2009

Signature/Date

Dr. Thomas D. White, Superintendent

Print Name/Title

Chair of Local School Board:

Signature/Date

Mr. Conrad C. Hurst III, Board Chairman

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

1-8-10

Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	Provided funding is available outside of the district's general fund
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

18 Dec 09

Authorized LEA Signature/Date

Dr. Thomas D. White, Superintendent

Print Name/Title

For the State

Authorized State Signature/Date

Jim Rex, State Superintendent

Print Name/Title

South Carolina
Department of Education
Together, we can.

VI. Participating LEA:

Greenville County School District

VII. SIGNATURES

Participating LEA Superintendent:

Phinnize J. Fisher 1-14-10
Signature/Date

Phinnize J. Fisher, Superintendent
Print Name/Title

Chair of Local School Board:

Regina E. Hickerson 1/14/10
Signature/Date

Regina E. Hickerson / Chairman
Print Name/Title

* **The Greenville County School District has agreed to sign the Memorandum of Understanding with the knowledge that the school district reserves the right to withdraw from participation once the school district receives all of the details pertaining to implementation and regulation of the reforms.**

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date
Dr. Jim Rex, State Superintendent of Education

YORK 4

A. EXHIBIT 1 – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:	Y	
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Conduct annual evaluations	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:	Y	
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

V. Keith Calliott

Authorized LEA Signature/Date

V. Keith Calliott

Print Name/Title

Superintendent

For the State of South Carolina

Jim Rex

Dr. Jim Rex
State Superintendent of Education

1-14-10

Date

South Carolina
Department of Education
Together, we can.

VI. Participating LEA:

Fort Mill School District (York 4)

VII. SIGNATURES

Participating LEA Superintendent:

V. Keith Callicutt
Signature/Date

V. Keith Callicutt
Print Name/Title

Chair of Local School Board:

Signature/Date

PATRICK M. WHITE
Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

1-14-10
Signature/Date
Dr. Jim Rex, State Superintendent of Education

Our board has agreed to sign on with the understanding that once we receive all of the detail pertaining to implementation and regulations, we withhold the right to withdraw from participation if we feel it is necessary.

South Carolina
Department of Education
Together, we can.

VII. Participating LEA:

Florence County School District Three

VIII. SIGNATURES

Participating LEA Superintendent:

01-07-2010

Signature/Date

Beth M. Wright/ Superintendent

Print Name/Title

Chair of Local School Board:

1-07-2010

Signature/Date

David. L. Eaddy, Sr./Chairman Board of Trustees

Print Name/Title

State of South Carolina by and through the S.C. Department of Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

1-14-10

Signature/Date
Dr. Jim Rex, State Superintendent of Education

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	FCSD3 supports standards based instruction. The previous integration of the A-5 and S3 curriculum as resources in support of the SC Standards have laid a foundation for our district's transition to the common core state standards and developing assessments.
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	Compliance with State, Federal, and LEA policies and availability to research is necessary.
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	FCSD3 supports value-added grade level and overall school growth that has been previously utilized in the district.
(ii) Design and implement evaluation systems	Y	FCSD3, a district-wide TAP program, has successful implemented this performance incentive program for improved academic achievement and revised its design to better meet the needs of the district and staff.
(iii) Conduct annual evaluations	Y	Continuing to conduct multiple observations under the TAP system builds into the annual evaluation of all teachers and has provided FCSD3 with four years of existing teacher performance data.
(iv)(a) Use evaluations to inform professional development	Y	FCSD3 endorses the review of teacher evaluation along with individual growth plans and needs assessments in the development of individual district professional development plans/programs.
(iv)(b) Use evaluations to inform compensation, promotion, and retention	Y	FCSD3's district-wide implementation of its performance incentive program has resulted in greater retention levels of highly effective teachers who earn increased levels of performance pay above their annual salary.
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	The district's revised evaluation system is utilized by school leaders to direct employee performance improvement plans and recommendations for continued employment.
(iv)(d) Use evaluations to inform removal	Y	Noted above in IV(c)
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	FCSD3 is both high poverty and high minority. We support NBCT is schools meeting this criteria

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
(ii) Hard-to-staff subjects and specialty areas	Y	In rural, high poverty and high minority schools, the majority of all positions 4K-12 are hard –to-staff.
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	FCSD3 utilizes a combination of high quality of Professional Development through professional learning communities.
(ii) Measure effectiveness of professional development	Y	Rubric indicators are analyze consistently throughout the evaluation cycle for changes and impact on academic performance of students.
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	FCSD3 has supported the efforts outlined under NCLB to improve the performance of South Carolina's schools.

For the Participating LEA

Authorized LEA Signature/Date

For the State of South Carolina

Dr. Jim Rex
State Superintendent of Education

Beth M. Wright / FCSD3 Superintendent

1-14-10
Date

Exhibit II – LEA Plan
Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") for implementing the LEA's roles in portions of the State Plan (see Exhibit III) over the four year grant period using funds provided under the grant, and such other federal funds as are appropriate (e.g., SLDS if awarded, SIG, SFSF, TIF if awarded, IDEA, title I, E2T2, i3 if participating and awarded).
Exhibit II will be due in a timely fashion but no later than 90 days after an RT3 grant is awarded to the State of South Carolina.

Appendix A1G
Example SFSF narrative from Sumter 17 district

Sumter School District 17 will use its state fiscal stabilization (SFSF) funds to advance ARRA Reform Areas One, Two, Three, and Four, listed below.

1. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
2. Establishing pre-K-to-college-and-career data systems that track progress and foster continuous improvement;
3. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
4. Providing targeted, intensive support and effective interventions for the lowest-performing schools.

First, we will make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need (**Reform Area One.**) We will do this by retaining teachers to reduce class size so that students will benefit from the more individualized attention of their teachers. The allowable use of funds for class-size reduction is based on the research that found that small classes could have a positive influence on student achievement. The Wisconsin Student Achievement Guarantee in Education (SAGE) study led to conclusions similar to the STAR study: students in SAGE classrooms (12 to 15 students) achieved higher scores than students in comparison classrooms of 21 to 25 students (Molnar *et al*., 1999.) Teachers will also be able to attend staff development and training through the use of funds for substitutes. In addition, we will be able to retain teachers with experience, which research has shown has significant impact on student achievement. This will enable us to meet **Reform Area Three** of making progress toward rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including Limited English Proficient students and students with disabilities. Because we can retain teachers with these SFSF funds, we can use our Title II funds to provide significant professional development for our teachers in the area of assessment and working with special populations,

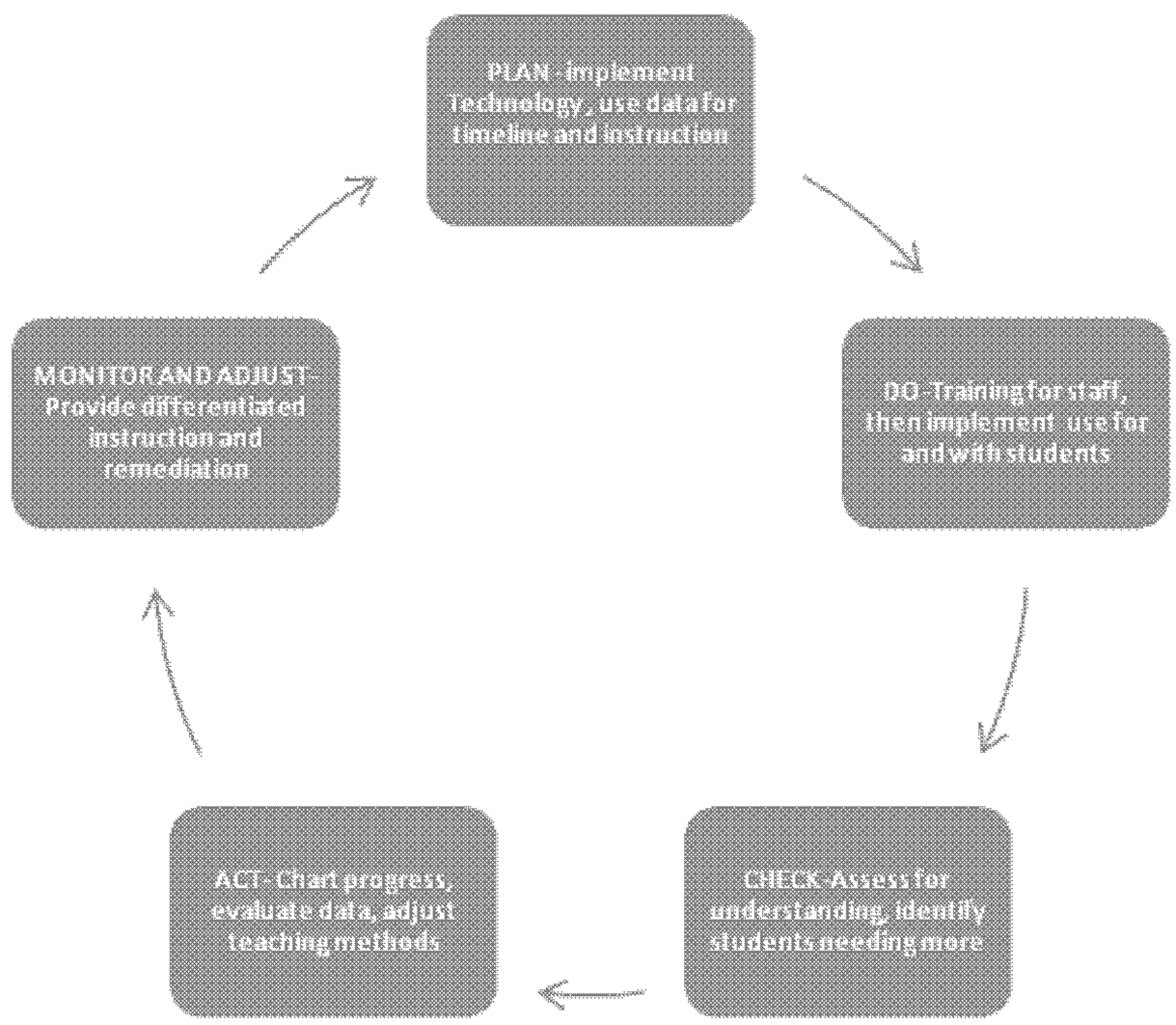
which will translate into better teacher effectiveness and greater student achievement. We can also use our Title One funds to provide social work services to eliminate barriers for special populations.

With regards to improving teacher effectiveness (**Reform Area One**), although the literature on professional development is voluminous, there are only a few high quality studies relating teacher professional development experiences to student outcomes. Recommendations for "high quality" professional development tend to emphasize the importance of more intense, content-focused experiences (i.e., not one-day generic workshops), as well as more opportunities for peer collaboration and more structured induction experiences for new teachers. One relatively strong study supporting the value of focused professional development is by Cohen and Hill (2000). Following the findings of their research, we will be providing content focused professional development, which is more closely aligned to standards implementation for our teachers. This study and a couple of others (Wiley and Yoon, 1995; Brown, Smith, and Stein, 1996; and Kennedy, 1998) suggest that when professional development is focused on academic content and curriculum that is aligned with standards-based reform, teaching practice and student achievement are likely to improve. For the most effective implementation, there should be follow-up training, opportunities for professional dialogue, coaching, and peer mentoring (2002-2006 Teaching Strategies). We will use the teacher/coach and train the trainer approach. We will be using our professional development needs assessment to determine what specific needs are paramount, in the context of our strategy for eliminating the achievement gap that separates low-income and minority students from other students. Because we have a high concentration of low-income and minority students, we must work extra hard to make sure our teachers are up to date in the latest strategies for narrowing the achievement gap. One area we know we will strongly

support is in technology proficiency, not only for students but for staff. This will enable us to not only eliminate the digital divide, but also to dramatically improve our ability to collect and use longitudinal data, which will then inform policy and practice from the classroom to the statehouse. This leads to **Reform Area Four**, which we will discuss next.

Our fourth area of reform is providing targeted, intensive support and effective interventions for the lowest-performing schools. We have selected an evidence-based, proven effective program for our four lowest performing elementary schools, which is the "Raising the Bar" initiative sponsored by the Center for Data Driven Reform in Education at Johns Hopkins University. The four schools are Alice Drive Elementary, Crosswell Drive Elementary, Lemira Elementary, and Willow Drive Elementary. Having small enough classes and subs for professional development allows us to involve our key players in each of the four schools in the reform process. The students at these four schools are the most in need, educationally and economically, which means we are also working on the first area of reform with this program. We also give priority to these schools when hiring staff, so that there is an equitable distribution of Highly Qualified (HQ) teachers at these neediest schools. Having this initiative, along with having other funds freed up for professional development, means we can establish and maintain a pre-k to college-and career data system that will track student progress and foster continuous improvement (**Reform Area Two**.) Using Robert Marzano's research, we will implement the promethean or smart-type board technology in every single classroom, with training for every teacher to use state of the art assessment that will lead to the most effective teaching and intervention for the students most in need. This plan of increasing access to technology for our teachers and our students will help move them all forward to meet all four areas of reform. Not only will it lead to closer adherence to college and career readiness standards, but it will also

track the individual and collective longitudinal data necessary for continuous reform. The system is complete with the tools that will collect and analyze this data. The meta-analytic synthesis of studies on instructional strategies, conducted at the Marzano Research Laboratories, show that utilization of tracking and scoring scales result in a gain of 35 percentile points over what would be expected if tracking and scoring scales were not used! (In general, meta-analytic techniques are used when the results of independent studies on a common topic are combined.) Having technology coaches and curriculum resource teachers will enhance this effort. In a review of studies, the CEO Forum, 2001, found that technology is most influential when integrated with curriculum and assessment. The following chart gives a graphic representation of the cycle we will implement for continuous improvement (based on the Deming Model):



1. Plan a change aimed at improvement, collect data, and establish a timeline.

2. Do implement the change or test on a small scale.

3. Check the results of your actions. What did you learn?

4. Act to apply the change, abandon it, or run through the cycle again under different conditions

5. Monitor and adjust.

These five steps will guide our efforts at continuous improvement as we implement reform.

The major reform process, as well as the technology and professional development, will leave lasting benefits that will not disappear once the funding is gone. This will minimize the "funding cliff" so that it is scalable and sustainable. We will use the latest research in our induction and mentoring program, so that we not only recruit and retain new HQ teachers, but we retain, challenge, and learn from our most experienced teachers (Moir, Kappan, 2009). **Reform Areas One and Four** are tied closely together through our induction and mentoring programs, based on the following research. The Challenge of Attracting Good Teachers and Principals to Struggling Schools" (January 2002), American School Administrator; Southeast Center for Teaching Quality: "Recruiting Teachers for Hard-to-Staff Schools: Solutions for the Southeast & the Nation" (January 2002); and The Teaching Commission's 2006 final report all point out that new teachers cannot be left to "sink or swim," or they will mostly sink. Having support for new teachers is critical.

We are using Marzano's research and meta-analysis of other research studies to implement our data driven programs and processes. We are implementing our college and career-ready assessments and standards with special emphasis on including students with limited English proficiency and disabilities. We will deploy instructional improvement systems that ensure educators have the information needed to improve instruction, as well as reporting and analysis tools that help them identify which students are not on-track for college- and career-ready success well before high school graduation. This early warning intervention system we will implement includes all manner of professionals – teachers, counselors, social workers, and

administrators, so that students do not fall through the cracks. We are providing intensive support and effective interventions for our lowest performing schools, using evidence-based, proven effective programs, and giving them priority to ensure equitable services. Having the ARRA funds available to save teacher jobs means we can use Title One funds for social work services to implement and maintain early warning intervention systems at all school levels, from pre-k through high school. They will work with dropout prevention as well as intervention, and maintain the longitudinal data. This will enable us to guide the decision-making as outlined in the Deming Model for Continuous Improvement, while we increase capacity and accelerate reform.

SOUTH CAROLINA NAEP ASSESSMENT RESULTS 2000-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	NAEP Reading 2007	NAEP Reading 2005	NAEP Reading 2003	NAEP Reading 2002	NAEP Math 2009	NAEP Math 2007	NAEP Math 2005	NAEP Math 2003	NAEP Math 2000
ALL	4	214	213	215	214	236	237	238	236	220
MALE	4	210	210	211	209	236	236	238	237	221
FEMALE	4	218	217	219	218	235	238	238	234	219
WHITE	4	224	225	226	225	245	248	250	246	233
BLACK	4	199	197	199	199	220	221	223	222	203
STUDENTS WITH DISABILITIES	4	182	189	193	187	211	214	220	221	193
STUDENTS w/o DISABILITIES	4	218	216	217	217	239	240	240	238	224
LEP STUDENTS	4	201	‡	‡	‡	232	230	‡	‡	‡
NON-LEP STUDENTS	4	214	213	215	214	236	237	238	236	220
RECV'ING SUBSIDIZED LUNCH	4	201	200	202	201	226	226	227	226	207
FULL-PAY LUNCH	4	228	228	228	228	248	249	250	247	234
ALL	8	257	257	258	258	280	282	281	277	265
MALE	8	253	252	253	253	281	281	282	280	264
FEMALE	8	262	262	263	263	280	282	281	274	265
WHITE	8	268	267	269	268	293	293	294	291	277
BLACK	8	242	242	244	243	263	265	263	258	247
STUDENTS WITH DISABILITIES	8	219	224	229	225	248	245	251	249	227
STUDENTS w/o DISABILITIES	8	261	260	260	261	284	285	284	280	268
LEP STUDENTS	8	‡	‡	‡	‡	267	‡	‡	‡	‡
NON-LEP STUDENTS	8	258	257	258	258	281	282	282	277	265
RECV'ING SUBSIDIZED LUNCH	8	245	246	247	245	268	269	267	263	249
FULL-PAY LUNCH	8	269	268	268	268	294	294	294	289	278

‡ Reporting standards not met.

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on ELA PASS	Number of Students Taking ELA PASS	PASS 2008-09 % Scoring Met or Exemplary (ELA)	PACT 2007-08 % Scoring Basic or Above (ELA)	PACT 2006-07 % Scoring Basic or Above (ELA)	PACT 2005-06 % Scoring Basic or Above (ELA)	PACT 2004-05 % Scoring Basic or Above (ELA)	PACT 2003-04 % Scoring Basic or Above (ELA)	PACT 2002-03 % Scoring Basic or Above (ELA)
ALL	4	38,892	51,377	75.7	80.8	82.7	81.8	79.6	80.7	76.4
MALE	4	18,837	25,946	72.6	76.3	78.8	77.6	75.2	77.2	72
FEMALE	4	19,991	25,402	78.7	85.6	86.8	86.1	84.1	84.4	80.9
WHITE	4	24,233	28,376	85.4	88.7	89.9	89.6	87.5	88.9	85.6
BLACK	4	11,831	18,930	62.5	70.4	73.4	71.5	69.4	70.6	65.3
ASIAN-PACIFIC ISLANDER	4	725	840	86.3	91.2	91.7	89.7	88.5	90.6	85
HISPANIC	4	1,675	2,750	60.9	71.2	72	68.8	68.2	66.6	60
NATIVE AMERICAN	4	137	181	75.7	80.1	83.9	78.2	72.9	79.9	71.7
STUDENTS WITH DISABILITIES	4	2,291	5,341	42.9	47	49.9	52.5	50.9	56	50.3
STUDENTS w/o DISABILITIES	4	36,553	46,036	79.4	85.1	87	85.4	82.9	83.7	79.3
MIGRANT	4	11	15	73.3	73.5	68.8	59	53.7	42.6	43.9
NON-MIGRANT	4	38,830	51,362	75.6	80.9	82.8	81.8	79.6	80.8	76.6
LEP STUDENTS	4	1,697	2,777	61.1	69.4	69.9	63.3	59.8	52.5	35.3
NON-LEP STUDENTS	4	37,130	48,600	76.4	81.5	83.4	82.5	80.2	81.2	77.1
RECV'ING SUBSIDIZED LUNCH	4	18,728	28,593	65.5	72.3	74.7	73.1	71.1	72	66.4
FULL-PAY LUNCH	4	20,118	22,784	88.3	91	92	91.6	89.6	90.7	88

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

DEMOGRAPHIC CATEGORIES	TEST GRADE	Number Scoring Met or Exemplary on ELA PASS	Number of Students Taking ELA PASS	PASS 2008-09 % Scoring Met or Exemplary (ELA)	PACT 2007-08 % Scoring Basic or Above (ELA)	PACT 2006-07 % Scoring Basic or Above (ELA)	PACT 2005-06 % Scoring Basic or Above (ELA)	PACT 2004-05 % Scoring Basic or Above (ELA)	PACT 2003-04 % Scoring Basic or Above (ELA)	PACT 2002-03 % Scoring Basic or Above (ELA)
ALL	8	35,100	52,000	67.5	71	71.3	72.7	74.7	73.3	66.8
MALE	8	16,736	26,649	62.8	64.9	64.5	66.3	69.6	68.1	60.9
FEMALE	8	18,341	25,298	72.5	77.3	78.1	78.9	79.8	78.4	72.8
WHITE	8	22,112	28,312	78.1	82	81.7	82.6	85.1	83.7	79.2
BLACK	8	10,598	20,034	52.9	56.6	58	59.5	61.5	59.3	50.5
ASIAN-PACIFIC ISLANDER	8	624	746	83.6	83.6	85.8	86.2	84	84.5	75.5
HISPANIC	8	1,456	2,426	60	59.4	59.6	60.6	57.2	55.1	48.2
NATIVE AMERICAN	8	123	207	59.4	67.7	67.3	77.6	74.8	72.4	62.7
STUDENTS WITH DISABILITIES	8	1,636	6,571	24.9	26.1	26	29.3	35.2	36.1	28.4
STUDENTS w/o DISABILITIES	8	33,436	45,429	73.6	75.4	75.9	76.6	77.8	76.4	70
MIGRANT	8	7	11	63.7	20.7	25.9	41.7	46.9	17.4	9.4
NON-MIGRANT	8	35,093	51,989	67.5	71	71.3	72.7	74.7	73.3	67.1
LEP STUDENTS	8	1,076	1,970	54.6	51.5	49.7	42.2	31.7	29.2	11.6
NON-LEP STUDENTS	8	34,020	50,030	68	71.7	71.9	73.3	75.4	73.8	67.5
RECV'ING SUBSIDIZED LUNCH	8	14,934	27,054	55.2	58.4	59.1	61.2	63.3	60.7	52.1
FULL-PAY LUNCH	8	20,156	24,946	80.8	83.7	83.9	84.2	85.8	84.4	79.8

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

	TEST GRADE	Number of Students Taking Math PASS	Number Scoring Met or Exemplary on Math PASS	PASS 2008-09 % Scoring Met or Exemplary (Math)	PACT 2007-08 % Scoring Basic or Above (Math)	PACT 2006-07 % Scoring Basic or Above (Math)	PACT 2005-06 % Scoring Basic or Above (Math)	PACT 2004-05 % Scoring Basic or Above (Math)	PACT 2003-04 % Scoring Basic or Above (Math)	PACT 2002-03 % Scoring Basic or Above (Math)
ALL	4	52,954	40,669	76.8	79	78.1	78.4	78.6	80.3	81.1
MALE	4	26,998	20,626	76.4	78.1	77.4	78.2	78	79.6	81.2
FEMALE	4	25,927	20,016	77.2	80	79	78.6	79.4	81	81.1
WHITE	4	29,012	24,979	86.1	88.7	88	88.3	88.5	89.7	90.3
BLACK	4	19,695	12,408	63	65.3	64.7	64.4	65.6	68.1	69.6
ASIAN-PACIFIC ISLANDER	4	870	794	91.3	91.4	91	90.9	90.5	93	91.2
HISPANIC	4	2,877	2,083	72.4	73.3	69.5	70.1	69.1	68.5	70.3
NATIVE AMERICAN	4	194	153	78.9	78.3	78.5	78.2	79	83	75
STUDENTS WITH DISABILITIES	4	6,783	3,005	44.3	48.8	48.6	52.4	56.3	61.1	62.1
STUDENTS w/o DISABILITIES	4	46,171	37,676	81.6	83.6	82.9	82.4	81.7	83	83.6
MIGRANT	4	15	11	73.3	66.2	65.5	63.4	64.5	49.1	54.1
NON-MIGRANT	4	52,939	40,657	76.8	79	78.2	78.4	78.7	80.3	81.3
LEP STUDENTS	4	2,929	2,153	73.5	72.7	68.1	74.9	62.8	58	51.9
NON-LEP STUDENTS	4	50,025	38,569	77.1	79.3	78.6	78.9	79.1	80.7	81.7
RECV'ING SUBSIDIZED LUNCH	4	29,836	20,080	67.3	69.5	68.5	68.6	69.7	71.5	72.5
FULL-PAY LUNCH	4	23,118	20,598	89.1	90.5	89.6	89.7	89.3	90.5	91.3

SOUTH CAROLINA ESEA ASSESSMENT RESULTS 2003-2009
FOURTH AND EIGHTH GRADE

	TEST GRADE	Number of Students Taking Math PASS	Number Scoring Met or Exemplary on Math PASS	PASS 2008-09 % Scoring Met or Exemplary (Math)	PACT 2007-08 % Scoring Basic or Above (Math)	PACT 2006-07 % Scoring Basic or Above (Math)	PACT 2005-06 % Scoring Basic or Above (Math)	PACT 2004-05 % Scoring Basic or Above (Math)	PACT 2003-04 % Scoring Basic or Above (Math)	PACT 2002-03 % Scoring Basic or Above (Math)
ALL	8	52,069	32,595	62.6	69.7	67.9	65.3	66.3	67.5	67.1
MALE	8	26,679	16,248	60.9	68.7	66.3	63.5	65.1	66.5	67.2
FEMALE	8	25,337	16,368	64.6	70.8	69.5	67.2	67.6	68.8	67.3
WHITE	8	28,318	21,154	74.7	80.6	79.8	77.3	78.5	79.1	80.1
BLACK	8	20,042	9,079	45.3	54.7	52	49	49.9	51.4	49.4
ASIAN-PACIFIC ISLANDER	8	756	648	85.7	89.5	88.3	86	84.9	89.1	86.1
HISPANIC	8	2,463	1,441	58.5	62.8	59.6	56.8	54.9	56.8	53.3
NATIVE AMERICAN	8	207	119	57.4	67.1	67.7	67.3	65.3	65.3	66
STUDENTS WITH DISABILITIES	8	6,577	1,394	21.2	30.6	27.5	27.1	29.5	33.2	34.7
STUDENTS w/o DISABILITIES	8	45,492	31,253	68.7	73.7	72.1	69	69.3	70.6	69.9
MIGRANT	8	11	9	81.8	25.7	44.4	46.2	50.9	46.4	29
NON-MIGRANT	8	52,058	32,588	62.6	69.7	67.9	65.3	66.3	67.6	67.5
LEP STUDENTS	8	2,026	1,145	56.5	59.8	53.5	56.3	39.7	44.4	31
NON-LEP STUDENTS	8	50,043	31,477	62.9	70	68.3	65.8	66.8	67.9	67.7
RECV'ING SUBSIDIZED LUNCH	8	27,106	13,417	49.5	57.9	55.4	52.9	53.7	54.1	52.8
FULL-PAY LUNCH	8	24,963	19,222	77	81.7	80.8	78	78.6	79.6	80

SOURCES: "State Scores by Dempgraphic, PACT 2002-03 through 2008-09" SCDE website.
1999-2000 PACT data source, Performance Profiles, 2001.

SOUTH CAROLINA - HIGH SCHOOL ESEA EXAM
RESULTS SY 02-03 TO SY 08-09

DEMOGRAPHIC CATEGORIES	Number Meeting Standard on 2008-09 HSAP	Number of Students Taking ELA 2008-09 HSAP	HSAP 2008-09 % Meeting Standard (ELA)	HSAP 2007-08 % Meeting Standard (ELA)	HSAP 2006-07 % Meeting Standard (ELA)	HSAP 2005-06 % Meeting standard (ELA)	HSAP 2004-05 % Meeting Standard (ELA)	HSAP 2003-04 % Meeting Standard (ELA)
ALL	43,670	51,437	84.9	87.7	88.1	84.9	86.2	85.0
MALE	20,670	25,456	81.2	84.0	84.5	81.3	82.6	80.9
FEMALE	23,019	25,981	88.6	91.4	91.6	88.4	89.8	88.9
WHITE	25,619	28,091	91.2	93.4	93.4	92.0	93.0	92.3
BLACK	15,592	20,302	76.8	80.6	81.6	75.7	77.3	75.2
ASIAN-PACIFIC ISLANDER	625	694	90.1	92.9	90.4	90.0	91.2	89.6
HISPANIC	1,561	2,022	77.2	78.0	76.7	72.6	76.5	70.6
NATIVE AMERICAN	135	161	83.9	85.9	88.2	85.3	87.2	84.3
STUDENTS WITH DISABILITIES	2,552	6,004	42.5	49.2	46.5	41.6	44.3	41.8
STUDENTS WITHOUT DISABILITI	41,162	45,433	90.6	92.9	93.7	90.9	92.3	91.0
MIGRANT	N<10			64.7	68.6	48.4	77.8	46.7
NON-MIGRANT	43,662	51,428	84.9	87.7	88.1	84.9	86.3	85.0
LEP STUDENTS	958	1,399	68.5	68.6	66.2	55.1	53.6	48.6
NON-LEP STUDENTS				88.2	88.6	85.4	86.6	85.3
RECEIVING SUBSIDIZED MEALS	18,354	23,992	76.5	80.3	80.7	75.4	77.1	74.6
FULL-PAY LUNCH	25,352	27,437	92.4	94.0	94.2	92.2	92.9	91.8

SOUTH CAROLINA - HIGH SCHOOL ESEA EXAM
RESULTS SY 02-03 TO SY 08-09

DEMOGRAPHIC CATEGORIES	Number Meeting Standard on 2008-09 HSAP	Number of Students Taking Math 2008-09 HSAP	HSAP 2008-09 % Meeting Standard (Math)	HSAP 2007-08 % Meeting Standard (Math)	HSAP 2006-07 % Meeting Standard (Math)	HSAP 2005-06 % Meeting standard (Math)	HSAP 2004-05 % Meeting Standard (Math)	HSAP 2003-04 % Meeting Standard (Math)
ALL	41,197	51,368	80.2	84.6	79.6	80.2	76.4	80.1
MALE	19,971	25,408	78.6	82.7	77.6	78.3	75.0	77.9
FEMALE	21,235	25,960	81.8	86.4	81.5	82.1	77.6	82.2
WHITE	24,835	28,062	88.5	92.0	88.6	89.5	87.1	89.2
BLACK	13,861	20,265	68.4	74.5	67.5	67.1	61.3	66.9
ASIAN-PACIFIC ISLANDER	648	694	93.4	95.3	91.6	92.1	89.9	93.0
HISPANIC	1,582	2,020	78.3	78.6	71.2	73.4	69.0	74.4
NATIVE AMERICAN	129	161	80.1	83.1	81.9	84.5	77.6	78.9
STUDENTS WITH DISABILITIES	2,133	5,974	35.7	42.0	34.0	35.7	31.3	34.8
STUDENTS WITHOUT DISABILITI	39,084	45,394	86.1	90.3	85.8	86.4	82.8	86.3
MIGRANT	N<10			70.6	71.4	56.3	61.1	73.3
NON-MIGRANT	41,190	51,359	80.2	84.6	79.6	80.2	76.4	80.1
LEP STUDENTS	1,018	1,397	72.9	74.0	65.1	66.1	56.4	67.2
NON-LEP STUDENTS				84.8	79.9	80.5	76.6	80.2
RECEIVING SUBSIDIZED LUNCH	16,828	23,938	70.3	76.0	69.2	69.2	63.0	68.2
FULL-PAY LUNCH	24,352	27,423	88.8	91.7	88.2	88.7	86.0	87.9

SOURCE: High School Assessment Program Test Scores, 2003-2009, http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/HSAPPortal.html

Appendix A1I
NAEP Similar States

South Carolina's Goals for Improving NAEP Scores

Staff at the S.C. Department of Education began the analysis of ambitious yet achievable improvements in NAEP scores began by looking at states similar to South Carolina in terms of percent eligible for the National School Lunch Program (NSLP) in the most recent NAEP data for each subject (reading and mathematics), grades 4 and 8. For example, in 2009 it was estimated that 55 percent of South Carolina's fourth graders were NSLP eligible. Staff then ordered the states on the percent eligible and considered those states with a percent eligible approximately 3 standard errors above and below South Carolina's 55 percent. This procedure identified 12 states that are similar to South Carolina. The procedure was then carried out for math grade 8 and reading, grades 4 and 8. See similar states below.

Grade 4 Math, States Similar to South Carolina in 2009

State	Average scale score	Percentage
Alabama	217.30	54
Arizona	219.11	54
California	219.64	53
Tennessee	221.97	51
Georgia	225.40	56
South Carolina	225.66	55
West Virginia	226.70	57
Arkansas	228.76	59
Kentucky	228.84	51
Oklahoma	230.85	55
New York	232.61	52
Texas	232.62	59
Florida	234.74	55

Grade 8 Math, States Similar to South Carolina in 2009

State	Average scale score	Percentage
Alabama	255.04	50
California	258.19	53
West Virginia	261.63	52
Arizona	261.90	47
Arkansas	263.96	53
Georgia	264.63	49
Oklahoma	266.01	48
South Carolina	267.71	51
Kentucky	267.83	48
Florida	268.72	48
Texas	275.52	53

Grade 4 Reading, States Similar to South Carolina in 2007

Jurisdiction	Average scale score	Percentage
California	194.82	53
Arizona	195.61	51
South Carolina	201.04	52
Tennessee	201.91	48
Alabama	203.28	55
Arkansas	205.42	56
West Virginia	205.98	52
Georgia	207.04	50
Texas	208.59	54
Oklahoma	208.68	54
Kentucky	211.74	52
Florida	212.77	49

Grade 8 Reading, States Similar to South Carolina in 2007

Jurisdiction	Percentage	Average Scale Score
California	48	239.06
Alabama	49	240.59
Arizona	44	241.13
South Carolina	47	244.56
North Carolina	44	245.53
West Virginia	46	245.87
Georgia	48	246.86
Tennessee	45	247.31
Arkansas	51	247.39
New York	46	250.42
Oklahoma	50	251.51
Kentucky	48	252.20

To analyze what gains were reasonably achievable, overall scale score gains were calculated for the four-year period 2005–2009, and the six-year period 2003–2009 (see table below). Between 2003–2009 the average gain was 4.94 scale score points and the average gain between 2005–2009 was only 1.73 points. States' performance between 2003–2005 had more dramatics gains than either of the two-year periods since. The scores have tended to flatten out in mathematics and reading at grades 4 and 8.

Performance of Similar States, Math Grade 4

Similar States	2005-2009	2003-2009
Alabama	2.89	4.62
Arizona	0.19	1.08
Arkansas	2.00	8.53
California	1.31	4.22
Florida	3.01	8.22
Georgia	2.39	5.77
Kentucky	7.34	10.11
New York	2.47	4.71
Oklahoma	2.83	7.68
South Carolina	-2.63	-0.12
Tennessee	0.14	4.07
Texas	-1.53	3.16
West Virginia	2.14	2.22
Average	**1.73**	**4.94**

Because of standard error in the estimates, we must also account for statistical significance in the interpretations that are made from apparent changes in average scale scores. Cross-year significance tests were run for all states to get an idea of what gains constitute statistical significance. States with less variability (i.e., larger sample or population that is more homogeneous) are able to achieve significant gains with a smaller change in average scale score points than states with more variability. Typically though, most states achieve significant change with about 3–4 points change. However, even when running a less conservative t-test, 3 points was not significant in some cases. Considering this, it was determined that setting goals in terms of a set number scale score increase might not be best.

Goal: Statistically Significant Growth

Staff discussed the idea of setting a specific target versus a goal of significant growth with Jason Nicholas, NAEP State Service Center. He agreed that we should avoid setting the goal at a specific number and that the goal could be to have significant growth (still ambitious).

The tables below show the counts of jurisdictions making at least a four-point increase over 2 and 4 years, compared the counts of those states making significant gains over the same periods.

All States, Math Grade 4

	All States	Sim. States
Jurisdictions w/ 4 pt change-4 yrs 05-09	12	1
Jurisdictions w/ Stat Sig-pos change-4yrs 05-09	28	6
Jurisdictions w/ 4 pt change-2 yrs 07-09	1	0
Jurisdictions w/ Stat Sig-pos change-2yrs 07-09	2	2

All States, Math Grade 8

	All States	Sim. States
Jurisdictions w/ 4 pt change-4 yrs 05-09	35	7
Jurisdictions w/ Stat Sig-pos change-4yrs 05-09	39	7
Jurisdictions w/ 4 pt change-2 yrs 07-09	7	0
Jurisdictions w/ Stat Sig-pos change-2yrs 07-09	15	1

All States, Reading Grade 4

	All States	Sim. States
Jurisdictions w/ 4 pt pos change-4 yrs 03-07	15	3
Jurisdictions w/ Stat Sig-pos change-4yrs 03-07	21	5
Jurisdictions w/ 4 pt change-2 yrs 05-07	10	3
Jurisdictions w/ Stat Sig-pos change-2yrs 05-07	18	3

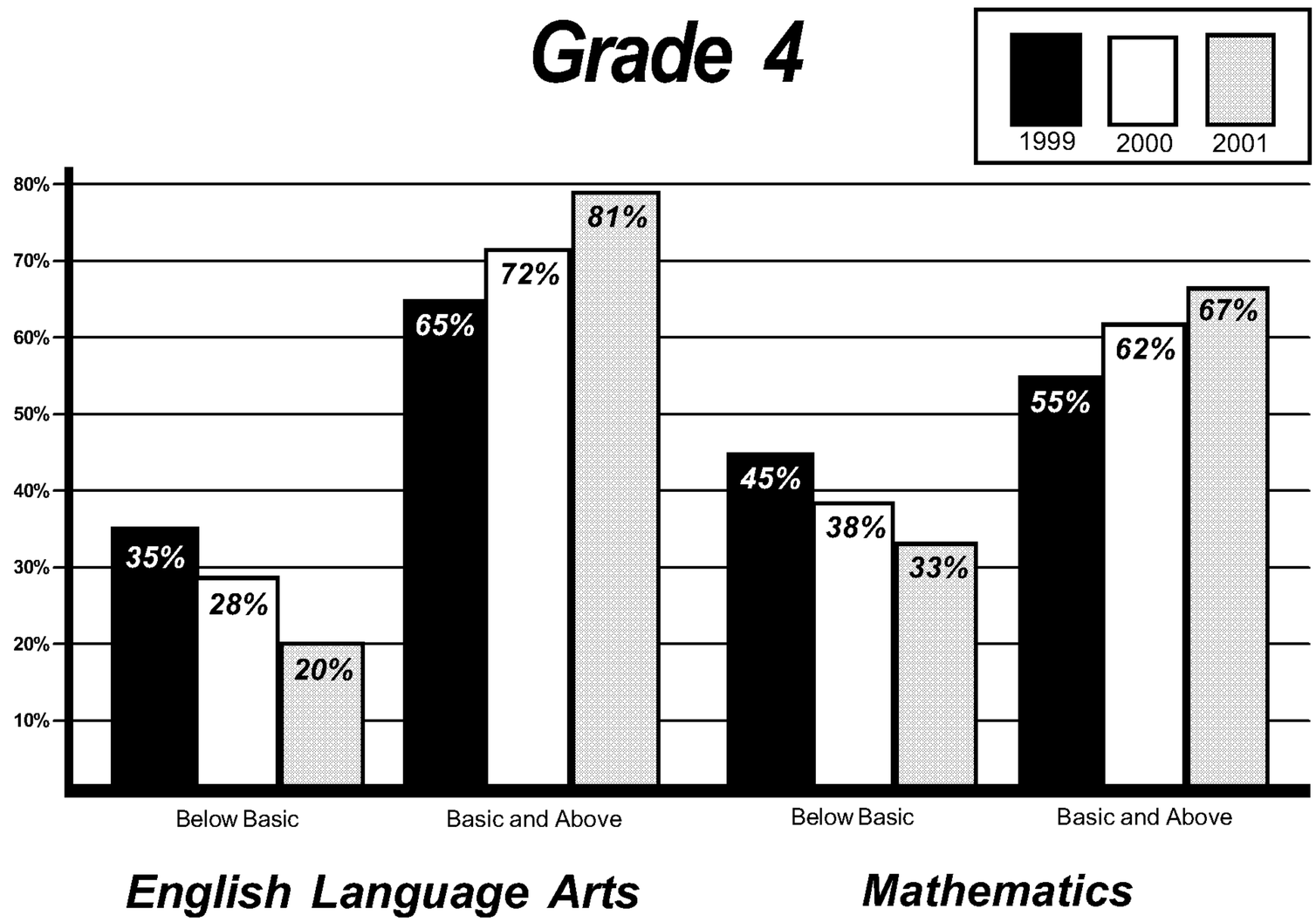
All States, Reading Grade 8

	All States	Sim. States
Jurisdictions w/ 4 pt pos change-4 yrs 03-07	0	0
Jurisdictions w/ Stat Sig-pos change-4yrs 03-07	1	0
Jurisdictions w/ 4 pt change-2 yrs 05-07	3	0
Jurisdictions w/ Stat Sig-pos change-2yrs 05-07	6	0

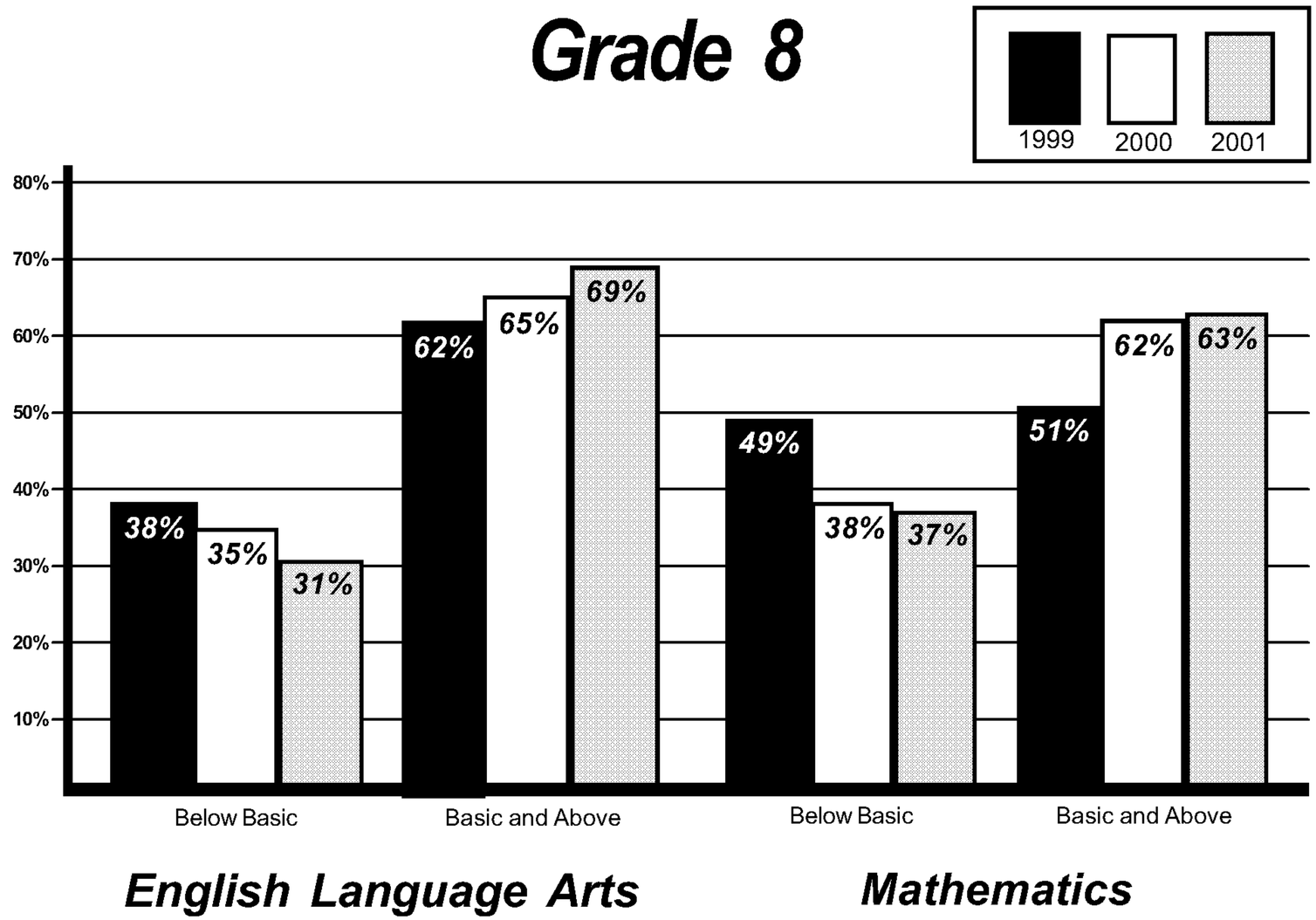
From these data, it is apparent that a goal of significant growth is more attainable than a goal of gaining 4 points or more. It is also apparent that a goal of statistical significance is more attainable over a four-year period rather than a period of only two years.

Goal: Close Gaps

In closing the achievement gaps, it becomes more difficult to show statistical significance because of compounding error. It is also difficult to set goals in terms of scale score change, because there are multiple ways that the gaps can close. An ambitious goal will be to count any narrowing of the gaps, not accounting for statistical significance.



Totals May Not = 100% Due to Rounding


Grade 8
1999
2000
2001
80%
70%
60%
50%
40%
30%
20%
10%
38%
35%
31%
62%
65%
69%
49%
38%
37%
51%
62%
63%
Below Basic
Basic and Above
Below Basic
Basic and Above
English Language Arts
Mathematics

South Carolina Course Alignment Project

conducted by: epic Educational Policy Improvement Center

December 2009 Volume 2, Issue 1

South Carolina Course Alignment Project Enters Phase II

The South Carolina Course Alignment Project (SC CAP) is now in Phase II of the project: pilot implementation. During this phase, paired courses in English, math, and science are being taught in 32 classrooms across the state. The paired courses consist of a secondary course matched or "paired" with a postsecondary one (pairings are shown below). These paired courses were developed by 15 high school and college faculty members from across South Carolina who were selected as design team members because of their in-depth knowledge in each academic field, their representation of the different types of educational institutions in South Carolina, and their experience teaching in more than one type of educational institution. The five design teams (English, math, chemistry, biology, and physics) produced a total of 17 courses designed to help facilitate the seamless transition of students from exit-level high school courses to entry-level college courses in the same curricular areas. Each course is also aligned to the South Carolina College Readiness Reference standards (see www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf).

In This Issue

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Paired English Language Arts Courses

High School Courses
English 3 (American Literature/Composition)
English 4 (British Literature/Composition)

College/University Courses
American Literature
British Literature
English Composition

Paired Science Courses

High School Courses
Biology
Chemistry
Physics

College/University Courses
Biological Sciences I
College Chemistry I
University Physics (Algebra-based)
University Physics (Calculus-based)

Paired Mathematics Courses

High School Courses
Pre-Calculus
Math Tech 4

College/University Courses
Elementary Calculus
College Algebra
Probability and Statistics

South Carolina Commission on Higher Education
South Carolina Department of Education
Meeting Challenges, Celebrating Achievements
SC TECHNICAL COLLEGE SYSTEM
conducted by:
epic Educational Policy Improvement Center

South Carolina Course Alignment Project

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Course Packets Created

For each paired course developed, the design teams created course packets that include the following:

- Introduction for Administrator
- Introduction for Instructor
- Course Syllabus
- Alignment to SC State Standards
- Alignment to SC College Readiness Standards
- Elements of Paired Course Alignment
- Letter to High School Students and Their Parents
- Lab/Classroom Activities
- Out of Class Assignments
- Assessments and Scoring Rubrics
- List of Recommended Readings, Resources, and Websites

Current Feedback from High School Students

"I didn't believe what I had heard about how responsible you had to be in college. I now realize that what I have heard is true."

"I feel more comfortable knowing that I am more informed as I prepare for college. Professor X's presentation reinforced the fact that college will be challenging, but with hard work and dedication, it is definitely within my reach."

"One noticeable difference between college and high school is that the students are held more accountable for their own success. Professor X stressed the importance of working diligently, class attendance, and making sure work is turned in on time."

- Quotes from Three Public School Students Currently Enrolled in Pilot Paired Courses (In Response to a Classroom Visit from a Higher Education Pilot Implementer)

Pilot Implementation

Pilot Implementers in both secondary and postsecondary institutions are using materials developed by the SC CAP Course Design Team members in their classrooms during the 2009-2010 academic year and are providing feedback on ways to improve the paired courses. Pilot Implementers are grouped with each other geographically according to type of institution to facilitate collaboration among Implementers. All groups contain at least one high school and one institution of higher education and some include more than one institution of higher education. To prepare for the implementation phase, Pilot Implementers attended one training session on August 5, 2009, which focused on using the course packets. The session also provided opportunities to discuss course alignment issues with fellow Implementers and prepared Implementers for teaching the paired courses during the 2009-2010 school year. Another training session was held on September 12, 2009, and focused on how Implementers had begun to adapt course materials to fit their individual classes. Implementers shared strategies for using the course materials, and experts from the Educational Policy Improvement Center (EPIC) explained some of the ways they can learn from each other and share resources across institutional lines.

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Pilot Implementers

The Commission on Higher Education staff join EPIC staff members and institutional administrators in congratulating and thanking the following outstanding educators for their invaluable contributions and dedication to this phase of the project:

English

Art Basler	South Pointe High School	English 3
Casey Cothran	Winthrop University	Freshman Composition
Jonathan Fowler	Greenwood High School	English 3
Katie Kalpin	USC-Aiken	British Literature
Amanda Mosley	York Technical College	Freshman Composition
Matt Nelson	Francis Marion University	Freshman Composition
Francesca Pataro	Aiken High School	English 4
Lynne Rowell	Rock Hill High School	English 3
Carla Summersett	West Florence High School	English 4
Scott Turner	Northwestern High School	English 3
Lloyd Willis	Lander University	American Literature

Science

Laura Bannan	USC-Upstate	Biology
Cassie Bell	Winthrop University	Biology
Stuart Cohen	Horry-Georgetown Technical College	Chemistry
John Kinard	Greenwood High School	Physics
Sharon Neal	Nation Ford High School	Biology
Paige Ouzts	Lander University	Physics (Algebra-based)
Amy Pope	Clemson University	Physics (Calculus-based)
Jeremy Pruett	Spartanburg High School	Biology
Holly Sullivan	Lugoff-Elgin High School	Physics
Stephen Thomas	Aynor High School	Chemistry
Maria Torres	Fort Mill High School	Biology

Mathematics

Brett Barwick	USC-Columbia	College Algebra
Allen Guest	Clemson University	Calculus
Leslie Hendrix	USC-Columbia	Probability and Statistics
Sherrie Holland	Piedmont Technical College	Probability and Statistics
Patra Langford	Saluda High School	Math Tech 4
Gerald Marshall	Tri-Country Technical College	College Algebra
Fred Orr	Bamberg-Ehrhardt High School	Math Tech 4
Tim Sheppard	Pickens High School	Math Tech 4
Theresa Strange	Orangeburg Technical College	College Algebra
Karen Threlkeld	TL Hanna High School	Pre-Calculus

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Highlights of the Pilot Implementation Phase

Paired course pilot implementation has resulted in some interesting activities and discussions:

- Higher education Implementers have visited the classrooms of their partner high school Implementers to speak with high school students about college expectations;
- Implementers have engaged in philosophical debates about the best ways to approach teaching particular topics and in what order;
- Implementers have created opportunities for professional development with colleagues at other institutions to brainstorm and engage in problem solving. For example, they have scheduled professional development activities open to all faculty from their respective departments at their institutions; and
- Implementers have shared equipment between institutions.

Did You Know?

One of the most exciting results of the South Carolina Course Alignment Project to date has been increased collaboration and dialogue among secondary and postsecondary educators in the state.

For more information about the project, please visit www.epiconline.org/south_carolina.

South Carolina Commission on Higher Education
Contact Us

www.che.sc.gov

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Appendix A2A
South Carolina State-level Advisory Team

A **State-Level Advisory Team** will be convened to provide state-level oversight for South Carolina INSPIRED. This team will include representatives from the Governor's Office, SCDE, SBE, the Education Oversight Committee, the Commission on Higher Education (CHE), the State Technical College System, the Department of Social Services (legal guardians of foster children), the Office of Research and Statistics, the South Carolina Association of School Administrators, the State School Boards Association, the South Carolina General Assembly, and South Carolina's liaison to SERVE. This team also serves as a capacity-building initiative as members will help disseminate information and progress about South Carolina INSPIRED across our state. This state-level advisory team will meet quarterly (either in person or through media) to review progress on all projects, learn about potential new directions, be informed of stakeholder involvement and response, and share insights.

The South Carolina Department of Education (SCDE) will be the lead state agency for South Carolina INSPIRED.

The State Board of Education is the policy-making body for public elementary and secondary education in South Carolina. The Board consists of 17 members, one appointed from each of the state's 16 judicial circuits by the legislative delegations representing the various circuits and one member appointed by the governor. Members are appointed for four-year terms. The SBE, according to state law (SC.Code Ann. § 59-5-60), has the power to: adopt policies, rules and regulations for the governance of the state's public elementary and secondary schools; annually approve a budget request to be submitted to the Budget and Control Board and to the General Assembly; adopt standards for any phase of education considered necessary to aid in providing adequate educational opportunities and facilities; prescribe and enforce rules for the examination and certification of teachers; grant state teachers' certificates and revoke them for immoral or unprofessional conduct, or evident unfitness for teaching; approve textbooks and other instructional materials; appoint committees as needed to carry out the orderly function of the board; cooperate with the State Superintendent at all times in efforts to constantly improve the state's public education system; and assume other responsibilities, exercise other powers and perform other duties as assigned by law or as the board may find necessary to aid in carrying out the purpose and objectives of the Constitution of the state. The current Chairman of the SBE, Mr. Tim Moore, will either serve on the state-level advisory team or appoint a designee.

The South Carolina Education Oversight Committee (EOC) is an independent, nonpartisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998. The EOC provides regular, routine and ongoing review of the state's education improvement process, assesses how our schools are doing and evaluates the standards our schools must meet to build the education system needed to compete in the next century. The committee accomplishes its work through three subcommittees and the full committee. Each of the subcommittees addresse issues that support higher levels of student achievement. Dr. Jo Anne Anderson, Executive Director of the EOC, will either serve on the team or appoint a designee.

The South Carolina Commission on Higher Education (CHE) serves as the state's coordinating council for institutions of higher education and postsecondary education. As such, the CHE is vital to the state's education reform and a critical partner in advancing P-20 alignment. The CHE is currently working with the SCDE on the Course Alignment Project and on the Statewide Longitudinal Data System (SLDS). The Executive Director, Dr. Garrison Walters, has extensive experience in administration and academia. He will serve or appoint a designee.

The SC State Board for Technical and Comprehensive Education operates the SC Technical College System. The System is comprised of 16 technical colleges located strategically across the state and its statewide affiliate programs: the Center for Accelerated Technology Training's readySC™ program, Apprenticeship Carolina™ and competeSC™. The SC Technical System is committed to helping increase the employability of all South Carolinians by ensuring they are fully prepared for the

careers of today – and tomorrow. As the largest higher education system in the state, the System provides its 114,000 credit students and 128,000 continuing education students with a comprehensive education and a fast track to a rewarding career. In addition, the System's nationally-recognized affiliate programs, designed to train or re-train employees so that companies new to South Carolina and existing businesses alike can continue to prosper and grow, help spur job growth and economic development opportunities across the state. Dr. Barry Russell, President of the System, will serve or appoint a designee.

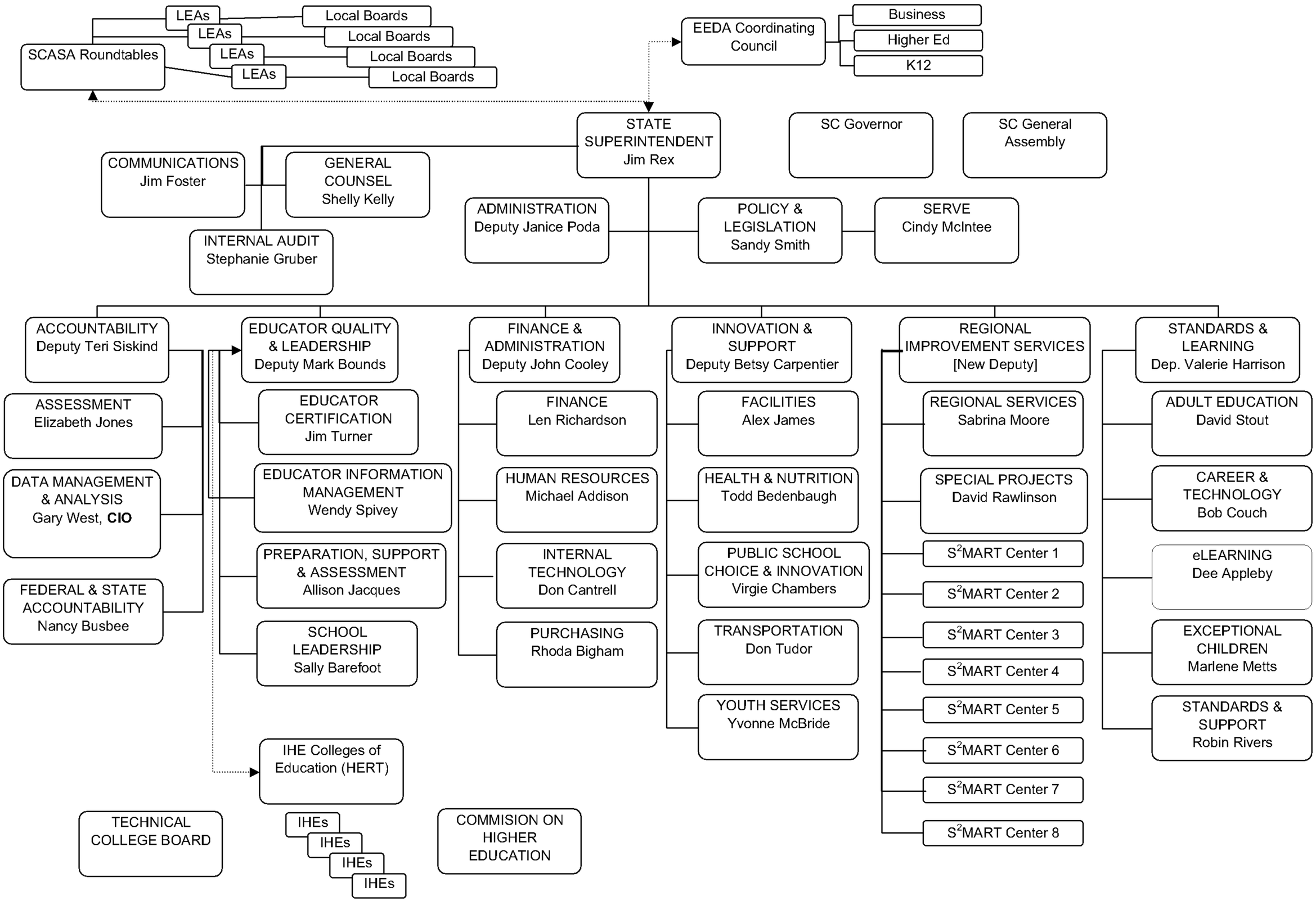
The South Carolina Association of School Administrators (SCASA), a united alliance of diverse school leaders and a leading force for public education in our state, is an invaluable partner for South Carolina INSPIRED. SCASA members serve in various areas of school administration: School Superintendents, Secondary Principals, Middle Level Principals, Elementary School Principals, Career and Technology Directors, Adult Education Directors, School Personnel Administrators, Education Specialist Administrators, Instructional Leaders, and Education Deans. SCASA members have been active stakeholders in the planning of South Carolina INSPIRED, and Executive Director Molly Spearman will either serve on the State-level team or appoint a designee.

The South Carolina School Boards Association (SCSBA), a non-profit organization, serves as a source of information and as a statewide voice for boards governing the 85 public school districts. Approximately 636 school board members serve as trustees for school districts in the state. SCSBA, as a member of the National School Boards Association, supports the four major roles envisioned for all of the nation's 15,000 school boards: vision, basic structure, accountability and advocacy. Services provided by the SCSBA include a year-round training program known as the Boardmanship Institute, legislative advocacy, publications, policy services, superintendent searches and a variety of on-site customized services for school boards. Dr. Paul Krohne, executive director of SCSBA, will serve or appoint a designee.

The Office of Research and Statistics (ORS) houses the state's data warehouse and as such has been a crucial partner in designing and building the SLDS longitudinal data warehouse. ORS brings extensive experience in the development of data warehousing to South Carolina INSPIRED. The ORS created an enterprise-level data warehouse by collecting data from many South Carolina state government agencies and, consequently, has fostered extensive partnerships with agencies across the state. Frank Fusco, executive director for the Budget and Control Board (the governing agency for ORS), will appoint a designee to serve on the team.

South Carolina is a participating member of SERVE (the SERVE Center at the University of North Carolina at Greensboro; http://www.serve.org), along with Alabama, Florida, Georgia, Mississippi, and North Carolina. SERVE members meet regularly to discuss regional needs, including data sharing and improving low-performing schools. Cindy McIntee, J.D., SERVE's Policy Coordinator for South Carolina, will serve on the team and provide vital support to the DATTA initiative.

Appendix A2B
SCDE Organizational Chart



Appendix A2C
Credential Summaries of SCDE Personnel

Jim Rex, Ph.D., is South Carolina's 16th State Superintendent of Education and is at work fulfilling the promises he made to the people of our State during his successful 2006 campaign. Those include accelerating innovation; reforming accountability to ensure its success; expanding public school choices for parents and students; promoting fair and equitable school funding; and elevating and reinvigorating the teaching profession. Jim has spent most of his adult life making a difference. As a high school English teacher, football coach, and higher education leader, he has made public education his life's mission. In addition, he served as Dean of Education at Winthrop University, as well as Coastal Carolina University. He is the former President of Columbia College, as well as the former Vice President for Development and Alumni Relations and Vice President of University Advancement at the University of South Carolina. He is a published author and has served as a top consultant to education advocacy organizations.

Janice Poda, Ph.D., is Deputy for Administration at the S.C. Department of Education and acts as the State Superintendent's Chief of Staff. She has broad and deep experience in educator human resources issues from the district, state, and national levels, which makes her uniquely qualified to oversee implementation of changes to SC's systems for alternative certification, evaluation, and compensation. During four years of her service as deputy of the department's Division of Educator Quality & Leadership, *Quality Counts* ranked SC as # 1 and #2 (two consecutive years each) in the US. She also worked as Executive Director of the state's Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University. She began her career teaching social studies and children with disabilities; and has worked at the district level in testing, research, and evaluation. She is currently a member of the NCATE/TEAC redesign team and has served on the Unit Accreditation Board for NCATE. She is also a board member for SERVE-REL.

Sandy Smith is Deputy Superintendent for Policy and Legislation at the SC Department of Education. Her 14 years as a teacher and 3 as a principal positioned her to advocate for public education as Research Director for the House Education and Public Works Committee of the S.C. General Assembly staff member, where she played a key role in drafting major K–12 legislation. She is very adept at explaining the impact that state policy decisions are likely to have at the local level. Her ability to draft legislation and explain the impact will be utilized as SC revises its statutes and regulations to implement the comprehensive reform plans in Race to the Top.

Cindy McIntee, J.D., has served as a policy research analyst and coordinator in South Carolina for over ten years with responsibilities that include summarizing existing research, analysis of data, and preparation of reports. She was awarded a J.D. by the University of South Carolina.

Shelly Kelly, J.D., is General Counsel of the S.C. Department of Education and has served as an education and procurement lawyer and leader for 18 years. A graduate of the University of South Carolina, School of Law (J.D.) and N.C. State University (B.A.), she is well-recognized throughout the State for her expertise in education, procurement, and contract law. She conducts annual training for the S.C. Association of School Administrators and is a frequent speaker on education law topics. For Race to the Top, Ms. Kelly has worked with the S.C. Attorney General to ensure the accuracy of certifications concerning statements of law and has guided the State teams on appropriate competitive bidding for vendors under the grant.

Jim Foster. After more than a decade of reporting and editing at two of South Carolina's top newspapers, Jim Foster has served almost 20 years as Director of the Office of Communications and chief

spokesperson for the S.C. Department of Education. With his leadership, the agency has built an excellent reputation for honesty and accuracy in communications and has increasingly shifted its emphasis to electronic media. His responsibilities include marketing agency programs and events. Mr. Foster will lead the plans for marketing and communicating the changes to SC's education system that will occur as Race to the Top plans are implemented.

Mark A. Bounds, has served as the Deputy Superintendent for Educator Quality and Leadership for the South Carolina Department of Education since October 2006. His responsibilities include oversight of the educator preparation system, educator certification system, teacher induction and support programs, teacher recruitment, teacher recognition, and educator leadership programs. Prior to serving in this position Mr. Bounds directed the Office of School Leadership at the department, lead the Office of School Leadership at the department, was the Executive Director of Communities in Schools of South Carolina. Prior to his career in education Mr. Bounds served as an officer in the United States Army. He holds a master's degree in Administration and a Master's of Science degree in National Security and Strategic Studies. He is a certified administrator for both middle and high schools. (Faculty 10%)

Elizabeth Carpentier, Deputy of the Division of Innovation & Support and reports to the Superintendent, is the team leader for all ARRA projects, including Race to the Top, and for this grant will coordinate reporting, internal controls, and data quality (10 days per quarter). Carpentier has extensive experience managing projects, monitoring compliance, and meeting reporting requirements from her years of law practice and service as a state agency executive. Carpentier has a B.A. with distinction from the University of Virginia and a J.D. *magna cum laude* from the University of South Carolina.

John K. Cooley, Chief Financial Officer of the S.C. Department of Education and Deputy of the Division of Finance & Operations. Cooley prepares the PK-12 annual budget and presents it before legislative committees. Cooley has 37 years leadership experience with 24 years experience in government finance and accounting management. A graduate of the University of South Carolina (MBA) and Jacksonville State University (B.S.), Cooley will play a leadership role in ensuring appropriate grant financial management and in the State's efforts to craft fiscal policy for sustainability of programs after the grant period.

Valerie Evans Harrison, Ph.D. currently serves as Deputy Superintendent for the Division of Standards and Learning at the South Carolina State Department of Education. A native of Orangeburg, South Carolina, Dr. Harrison received her Bachelor of Arts (1976) and Master of Education (1983) Degrees from South Carolina State University, Orangeburg, South Carolina. She earned a Doctor of Education Degree (2000) in Curriculum and Instruction with a cognate in Educational Leadership from the University of South Carolina, Columbia, South Carolina. Additionally, Dr. Harrison has studied at Francis Marion College, Florence, South Carolina, The Citadel, Charleston, South Carolina, Vanderbilt University, Nashville, Tennessee; and the Center for Creative Leadership, Greensboro, North Carolina.

Theresa Siskind, Ph.D., Director of the Office of Assessment at the SCDE, will serve as the Principal Investigator. Dr. Siskind is currently responsible for selecting, developing, and administering the K–12 testing programs in South Carolina. She holds a doctorate in Educational Research and Measurement from the University of South Carolina and has extensive experience in large-scale assessment at both the state and district levels. Under her leadership, the state has served as a lead or partner state in seven Enhanced Assessment Instrument Grants awarded in the past two cycles: TTELL, TILSA (Web Alignment Tool), TEAELS, ELDA, AARDL, Alternate Assessment, and NAAC. Dr. Siskind will lead the MARS group, oversee the project director, all activities, and key personnel from partner agencies.

Division of Accountability

Office of Assessment

Elizabeth (Liz) Jones is the Director of the Office of Assessment at the South Carolina Department of Education and will coordinate South Carolina's participation in consortia to develop of formative, interim and summative assessments. Liz holds a Master's Degree in Educational Research and Measurement and has worked in the Office of Assessment for 24 years, managing the development and administration of state and federal assessments. All of Liz's work for this grant is in-kind.

Steve Abbott is the State Title I Director. He will be responsible for coordinating with the Palmetto Priority School office to ensure the identified lowest-performing schools are being served as outlined in the grant. Approximately 1% of his time will be encumbered by this grant. He also has overall management responsibility for the School Improvement Grant. Abbott has been with the Department since 1993 and has experience with several federal programs including IDEA, Carl Perkins, Medicaid, and No Child Left Behind. He has a B.A. in English Literature from the University of South Carolina and a M.Ed. in Special Education from the Virginia Commonwealth University.

Courtney Foster will serve as an advisor and member of the research team for the purposes of this grant. As an Education Associate for the Special Education Unit in the Office of Federal and State Accountability, she oversees the School Improvement Grant and the 40 schools that are currently being served with those funds. She makes recommendations to schools based on their needs assessment and provides needed technical assistance and professional development to districts. She holds a master's degree in Research and Measurement; a master's in Special Education/Learning Disabilities and is currently ABD in her doctoral program in Educational Psychology and Research. IN addition she has written, co-written, and served as consultant to several federal grants.

Office of Data Management and Analysis

Gary West is the Chief Information Officer (CIO) and Director of the Office of Data Management and Analysis (DMA). The mission of the Office of DMA is to provide accurate, reliable, and timely data services for the SCDE and its constituent communities to enable well-informed decisions related to policy and practice. Mr. West has more than 40 years in public education as a classroom teacher (ten years), a district-level Title I coordinator (nine years), a district-level information technology director (19 years), and a state-level director of information technology and CIO (the last two years). He has a degree in Mathematics and a graduate degree in counseling.

Tom Olson, Information Technology Manager of the Programming Services Team in the Office of DMA, will dedicate at least 50% of his time each week to serving as Project Director for SLICE 2013. Mr. Olson will identify resource requirements, determine facility, infrastructure, and equipment needs, supervise assigned technical staff, oversee project activities, hire consultants, and coordinate activities with business partners and other vendors. He currently serves as co-director for the SCDE's first SLDS grant. Mr. Olson has 28 years of experience in applications development and, in 2006, earned his certification as a SC State Government Senior Project Manager. He holds an associate's degree in computer programming from Midlands Technical College and a bachelor's degree in history from the University of South Carolina.

Office of Federal and State Accountability

Nancy Busbee is Director of the Office of Federal and State Accountability, S.C. Department of Education. The Title I team and the state's technical assistance teams are both assigned to her office and she will ensure that there is a strong coordination between the activities of this grant and existing Title I and Technical Assistance activities designed to turn around struggling schools. After 27 years of classroom experience, school administration, and district administration, Busbee joined the staff at the

State Department of Education in 2005 to oversee the Title I team which was expanded in 2007 to include state school improvement efforts and accreditation. The Office of Federal and State Accountability oversees an annual budget of more than $350 million in federal and state grants.

Division of Educator Quality and Leadership

Dr. Kathryn Rulon Meeks is the coordinator of South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Her responsibilities include the management and ongoing development of the ADEPT system, including the support and assistance for beginning educators, the evaluation of educators for certificate and contract advancement purposes, and the continuous professional development of educators. Under this Race to the Top grant, Dr. Meeks will oversee the statewide implementation of the value-added and the enhanced professional development components. Dr. Meeks' career includes employment at the school, district office, and university level. Her current research efforts involve the effective use of formative and summative performance data to promote the effectiveness and satisfaction of educators.

Office of Educator Certification

James H. Turner is a team leader in the Division of Educator Quality and Leadership, serving as Director of the Office of Educator Certification. He is responsible for the development, implementation, and direction of systems of educator certification, alternative certification and renewal of educator certificates for statewide utilization in accordance with statues, regulations and policies. In this capacity, he will oversee and support the work of the Coordinator of Alternative Certification in her work with school districts. He will also assist in securing State Board of Education and legislative approval for the proposed alternative certification program for principals, and will devote approximately three to five percent of his time to these assignments.

Falicia Harvey, Ph.D., is the PTCP Project Director/PACE Program Director. Dr. Harvey completed extensive research on alternative certification while writing her dissertation in 2005. She currently manages alternative certification for the SCDE and has extensive experience working with schools, districts, professional organizations, higher education institutions, and she is knowledgeable about the regulations and structure governing existing certification procedures. As Project Director, she will devote 25% of her time and will serve as the contact between the US Department of Education and our partners to ensure that the PTCP goals are met.

Office of Educator Information Management

Wendy Spivey serves as Director of the Technology Office within the SCDE's Division of Educator Quality and Leadership (DEQL). The Technology Office develops and supports the technology infrastructure for the Division, including all facets of certification; teacher preparation, support and assessment; Title II, including NCLB; the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system; teacher recognition; and school leadership. Ms. Spivey will dedicate 60% of her time (23 hours each week) working to integrate the DEQL's data system with the existing educational SLDS.

Office of Preparation, Support, and Assessment

Allison Jacques, Ph.D., Director of the SCDE's Office of Educator Preparation, Support, and Assessment is responsible for spearheading SCDE efforts to prepare and recruit teachers. She is also responsible for pay for performance initiatives and Title II, Part A on NCLB. Dr. Jacques is a former South Carolina Secondary School Principal of the Year and served on the board for the National Association of Secondary School Principals. She brings 15 years of educational experience at the public school, university and state levels of which twelve are in administration.

Dennis Dotterer is the Executive Director of the South Carolina Teacher Advancement Program (SCTAP). He is currently employed by the SCDE to direct the implementation, expansion, and sustainability of the state's only performance pay program, SCTAP. In this capacity, Dotterer has worked with school districts across the state and directed multiple grant awards from the USED. He has served as an assistant principal and principal in two TAP schools and, therefore, has first-hand experience with the common problems and issues school leadership teams will face and strategies that have been proven successful in these situations. Dotterer has an undergraduate degree in elementary education, a master's degree in gifted and talented education and an educational specialist degree in administration.

Office of School Leadership

Sally Barefoot serves as director of the Tapping Executive Educators Program for School Leadership Executive Institute. At the SDE, she has also coordinated the Principal Apprenticeship Program, the Principal Evaluation Program, the New Principals Academy, and the Principal Assessment Center. Ms. Barefoot holds master's degrees in Teaching and in Criminal Justice with an emphasis on school administration and guidance from the University of South Carolina. Drawing on her experience a classroom teacher, guidance counselor, and high school principal as well as 18 years of service with the SC Department of Juvenile Justice, Ms. Barefoot is experienced in working with schools whose students face a myriad of problems. She is also a national facilitator for several National Association of Secondary School Principals developmental programs. (Faculty 10%)

M. Beth Copenhaver is an Education Associate in the Office of School Leadership in the South Carolina Department of Education and will be responsible for coordinating the leadership training for the SAMs and principals in August of each school year. She has thirty-four years of educational experience. She received her doctorate in Educational Administration from Purdue University

Division of Finance and Administration

Office of Finance

Susan Flanagan is the manager of the Project Accounting Section of the Office of Finance at the S.C. Department of Education. Ms. Flanagan supervises eight project accountants and one data coordinator. These personnel are responsible for monitoring the allocations and budgets for all state and federally funded grant programs, processing reimbursements for expenditures submitted by subgrantees, drawing federal cash to cover these expenditures, participating in subgrantee financial technical assistance, and working with all external audit teams in the grant audit process. She oversees more than 75 grant programs with annual authorizations of approximately $1,000,000,000.00. Ms. Flanagan either directly completes or supervises the completion of all financial reports for the agency's federal grants.

Division of Innovation and Support

Office of Public School Choice and Innovation

Virgie R. Chambers is the Director of the Office of Public School Choice and Innovation at the SC Department of Education. She will be responsible for coordinating and providing technical assistance and support to LEAs and schools in developing intra-district public school choice plans and creating sustainable cultures of innovation. With over 25 years of experience in legislative advocacy, program administration, and government financing, Chambers has created, managed, and provided training on the state level for state-wide as well as school-based programs. She has assisted the SC Department of Education and school districts in identifying and maximizing revenue to sustain important functions.

Joel Medley is the Charter and Magnet Associate in the Office of Public School Choice and Innovation at the S.C. Department of Education. As Charter Associate, he works with 37 operating charter schools, 12 planning groups not yet open, and coordinates data collection for the 96 magnet

programs statewide. Joel joined the Department nearly two years ago and has experience in managing charter schools at two state departments of education including the necessary liaison activities with the State Board of Education and General Assembly. Prior to working at the state level, he taught and served as an administrator in both charter and district schools. Recently, he had an article entitled "Planning Supports Crucial to Charter Success" published by *ASCD Express*. As the state's charter specialist, he has provided data relative to the charter school portion of the Race to the Top application while assisting with the incorporation of other public school choice venues into our plan. His salary is currently 70% Federal, from the Public Charter School Program grant, and 30% state funded.

Ginny Riga, Ph.D., is Montessori Coordinator in the Office of Public School Choice and Innovation at the South Carolina Department of Education. Her role is to promote the growth of Montessori education in the state's public schools. She was a teacher and administrator in Richland School District One in Columbia, SC from 1978-2004. Her last two roles in that district were Montessori principal and Montessori District Program coordinator. She was founding principal of Brockman Montessori Elementary School, the first total Montessori public school in South Carolina from 1999-2004. She earned her doctorate in Educational Leadership and Curriculum and Instruction in 1997 from the University of South Carolina and is a frequent presenter and keynote speaker at Montessori and other professional conferences.

Beth Binkley, Education Associate, will serve as the Project Director for Graduate SC. She will provide oversight of the program, be responsible for ensuring that the work is being performed, that the project is meeting specific grant requirements, ensure budget compliance and processing, coordinate the advisory committee, and provide the required reporting. With 10 years of project management experience in non-profit organizations and state government, Ms. Binkley has also served as the agency's contact for this dropout prevention program.

Office of Youth Services

Yvonne McBride has served as the Director for the Office of Youth Services for the South Carolina Department of Education since September 2005. Her responsibilities includes management and supervision in the development and implementation of programs which support positive youth development, community volunteers, mentoring, service learning, parental and family support, after school programs, character education, safe and drug free schools, truancy prevention, education for homeless children, and programs that support efforts to assist students and teachers in diverse educational settings. Prior to serving in this position, McBride was appointed by the former Governor of Georgia to serve as the Director of Georgia Governor's Office of Highway Safety. She has also served as Director of Legislative and Intergovernmental Affairs, for the Georgia Department of Juvenile Justice and has been a certified special education teacher and a social worker in South Carolina. She holds a Master's degree in Criminal Justice.

Division of Regional Improvement Services

Office of Regional Services

Sabrina Moore, Ph.D., is the Director of the Office of Regional Services in the Division of Accountability at the S. C. Department of Education. Since 2007, she has led the SCDE team that is responsible for overseeing the implementation of the Education and Economic Development Act (EEDA) statewide. In this position, she is the agency's liaison to the EEDA's Coordinating Council, a group of individuals from various public and private sectors (secondary education, higher education, state government, and business and industry) that serve in an advisory capacity to the SCDE. In collaboration with the Coordinating Council, Dr. Moore compiles the EEDA Annual Report to the Governor which

details the implementation status of each component of the Act. For this project, Dr. Moore will be responsible for overseeing the activities associated with the Nine Schools Plus Project, the Regional Education Centers, and business and community involvement in the turning around of struggling schools.

Office of Special Projects

David Rawlinson, Director of the Office of Special Projects, is a 34-year veteran educator in South Carolina. He was selected by the State Superintendent to create and implement the programs that assist South Carolina's most challenged districts in improving student achievement. Mr. Rawlinson has established procedures and a staff of highly qualified personnel to address the issues facing the Palmetto Priority Schools. Through Mr. Rawlinson's leadership, the PTCP can be assured that the designated PPS will meet their obligations as outlined in the Memorandum of Understanding. Mr. Rawlinson will devote 15% of his time to the PTCP.

Amanda Burnette, project leader of the South Carolina Turnaround Schools Initiative, manages the three pilot turnaround school models in South Carolina. Burnette has 17 years of experience in education and success as a turnaround school principal specialist through her work with J. V. Martin Junior High School in Dillon, SC. Ms. Burnette will work with personnel in the state Turnaround office. She will be paid with state funds, but will work closely with the regional centers to ensure effective training is provided to districts. Burnette has a B.A. in secondary education from the University of North Carolina and a M. A. *magna cum laude* Gardner Webb University.

Division of Standards and Learning

Office of Career and Technology

Bob Couch is State Director for Career and Technical Education and has led his office through a strategic plan that defined Career and Technical programs that were implemented to prepare graduates to enter postsecondary education and/or the workforce and compete globally. He oversees a federal and state budget of approximately $30 million that provides support to 200,000 secondary students, 100,000 middle school students, and 6,500 teachers. Dr. Couch has teaching and administration experience in secondary and postsecondary education. He spent 16 years in the private sector in manufacturing health care and business and marketing. For Race to the Top, Dr. Couch will coordinate the implementation of the 72 STEM Programs in engineering, advance manufacturing, and green engineering.

Office of eLearning

Dee Appleby joined the South Carolina Department of Education in 2005 as the Director of eLearning in the Division of Standards and Learning after 17 years if teaching at the middle, secondary, and post-secondary sectors. She currently manages statewide instructional technology programs, Instructional Television (ITV), SC Online Professional Development (elearningSC), the South Carolina Virtual School Program (SCVSP) and the Enhancing Education through Technology federal program. Her primary focus is providing high content, high quality, high energy programs that are well researched and delivered in online environment.

Office of Exceptional Children

Marlene Metts is Director of Exceptional Children (OEC) at the S.C. Department of Education. Prior to starting this job in July 2009, she was a local special education director for eighteen years. She has also been a special education teacher and speech-language pathologist in South Carolina schools and was at the SCDE previously as the speech-language consultant in the OEC. In her previous SCDE assignment (1988-1991), she supervised the state's plan for the Comprehensive System for Personnel Development (CSPD) as required under the IDEA, worked with the initial team that implemented the Medicaid program in SC schools, and initiated a statewide committee to study the shortage of SLPs in South Carolina.

Office of Standards and Supports

Robin Rivers serves as the Interim Director of the Office of Standards and Support. As Interim Director, Robin Rivers led the development of Standards Support System (S3) which includes S^2MART Regional centers and the iCoach SC initiative which will provide intensive support for high needs schools. The S2MART Centers are currently supporting over 100 schools including the Palmetto Priority Schools, Title I schools in Corrective Action, and other low performing schools. Her office has responsibility for creating and revising the academic standards and developing supporting documents and professional learning opportunities for districts, schools, and teachers.

John T. Holton, Ph.D., is the Coordinator of the S^2MART Regional Centers at the South Carolina Department of Education in Columbia, South Carolina. The S^2MART Regional Centers are the successor to the South Carolina Statewide Systemic Initiative and supports the implementation of standards-based curriculum, instruction, and assessment statewide.
He has served as district school superintendent, on the faculties of two universities, and as a public school teacher. For the past seven years, his unit has trained and supported mathematics and science coaches in 331 schools in 72 South Carolina school districts.

Gloria W. Allen, has served as the Central Savannah Regional Coordinator for the South Carolina Department of Education S^2MART Center, formerly the CSRA Math and Science Regional Center, since 2002. Her responsibilities include coordination of Central Savannah Regional Center fiscal and programmatic activities, facilitation and implementation of S^2MART Center team initiatives, conducting planning meetings with local higher education and regional K-12 communities, providing academic standards support and professional learning opportunities for local K-12 teachers and administrators. Prior to serving this position, Ms. Allen was the director of the Central Savannah River Area Hub, an instructor for the University of South Carolina-Aiken School of Education and the Mathematics Department, a Mathematics Specialist, Curriculum coordinator, and director for the Aiken County Summer Technical Enrichment Program. She holds a Master's degree in Secondary Education and is currently working towards a PH.D in Educational Leadership from the University of South Carolina.

Cherlyn G. Anderson has served as a Science Coaching Specialist with S^2MART Centers SC since August 2007. Her responsibilities include providing support to K-8 Science Coaches as well as developing and delivering professional development experiences to Palmetto Priority Schools' Instructional Coaches, Literacy in the Content Areas Seminar participants, and S3 Science Curriculum Workshop participants. During the 2007-08 academic year, Mrs. Anderson was an Albert Einstein Distinguished Educator Fellow in the Informal Science Education Program at the National Science Foundation. A 28 year middle level educator and National Board Certified in Young Adolescent Science, Mrs. Anderson spent 15 years in Lexington School District Four where she taught 7th and 8th grade science and co-wrote, managed and implemented two Technology Literacy Challenge Fund grants as Lexington Four's Instructional Technology Coordinator. During her career, Mrs. Anderson has received numerous awards and honors including the Milken National Educator Award, an Eleanor Roosevelt Teacher Fellowship, a Christa McAuliffe Teacher Fellowship, and Lexington Four Teacher of the Year.

Clavis Anderson has served as a Literacy Coaching Specialist since July, 2000. Her responsibilities include providing coaching support and professional development for school-based literacy coaches throughout the state of South Carolina. Prior to serving in this position, Mrs. Anderson worked as a Curriculum Resource Teacher and as a classroom teacher. She holds a Bachelor's degree in education, a Master's degree in education, and an Education Specialist degree in reading instruction. She is elementary certified.

Doris H. Barnes, a 25-year veteran of the teaching profession, has taught at the elementary, middle, and high school levels. In addition, she has served as a middle school literacy coach and currently works as a literacy coaching specialist for the South Carolina State Department of Education. She has served as a member of a teaching team offering professional development for middle school literacy coaches. As a regional literacy coach, she worked directly with school-based literacy coaches and supported schools and districts in planning and developing comprehensive literacy initiatives. She has been a graduate level instructor and has presented at local, state, and national conferences on the subject of literacy instruction. She holds a master's degree in curriculum and instruction and a master's degree in special education. She is certified in school administration and in special education. In addition, she holds certificates in South Carolina mentoring and in cognitive coaching.

Marie Crawford, has served as a Professional Development Provider/Literacy Coaching Specialist for the South Carolina Department of Education S^2MART Center since 2003. Her responsibilities include facilitating the courses for literacy coaches and study groups for teachers, coaching literacy coaches, providing feedback and differentiated support, coaching teachers, modeling appropriate instructional strategies in classrooms, observing teachers, providing feedback and differentiated support, conducting planning meetings with teachers and literacy coaches and creating plans for instruction; and working closely with the local instructional supervisor, principal and assistant principal to assess teachers' needs and student data in order to plan relevant professional development. Prior to serving this position, Mrs. Crawford held the position of Primary School Language Arts Coordinator in Nassau, Bahamas. She holds a Master's degree in Elementary Education and Education Specialist in Teaching.

William Cue, has served as a Mathematics Coaching Specialist for the South Carolina Department of Education S^2MART Center since 2004. His responsibilities include facilitating the courses for math coaches and study groups for teachers, coaching math coaches, providing feedback and differentiated support, coaching teachers, modeling appropriate instructional strategies in classrooms, observing teachers, providing feedback and differentiated support, conducting planning meetings with teachers and math coaches and creating plans for instruction; and working closely with the local instructional supervisor, principal and assistant principal to assess teachers' needs and student data in order to plan relevant professional development. Mr. Cue serves as a facilitator in the South Carolina Algebra Project (SCAP) and is endorsed in Cognitive Coach training. Prior to serving this position, Mr. Cue was a Computer Systems Technician for Dupont/Westinghouse SRP and a Supervisor/Quality Control Statistician for Dayco Inc. in Williston, South Carolina.

Janet Files, Ph.D., has served as a literacy coaching specialist and teaching team leader for the State Department of Education's Coaching Initiatives since May, 2000. Her responsibilities have included creating and delivering curriculum and instruction for coaches k-8 at the state level, creating syllabi that accompanied this training for graduate courses offered as part of the training, creating and delivering differentiated professional development to participating schools and for regional study with coaches. Dr. Files also offered support as a Regional Coaching Specialist to participating schools and coaches in monthly on site visits. She has created and given presentations at state and national conferences based on coaching and best practice in literacy. Dr. Files has been a classroom teacher working with elementary through middle school struggling readers in special education classrooms as well as preschool and kindergarten. As the Writing Project Director she has taught undergraduate and graduate education courses specializing in writing/reading instruction. Dr. Files is also a trained facilitator of the Center for Courage and Renewal since 2001.

Alice H. Gilchrist has served as the Science Specialist at the Upper Savannah S^2MART Center, a division of South Carolina Department of Education, since June 1996. Her responsibilities include

working with mathematics and science coaches in schools around the state, providing professional development to teachers across the state, serving on the writing team for the revision of the South Carolina Science Standards and providing statewide professional development on the S3 curriculum. Prior to serving in this position Mrs. Gilchrist was an elementary educator. She holds a master's plus 30 in Elementary Education.

Sandra Goff, has served as a Mathematics Specialist with S2MART Centers SC (formerly the Mathematics and Science Unit, MSU) since June 2009. Her responsibilities includes oversight of the South Carolina Algebra Porject which provide professional development and support to middle and high school Algebra I teachers. She served on state standards writing committee, supervised the revisions of the K - 8 mathematics support documents and co-developed the S3 Algebra I curriculum. She also served as a K - 5 mathematics specialists with the MSU Coaching Initiative. Prior to working with State Department of Education, Sandra taught high school mathematics for 13 years.

Leigh Haltiwanger, has served as the Mathematics Coaching Specialist for the Upper Savannah S^2MART Center since July, 2006. Her responsibilities include planning, developing and implementing state-wide professional learning experiences for South Carolina Mathematics and Science Coaches; supporting K-5 Mathematics Coaches in a ten district region; training all South Carolina Mathematics, Science and Literacy coaches in Cognitive Coaching^{SM}; presenting at state and national conferences. Prior to serving in this position Ms. Haltiwanger taught both high school and middle school mathematics and was involved in state-wide mentoring efforts. She holds a Master of Arts in Education with an emphasis in Mathematics.

Margaret S. Lorimer has served as a Mathematics Specialist with the Midlands S^2MART Center since July 2008. Her responsibilities include assisting math coaches as they work in their schools to positively impact student achievement; assisting low performing schools in needs assessment, planning and implementing strategies for improvement; working with a team to plan and deliver trainings for district staff, principals, and coaches involved in the iCoach SC Coaching Initiative; and designing and delivering professional development for the Standards Support System (S^3) mathematics curriculum to educators and curriculum instructional leaders. Prior to serving in this position, Mrs. Lorimer served as a middle school mathematics coach in Orangeburg District 3 where she provided building level, embedded professional development for math teachers at Elloree and Holly Hill, SC. She holds a Bachelor's Degree in Elementary Education and is certified in elementary education and middle school mathematics.

Gregory D. MacDougall, has served as the Science Specialist for the South Carolina Department of Education since March 2003. His responsibilities include working with six suburban and rural school districts to improve science education in the Central Savannah River Area. Plan, implement, and assess major state-wide coaching initiative designed to increase student achievement. Prior to serving in this position Mr. MacDougall was the High School Science Coordinator for Virginia Beach City Public Schools, worked in various capacities as a doctoral student at the University of Virginia, and taught science eight years in Virginia Beach City Public Schools in grades seven through twelve (Life Science, Physcial Science, Earth Science, Physics, and AP Physics). He holds a B.S. and M.Ed. from Worcester State College and is ABD from the University of Virginia. He is certified in General Science, Earth Science, and Physics.

Virginia Manning serves as a Literacy Coaching Specialist and teaching team leader for the State Department of Education's Coaching Initiatives. She was a member of the first South Carolina Reading Initiative Teaching Team and has been involved in various capacities since May, 2000. Her responsibilities have included creating and delivering curriculum and instruction for coaches K-12 at the state level, creating and delivering differentiated professional development to participating schools and for regional study with coaches, and offering support as a Regional Coaching Specialist to participating

schools and coaches on monthly site visits. She has presented at numerous state and national conferences on coaching and best practice in literacy. She worked for five years as a professional development consultant in K-12 schools across the state and as writer-in-residence for the Writing Improvement Network (WIN), a statewide professional development agency funded by the legislature. Working as a classroom English and French teacher for 18 years, she taught Advanced Placement, College Prep, and struggling readers in middle and high school. As the Writing Project Co-Director for the Coastal Area Writing Project, she has taught graduate education courses specializing in writing/reading instruction. During her career, Ms. Manning has received numerous grants and honors including a National Endowment for the Humanities Fellowship, South Carolina Exemplary Writing Teacher, LEAP grants, Advanced Placement grants in French and English, and several Pee Dee Education Center grants to promote writing in the classroom.

Suzanne Phillips has served as a Coaching Specialist for the Lowcountry S2MART Center since July, 2007. Her responsibilities include assisting on-site and virtual school based coaches, responding to weekly reflections, reflecting and planning conversations on monthly plans, planning, implementing and presenting monthly, regional and summer trainings. Phillips served as a liaison to the National Mathematics Panel and a member of the state planning team. Prior to this position, Ms. Phillips was a Mathematics Teacher Specialist on Site with the State Department of Education from 2002 – 2007, where she served at Morningside Middle and Brentwood Middle Schools in Charleston County. She served one year as an ADEPT Evaluator in Berkeley County, one year as a Curriculum Coordinator in Charleston County and 13 years as a middle school mathematics teacher at Westview Middle School. She holds a masters degree in Elementary Education and is National Board Certified in Early Adolescent Mathematics.

Darren Prevost has served as Regional Coordinator for the Lowcountry Regional S^2MART Center since March 2006. His responsibilities include supervising the work of staff within the region, developing and managing center budgets, coordinating the first year of coach training (including Cognitive Coaching^{SM}), and working collaboratively with other Regional Coordinators and the SC Department of Education to ensure that S^2MART Center SC goals are met. Prior to serving in this position Mr. Prevost served as a Mathematics Specialist at the Berkeley/Dorchester and Charleston M/S Hubs, and as Teacher Specialist with the Office of School Quality where he provided direct support to instructional coaches and teachers. Prior to his work as a specialist, Mr. Prevost taught upper elementary/middle school. He holds a master's and bachelor's degree in Elementary Education.

Jo Anne Solesbee has served as an Intervention Specialist for South Carolina Reading First since July of 2005. The job includes providing professional development and support for reading interventionists in Reading First schools. She also collects and analyzes progress monitoring data and supports School Leadership Teams charged with implementing systematic reading interventions. Prior to serving in this position, she served as Reading Recovery Teacher Leader for Charleston County School District for 15 years, providing training and support of reading teachers across the county. In that role, she served two terms as secretary of the Reading Recovery Council of North America. Prior to that, she was a classroom teacher and Title One reading teacher. Before entering the education field in 1987, she worked as an evaluator for the SC Department of Vocational Rehabilitation.

Jennifer Young has served as an Intervention Specialist for South Carolina Reading First since July of 2004. Her responsibilities included developing systems for the training and support of reading interventionists in Reading First schools, supervision and support of reading interventionists, support of School Leadership Teams charged with implementing systematic reading interventions, and developing electronic systems for progress monitoring data collection. She has been responsible for collecting and reporting progress monitoring data for all SC Reading First schools since the beginning of the initiative. Prior to serving in this position, she served as Reading Recovery Teacher Leader for the SC State Department of Education and supported reading interventionists in 15 school districts around the state.

Prior to that, she served as District Language Arts Coordinator for the Chester County School District, where her responsibilities included program development, grants, professional development, materials development, and supervision. She also served concurrently as the district's Reading Recovery Teacher Leader, district coordinator for the South Carolina Reading Initiative, and coordinator for ESL. She is currently a PhD. candidate in Language and Literacy at the University of South Carolina.

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION

Position Number:
Agency Code: H 6 3
Agency Name: SC Department of Education
Division / Section / Unit: Division of Improvement Services
City / County: Columbia/Richland
Employee Name:
County Code: 4 0
Is Position in Central Office ? (Y/N): Y
Current State Title: Deputy Constitutional Officer
Alphanumeric Code: A H 6 0
Slot:
Band:
Full / Part Time Indicator: F
Supervisor State Title: State Superintendent, Constitutional Officer
Alphanumeric Code:
Slot:
Hours Per Week: 0 3 7 . 5
Base Hours: 1 9 5 0

SOURCE OF FUNDING

State %: 0 2 5 .
Federal %: 0 7 5 .
Other %: .

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OFFICE OF HUMAN RESOURCES

Agency Code:
Alphanumeric Code:
Slot:
Authorized Date:
☐ Delegated ☐ New Position ☐ Prototype
☐ State Title Changes ☐ Update

Approved State Title:
Approval Signature:
Date Approved:

REQUESTED ACTION INFORMATION

Requested Action:
Requested State Title: Deputy-Constitutional Officer
Alphanumeric Code: A H 6 0
☐ FLSA Designation
Supervisor's Signature:
Date:
Other Required Signature:
Date:

THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

1. What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?

A master's degree in management or other appropriate discipline, and at least five years work experience in leadership position within public education. Preferred: Candidates with experience as superintendent of a school district.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Experience in effective and timely project management. Leadership abilities. Skill in working with political organizations (school boards). Preferred: Candidates with superintendent's certification. Experience administering federal grant programs.

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

With limited supervision from the State Superintendent (Constitutional Officer), employee shall be expected to exercise discretion and sound judgment in decision-making and employ effective organizational skills for area(s) of assigned responsibility.

4. Indicate additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

This deputy position requires collaboration and coordination among all other divisions of the S.C. Department of Education

MISCELLANEOUS DATA

Employee Number:
Position Dept. Number:

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

1. Job Purpose:

Under limited supervision, has responsibility for overall management and operation of the Race to the Top (RT3) grant award and related programs, including operation of eight regional S2MART Centers, the Offices of Regional Services and Special Projects, and oversight of grant-related contract administration for 88 local education agencies (LEA). Interprets laws and regulations for school district/LEA personnel and works with the legislature and other agencies as required in the implementation of the grant program.

2. Job Functions:

	Essential/ Marginal (E or M)	Percentage of Time
A. Develops policies and procedures in compliance with laws and regulations related to the Race to the Top grant award and related programs, and to the responsibilities of the State Superintendent of Education for this program.	E	20%
B. Directs and provides leadership for agency RT3 grant award programs and initiatives, including operation of eight regional S2MART Centers, the Offices of Regional Services and Special Projects, and oversight of grant-related contract administration for 88 local education agencies (LEA). Oversees the management of fiscal, human, and physical resources of subordinate offices.	E	30%
C. Directs and coordinates the delivery of RT3 grant program operations, services, and technical assistance to internal and external agency offices, school districts, and schools. Coordinates accumulation and analysis of data related to performance under the RT3 grant program, changes to programs and procedures based upon that data, and reporting as required.	E	20
D. Represents the State Superintendent before legislative committees, national organizations, and other professional and governmental meetings as appropriate. Assists in formulating and administering policy for the State Superintendent of Education. Advises Superintendent on Race to the Top program issues.	E	10%
E. Researches and analyzes existing or proposed procedures, systems, or programs relative to education and/or the RT3 grant program.	E	5%
F. Oversees the development and implementation of major initiatives mandated by legislation, State Board of Education policy, and/or the U.S. Department of Education related to the RT3 grant program.	E	5%
G. Coordinates and monitors continuous improvement efforts related to the Race to the Top program.	E	5%
H. Performs other assigned duties as required.	M	5%

3. Position's Supervisory Responsibilities:

If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.

	STATE TITLE	NUMBER
(1)	Education Associate III (S2MART Center Team Leaders)	8
(2)	Program Coordinator (Data and Reporting on Grant Programs)	1
(3)	Program Manager II (Special Projects (10 FTEs) & Regional Services (10 FTEs))	1

Number of employees directly supervised: 10

Total number supervised: 62

4. Comments:

Each S2MART Center will have an iCoach SC specialist, an ADEPT/PADEPP specialist, a Turnaround Specialist, and a Data Analysis Specialist.

5. The above description is an accurate and complete description of this job. _____ Employee's Signature _____ Date

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION

Position Number: _____
Agency Code: H 6 3
Agency Name: S.C. Department of Education
Division / Section / Unit: New Division
City / County: Richland
Employee Name: New
County Code: 4 0
Is Position in Central Office ? Y/N: Y
Current State Title: Education Associate II (Regional Services)
Alphanumeric Code: C B 0 5
Slot: _____
Band: 0 7
Full / Part Time Indicator: 0 5 2
Supervisor State Title: Deputy Constitutional Officer
Alphanumeric Code: A H 6 0
Slot: _____
Hours Per Week: 0 3 7 5 0
Base Hours: 1 9 5 0

SOURCE OF FUNDING

State %: _____
Federal %: 1 0 0
Other %: _____

☐ OHR COPY ☐ AGENCY COPY

OFFICE OF HUMAN RESOURCES

Agency Code: H 6 3
Alphanumeric Code: _____
Slot: _____
Authorized Date: _____

☐ Delegated ☒ New Position ☐ Prototype
☐ State Title Changes ☐ Update

Approved State Title: _____
Approval Signature: _____
Date Approved: _____

REQUESTED ACTION INFORMATION

Requested Action: Classify new position and post.
Requested State Title: Education Associate II
Alphanumeric Code: C B 0 5
Supervisor's Signature: _____
Date: _____
Other Required Signature: _____
Date: _____

☐ FLSA Designation

THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

1. What are the minimum requirements for the position? (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)

Master's degree and four (4) years of experience in education management or business; or a bachelor's degree and five (5) years of same; or equivalent. Mastery of Microsoft Office applications. Excellent speaking and teaching skills.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Mastery of Word, Excel, and Powerpoint; familiarity with web applications. Preferred: Experience providing professional development to educators on leadership and culture change; SC teaching certificate; experience researching and evaluating new programs; experience with start-up operations; self-starter with passion for improving educational performance of K12 students. Ability to maintain high energy levels for multiple projects over time.

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

The employee shall receive limited supervision and review of assigned responsibilities. The employee shall be expected to exercise sound judgment and organizational ability, and shall be expected to complete all job taks with minimal supervision and guidance.

4. Indicate additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

The work schedule may require hours worked beyond the regular workday to accomplish job functions; however, the intention is for the work week to not exceed 37.5 hours. Limited out of state travel to attend grant conferences. Likely substantial in-state travel to conduct training and site monitoring.

MISCELLANEOUS DATA

Employee Number: _____
Position Dept. Number: 1 5 2 1

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

1. Job Purpose:

Under limited supervision, manages innovative programs under the Race to the Top (RT3) grant program. Provides related professional development, conducts research and evaluation of grant iniatives, coordinates consultants needed in multiple districts, and facilitates replication of successful pilots throughout the State.

2. Job Functions:

		Essential/ Marginal (E or M)	Percentage of Time
1.	Manages RT3 grant program initiatives, including but not limited to negotiating budgets, timelines, and MOUs with participating LEAs, preparing requests for proposals for vendors to serve those schools, monitoring implementation of approved programs and budgets, conducting coordinated professional development, providing consulting and professional development to LEAs; verifying fidelity of implementation; evaluating effectiveness, monitoring LEAs, and supporting technical assistance. Conducts needs analysis and curriculum reviews, and promotes professional learning communities.	E	45%
2.	Fulfills the SC INSPIRED vision of using RT3 funding to foster innovation by providing training-professional development and technical assistance to districts on culture of sustainable innovation (continuous and able to endure over time), leadership, creativity, research, and evaluation.	E	20%
3.	Conducts research and evaluation of proposed initiatives. Prepares reports for senior management with recommendations.	E	10%
4.	Conducts professional development and technical assistance in support of pilot programs. Conducts on-site reviews and writes reports on pilot programs. Contracts for evaluation or evaluates the success of pilot programs and makes recommendations to senior management concerning whether to take various programs to scale statewide.	E	10%
5.	Designs and implements programs to replicate successful pilot innovations with fidelity in other schools and LEAs, including methods of measuring successful implementation, technical assistance, on-going monitoring, and reporting of results.	E	10%
6.	Other duties as required.	M	5%
		TOTAL	100.00%

3. Position's Supervisory Responsibilities:

If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.

	STATE TITLE	NUMBER
(1)		
(2)		
(3)		

Number of employees directly supervised: _____

Total number supervised: _____

4. Comments:

5. The above description is an accurate and complete description of this job. _____ Employee's Signature _____ Date

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION

Position Number

H 6 3 — Agency Code

S.C. Department of Education — Agency Name

Division / Section / Unit

Columbia/Richland — City / County

Employee Name

4 0 — County Code

Y — Y/N Is Position in Central Office ?

Current State Title

Alphanumeric Code

Slot

0 5 — Band

F U L — Full / Part Time Indicator

Deputy Constitutional Officer — Supervisor State Title

A H 6 0 — Alphanumeric Code

Slot

3 7 . 5 0 — Hours Per Week

1 9 5 0 — Base Hours

SOURCE OF FUNDING

State %

1 0 0 — Federal %

Other %

☐ OHR COPY ☐ AGENCY COPY

OFFICE OF HUMAN RESOURCES

H 6 3 — Agency Code

Alphanumeric Code

Slot

Authorized Date

☐ Delegated ☐ New Position ☐ Prototype

☐ State Title Changes ☐ Update

Approved State Title

Approval Signature

Date Approved

REQUESTED ACTION INFORMATION

Create Position Description — Requested Action

Program Coordinator I — Requested State Title

A H 3 5 — Alphanumeric Code

☐ FLSA Designation

Supervisor's Signature

Date

Other Required Signature

Date

THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

1. What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?

A bachelor's degree and experience related to the development and dissemination of material; or equivalent training and experience. Excellent speaking and organization skills. Preferred: Experience with collecting data for, and reporting, performance measures.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Skilled at Microsoft Office applications (Word, Excel, Powerpoint). Preferred: Experience with research and writing; compilation of complex reports.

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

The employee shall receive limited supervision and review of assigned responsibilities primarily from the Deputy of a new Division but also from other project leaders in this and other divisions. The employee is expected to exercise judgment and have organization ability, and shall be expected to complete all jobs tasks with minimal supervision and guidance.

4. Indicate additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

The work schedule may require hours worked beyond the regular workday, especially when travel to school districts is required; however, the intention is for the work week not to exceed 37.5 hours. Possibility of substantial in-state travel and out-of-state to grant conferences.

MISCELLANEOUS DATA

Employee Number

Position Dept. Number

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

1. Job Purpose:

Under limited supervision, coordinates the data collection, compilation, and reporting for the Race to the Top Grant Award under the American Recovery & Reinvestment Act (ARRA), and assists with the design, monitoring, and reporting of programs for implementing the grant.

2. Job Functions:

	Essential/ Marginal (E or M)	Percentage of Time
1. Work with SCDE staff and school district teams to assist in the design of reporting (statutorily required, grant required, related performance measures, and monitoring rubrics). Develop and implement procedures for data collection related to this reporting. Issue accurate and relevant reports for review by senior management and reporting to the U.S. Department of Education and the public. Continuously improve the performance measure reporting by implementing the problem solving cycle.	E	35%
2. Assist with the preparation of the quarterly transparency and accountability reporting required by the ARRA from the SCDE, the State, and the approximately 88 possible subrecipients of the grant.	E	10%
3. Perform quality assurance/accuracy reviews of reports; review completed subrecipients' reports; contact subrecipients concerning incomplete, erroneous, or missing data; compile the subrecipient data into the state level report for the quarter and cumulatively; and complete the state quarterly report during the federal reporting periods.	E	10%
4. Assist with creation of LEAs' detailed timelines and budgets for implementation of the grant and completion of the Memoranda of Agreement. Conduct monitoring of subrecipients' performance under Memoranda of Agreement.	E	30%
6. Design and implement quality assurance procedures to ensure the accuracy and completeness of reporting.	E	10%
5. Other duties as required.	M	5%

3. Position's Supervisory Responsibilities:

If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.

	STATE TITLE	NUMBER
(1)		
(2)		
(3)		

Number of employees directly supervised: _____

Total number supervised: _____

4. Comments:

5. The above description is an accurate and complete description of this job. _____ Employee's Signature _____ Date

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION

Position Number: _____
Agency Code: H63
Agency Name: Department of Education
Division / Section / Unit: New Division
City / County: Columbia/Richland
Employee Name: Vacant-AA75
County Code: 40
Is Position in Central Office ? (Y/N): Y
Current State Title: Admin Assistant
Alphanumeric Code: AA75
Slot: _____
Band: _____
Full / Part Time Indicator: F
Supervisor State Title: Deputy Constitutional Officer
Alphanumeric Code: AH60
Slot: 0007
Hours Per Week: 03750
Base Hours: 1950

SOURCE OF FUNDING

State %: 010
Federal %: 090
Other %: 000

☐ OHR COPY ☐ AGENCY COPY

OFFICE OF HUMAN RESOURCES

Agency Code: H63
Alphanumeric Code: AA75
Slot: 0112
Authorized Date: _____
☐ Delegated ☐ New Position ☐ Prototype
☐ State Title Changes ☐ Update

Approved State Title: _____
Approval Signature: _____
Date Approved: _____

REQUESTED ACTION INFORMATION

Requested Action: Create new position AA75
Requested State Title: Administrative Assistant
Alphanumeric Code: AA75
Supervisor's Signature: _____
Date: _____
Other Required Signature: _____
Date: _____

☐ FLSA Designation

THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

1. What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?

A bachelor's degree and two (2) years responsible clerical, secretarial, or administrative experience; or high school diploma and six (6) years responsible clerical, secretarial, or administrative experience. Experience with word processing, spreadsheet, databases, and web publishing software.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Excellent organizational skills. Customer service orientation. Ability to perform internet research. Excellent interpersonal skills for dealing with several offices within and outside the division.

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

General supervision of deputy. Must be able to exercise discretionary decision-making skills.

4. Indicate additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

Preferred characteristics include the ability to work with a team; ability to work at a fast pace and on multiple tasks simultaneously.

MISCELLANEOUS DATA

Employee Number: _____
Position Dept. Number: _____

STATE OF SOUTH CAROLINA POSITION DESCRIPTION

1. Job Purpose:

Under general supervision serve as Administrative Assistant to the Deputy State Superintendent and implement responsibilities for coordinating special projects within the Division. This position is responsible for day-to-day administrative matters. Will provide administrative support to the SCDE offices, State Board of Education, other agencies, school districts, and the General Assembly. Will provide research services for division offices.

2. Job Functions:

	Essential/ Marginal (E or M)	Percentage of Time
1. Establishes and monitors the day-to-day operating procedures and relieves the Deputy of routine administrative matters. Distributes administrative items to staff within the Division. Conducts annual equipment inventory for the Division Open, distribute, process, and track all incoming and outgoing correspondence for the Deputy to ensure timely approvals and routing. Uses discretion in determining which matters require the Deputy's attention. Maintains system and verifies that action has been completed for the constituent inquiries coming from the State Superintendent's office. Independently composes routine letters and memoranda. Updates contact lists for the Division. Responds to inquiries from schools, districts, outside agencies, legislators, and general public. Answers telephone, screens calls and visitors. Composes and types letters and reports and routine correspondence. Reviews outgoing correspondence. Acts as liaison with division Web Content Manager as needed.	E	35
2. Maintains a system for tracking projects within the Division offices and teams, due dates, implementation schedules, issues, meetings, and objectives; coordinates with the Deputy and Directors on status of projects, monthly reports to the Superintendent, and other benchmarking. Assists with employee performance management plans. Reviews monthly objectives and compiles status reports for Deputy. Performs research on special projects.	E	30
3. Assists in the preparation of the division budget; reconciles purchase requests, inventory, and year-end expenditures. Maintains personnel records for Division level staff. Orders all supplies, prepares purchase requests, administers maintenance contracts for office equipment and software, reports necessary service calls. Handles appointments, itinerary schedules, and travel arrangements for Deputy and Division level staff. Receives travel requests for the Division and review for compliance with agency policy before Deputy signature.	E	15
4. Responds to inquiries from the school districts, outside agencies, legislators, and the general public on activities relating to the Division and Department. Screens all calls and visitors.	E	5
5. Performs other duties as required.	M	5

3. Position's Supervisory Responsibilities:

If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.

	STATE TITLE	NUMBER
(1)		
(2)		
(3)		

Number of employees directly supervised: _____

Total number supervised: _____

4. Comments:

5. The above description is an accurate and complete description of this job. _____ Employee's Signature _____ Date

Appendix A2E
Information and Effects of the Existing S^2MART Regional Centers and Instructional Coaches

S^2MART Centers SC - Support Services for Making a Real Transformation in Schools

I. *Background*

The South Carolina State Department of Education's Office of Standards and Support (OSS) has developed a regional centers approach to deliver support services for making a real transformation in schools. A S^2MART Center is a regional resource offering tiered support services designed to build capacity to improve instruction.

The eight (8) Regional S^2MART Centers are:

- The Anderson Oconee Pickens Greenville Regional S^2MART Center
- The Central Savannah River Area Regional S^2MART Center
- The Coastal Pee Dee Regional S^2MART Center
- The Lowcountry Regional S^2MART Center
- The Midlands Regional S^2MART Center
- The North Central Regional S^2MART Center
- The Upper Savannah Regional S^2MART Center
- The Upstate Regional S^2MART Center

The work of the S^2MART Centers will be consistent with the S^2MART Centers Theory of Action for Instructional Improvement.

The work of the S^2MART Centers will strengthen professional learning communities in schools and districts by attending to each of the following elements of the S^2MART Centers Theory of Action for Instructional Improvement:

- Coherent and viable curriculum,
- Powerfully prepared teachers,
- Assessment for learning,
- Instructional materials support

The S^2MART Centers' staff will work with districts, schools and teachers to bring about improvements in the classroom that will positively impact student achievement.

The work of the S^2MART Centers will be based on scientific research, content knowledge, SC Academic Standards and appropriate pedagogy.

The work of the S^2MART Centers will be consistent with the OSS vision to improve student knowledge and understanding of core subjects.

The work of the S^2MART Centers will be managed by the OSS an Administrative Team (AT) and a Leadership Team (LT). Roles, responsibilities and composition of these teams are described elsewhere.

II. *Roles and Responsibilities of S^2MART Centers*

The work of the S^2MART Centers is to develop capacity of districts, schools and teachers to improve instruction and increase student achievement. The S^2MART Centers will develop self-directed and self-supporting schools by

- Informing and Listening
- Assessing and Planning
- Engaging to build capacity
- Providing direct services to Turnaround Schools

Appropriate support services will be developed and/or vetted by the S^2MART Centers Leadership Team (LT) and/or its designees.

A. The S^2MART Centers will
   - Perform work consistent with the S^2MART Centers Theory of Action for Instructional improvement. *(Please see Scope of Work on page 4 for actions consistent with* S^2MART Centers Theory of Action.)
   - Deliver regional training, professional development, technical assistance, institutes, etc.
   - Assist in the implementation of OSS directives and state-wide training, professional development, technical assistance, institutes, etc. as requested.

B. The S^2MART Centers Staff will
   - Work with OSS Leadership and Administrative Teams to ensure effective use of the services of the S^2MART Center. *(Please see Scope of Work on page 4 for actions consistent with* S^2MART Centers Theory of Action.)
   - Work with OSS Administrative and Leadership Teams to ensure effective assignment of staff. *(Please see Guide to Appropriate Assignments on pages* 5-6 *for assignments consistent with* S^2MART Centers Scope of Work.)
   - Ensure that all funds received are expended as defined and approved
   - Participate in all S^2MART Centers SC coordinated planning, observation and reflection meetings
   - Complete and submit programmatic and financial reports and updates in a timely manner.
   - Provide data to assess the effectiveness of the S^2MART Centers.

III. Support for S^2MART Centers

A. OSS/SC Department of Education will
   - Provide sufficient operations and staff funding to deliver an identified set of programs and services regionally and statewide.
   - Provide timely and accurate information to the S^2MART Center, staff and host site contacts.
   - Monitor and assess the effectiveness of the S^2MART Center and its staff.
   - Provide the training, leadership, and coordination needed for the S^2MART Center staff to develop their capacity for supporting instructional improvement and increasing student achievement.
   - Work with the S^2MART Center, coordinating, council, and others as necessary to create, implement, and revise plans for instructional improvement core subject areas.
   - Provide feedback on data collection and assist with data analysis as needed.

B. The S^2MART Center Host Site(s) will
   - Provide the space to be used exclusively by the S^2MART Center Staff at cost.
   - Provide the S^2MART Center Staff with adequate access to space suited to teacher professional development activities at cost.
   - Provide access to resources and technical support necessary for S^2MART Center operations at cost. These resources may include purchasing, internet, telecommunications, printing, motor pool, etc.
   - Serve as fiscal agent for OSS grants with a waiver of all indirect costs.
   - Serve as fiscal agent for S^2MART Center generated grants.
   - Provide human resources/personnel services as necessary for the regular operations of the S^2MART Center

NOTE: Host Site functions may be split among multiple sites or consolidated to a single site.

S²MART Centers SCOPE OF WORK

The work of S²MART Centers is to develop capacity of districts, schools and teachers to improve instruction and increase student achievement. The S²MART Centers will develop self-directed and self-supporting schools by:

- **Informing and listening**
  Regional sessions, seminars and site visits to:
  Explain new directives, requirements or available resources related to SC Academic Standards
  Extend understanding of best practices in improving instruction Explore
  issues and concerns related to SC Academic Standards
- **Assessing and Planning**
  Site visits to:
  Assess current practices in curriculum, instruction and assessment Analyze
  available data on student achievement Set SMART improvement goals
  Plan school or district professional development or technical assistance
- **Engaging to build capacity**
  Long Term Partnership Commitments to: Improve Instruction
  in S²MART subjects Increase Student Achievement Build the
  School's Instructional Leadership Capacity
- **Direct Services to Turnaround schools**
  Long Term Partnership Commitments to: Build Capacity in
  leadership and instruction Promote a culture of learning and
  high expectations

GUIDE TO APPROPRIATE ASSIGNMENTS FOR S²MART Center Staff]

The work of the S²MART Center is to assist schools in becoming self-directed and self-supporting. Activities that promote this end should be encouraged; activities that do not should be avoided. The guidelines below are appropriate to all S²MART Center Staff.

1. S²MART Center Staff are assigned first and foremost to deliver state and regional services developed and/or vetted by the OSS, Administrative Team and Leadership Team. ALL other activities shall be considered of lesser value to the success of the S²MART Center and in evaluation of staff.
2. S²MART Center Staff must be available to districts, schools, teachers and each other during the normal school day including times schools normally reserved for team meetings arid for other professional development opportunities. Each Center may set standard hours of operation that protect staff availability during this time period. Teaching courses, taking courses, extracurricular activities, other employment or personal activities that interfere with availability during the normal school day/standard hours of operation are all inappropriate to full time Center Staff and may subject staff to termination. Center Staff are advised to seek consent for temporary variances in availability. *Details To Be Determined.*
3. S²MART Center Staff may work from their assigned Regional Center or from any other agreed upon location. Center staff must keep and update a calendar that includes their location(s) for each day. Center staff must also be accessible by voice and e-mail during standard hours of operation except when in settings where such accessibility would be inappropriate. *Details To Be Determined.*
4. S²MART Center Staff are not to be assigned to ongoing, instructional, non-instructional or administrative duties by or for the host site. S²MART Center Staff may volunteer to share in rotating assignments such as committee meetings or special events related to professional expertise so long as these duties do not interfere with the work of the S²MART Center.

5. S^2MART Center Staff are not to be assigned to ongoing, instructional, non-instructional or administrative duties by or for partner schools or districts. S^2MART Center Staff may volunteer to share in rotating assignments such as committee meetings or special events related to professional expertise so long as these duties do not interfere with the work of the S^2MART Center.
6. S^2MART Center Staff may not use S^2MART (or previously developed MSU or SCCMS) copyright materials to train persons outside of their normal work assignments without consent. *Details To Be Determined.*
7. S^2MART Center Staff may not use S^2MART copyright materials to create print, electronic or video publications outside of their normal work assignments without consent. All material approved for development shall include proper citation of S^2MART (or previously developed MSU or SCCMS) source materials. *Details To Be Determined.*
7. S^2MART Center Staff have specific strategies and purposes for observation. Assignment to complete formal observations for the purpose of participant evaluation interferes with the S^2MART Center Staff's role in supporting instructional improvement. The S^2MART Center Staff are not to participate in any teacher or administrator evaluation protocol.
8. S^2MART Center Staff are obligated to attend **aH** assigned training sessions and meetings. These sessions are part of Center Staff contract requirements. Requests must be made for leave from required meetings or trainings. *Details To Be Determined.*

South Carolina Instructional Coaching Initiative
iCoach SC

Background

Since the 2002-03 school year, the South Carolina Department of Education (SCDE) has provided research-based professional support for 331 South Carolina schools in 72 of 84 school districts through its Mathematics and Science Coaching Initiative (MSCI), its iCoach mathematics and science coaching model and currently through its iCoach SC work.

In 2002, the choice to develop school coaching as a professional development strategy was based on a reading of the professional development literature. As Lieberman (1995) put the case, evidence strongly suggested that the traditional approaches to professional development are not effective because these methods ignore the principles of learning. While we attempt to make classroom learning consistent with the various research-based theories of learning, we provide teachers with one-shot workshops or conferences conducted outside the school. Properly supported a school-based coach can help provide teachers with "authentic opportunities to learn with colleagues inside the school" (Lieberman, 1995, 591-596).

In the development of the actual model, attention was paid to the synthesis on professional learning created by Darling-Hammond and McLaughlin (1995) that it must

> be grounded in inquiry, reflection, and experimentation that are participant-driven, [that] it must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers, [that] it must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice, [that] it must be connected to and derived from teachers' work with their students, [that] it must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the process of learning and development [and that] it must be connected to other aspects of school change.

In addition, in designing the model, emphasis was placed on the development of supporting infrastructure including a "vision for effective teaching and learning, research, best practice, the academic standards, support from the SCDE and the regional centers." All of this work was predicated on a theory

of action that held that if we could improve the day to day curriculum, instruction, and assessment practices in classrooms, then student achievement would follow.

Beginning with an initial cohort of 33 schools during the 2003-04 school year, new cohorts were added each year through the 2008-09 school year, and totaled three hundred school coaches in 72 South Carolina districts.

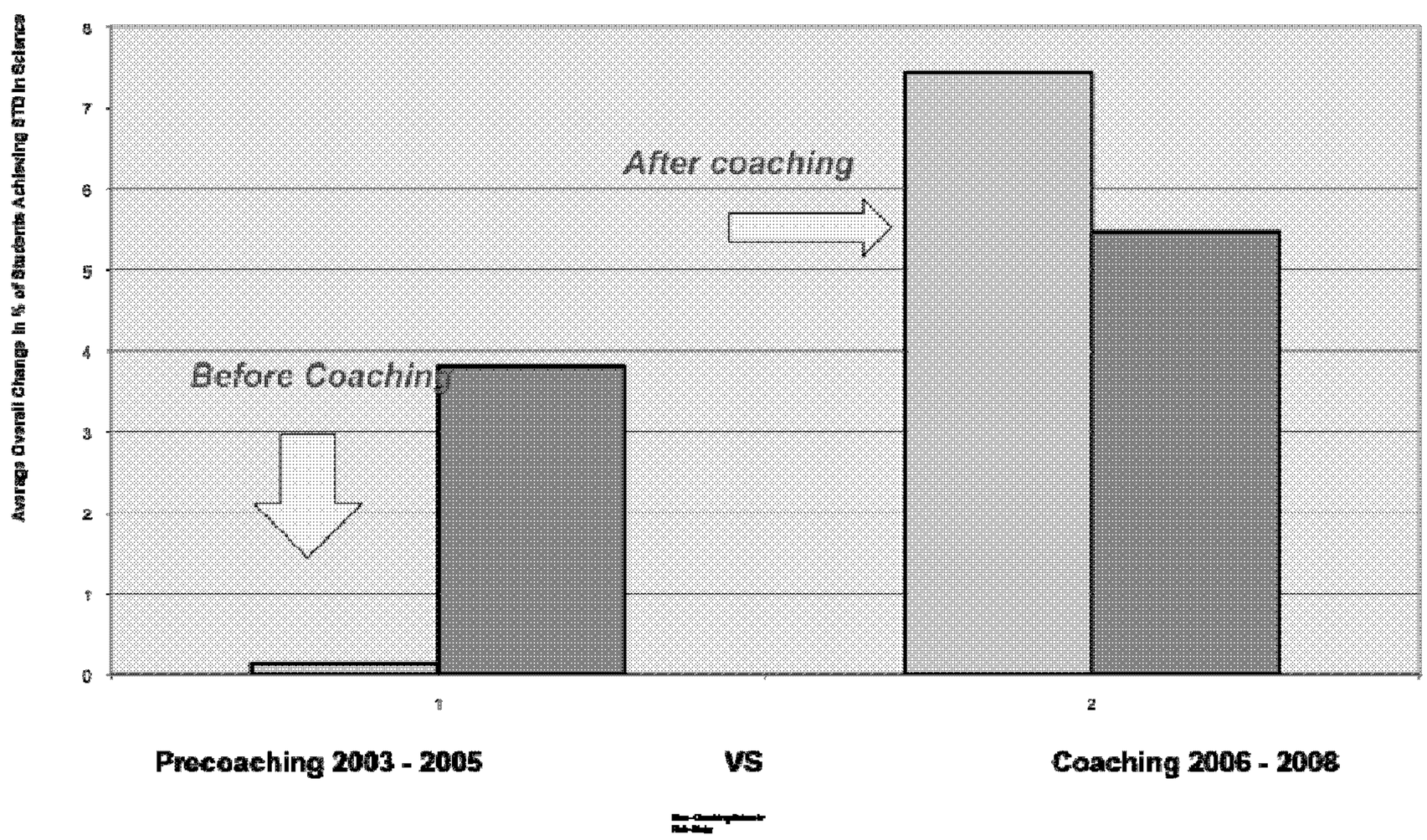
Before the 2009-10 school year, the SCDE schools applied through a competitive process to be part of the coaching initiative. Selected schools received a grant of $30,000 to help support the coach salary and all the training and support was included at no additional cost. Budget cuts during the 2009-10 school year made it impossible for the SCDE to provide a grant to schools. During the spring of 2009, the S2MART regional centers did regional informational sessions to districts. Under the new terms, schools would not receive a grant and would need to pay for the training and support.

Despite the harsh economic climate, 25 schools applied for the iCoach SC program. In addition, the S2MART Regional Centers provide iCoach SC training to another 23 Palmetto Priority Schools (schools with a Report Card rating of "Unsatisfactory," as well as technical assistance to 59 Title I schools in "Corrective Action."

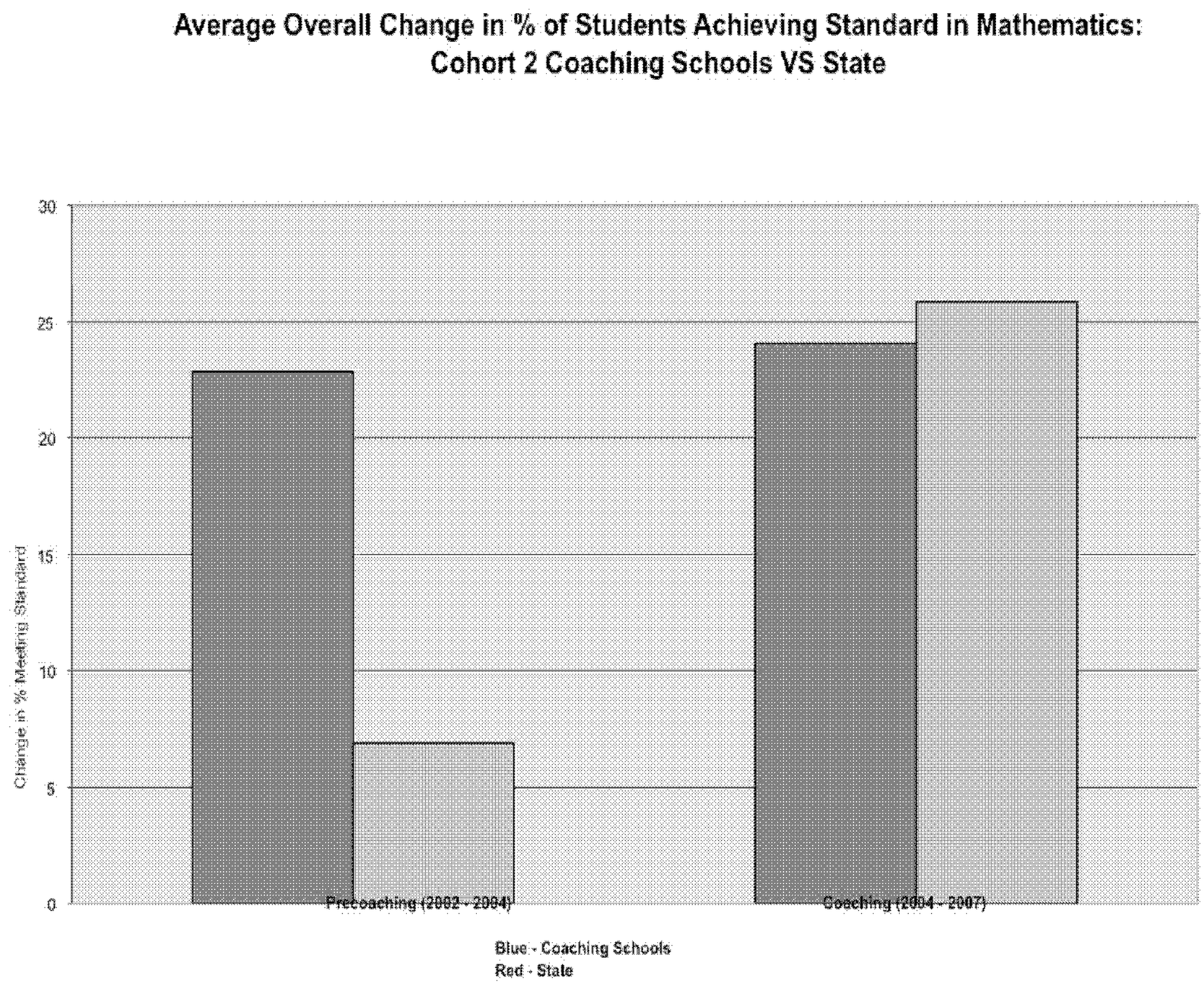
Does coaching supported by the S^2MART centers make a difference in the performance of students?

The first graphic shows the change in the percent of student achieving the standard in science over the three years of coaching in the school. In the left part of the graphic, the blue bar indicates the three year performance of second cohort of science coaches (n=30 schools) BEFORE coaching when compared with the three-year progress of the students across the state. In the right hand part of the graphic, the blue bar represents the change in student performance over the three years of coaching support versus the progress of the state as a whole.

Average Overall Change in % of Students Achieving STD in Science: Cohort 3 Coaching Schools VS State

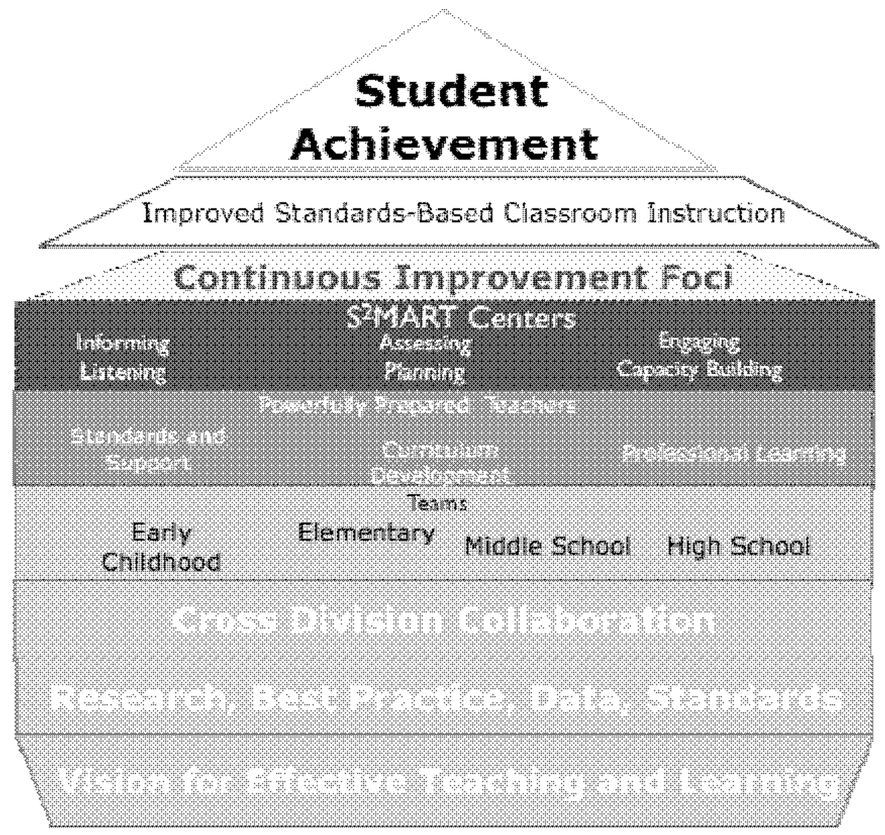


The second graphic shows the same comparison except for mathematics.



This success led the South Carolina Department of Education (SCDE) to create an intensive staff development effort designed to increase academic achievement by improving instruction through the creation of self-directed and self-supporting schools. The iCoach SC initiative is a school-wide program to enhance the teaching of the South Carolina Academic Standards adopted by the State Board of Education in the areas of English language arts, mathematics, and science. The iCoach SC initiative will support teachers and administrators as they develop the knowledge base needed to make informed and effective curricular and instructional decisions.

The iCoach SC initiative will be consistent with the Theory of Action for Instructional Improvement. The iCoach will support teachers to bring about improvements in classrooms that will positively impact student achievement. The work of the iCoach will be based on a coherent and viable curriculum, assessment for learning, instructional materials support, and powerfully prepared teachers within an engaged school and community.



During the three- year coaching period, iCoaches will work toward becoming self-directed, self-supported coaches. They will develop

- consciousness of their new roles as instructional coaches,
- craftsmanship in coaching,
- efficacy with content and SC Academic Standards,
- flexibility with approaches leading to improvement, and
- interdependence with members of the school community.

The iCoaches and school communities will work collaboratively on supporting instruction through development of

- a coherent and viable curriculum,
- assessment for learning,
- instructional materials support and,
- powerfully prepared teachers.

By the end of Year 2 and beyond, the school will be a self-directed, self-supported community of learners that have a

- shared vision,
- collaborative, trusting and sharing relationship,
- stance on school reform based on inquiry, action, and experimentation,
- results-driven approach, and
- focus on continuous improvement.

Program Components

The iCoach Model

- A well-trained iCoach (literacy, mathematics, or science) works full-time in a single school.
- The iCoach and principal work from a plan that is consistent with the district's strategic plan and the school's improvement plan.
- The iCoach works with all of the teachers in the identified content area of need in the school.
- The iCoach focuses on increasing the capacity of the teachers to make their own instruction more effective.
- A fully-implemented model provides schools a cost-effective strategy to provide on-going, job-embedded professional learning.
- Teacher professional learning takes place in the classroom and on school time.

- The content of the embedded professional learning is focused on key questions which make a difference in classroom instruction:
    - –Is instruction carefully planned to ensure it meets appropriate grade-level standards?
    - –Are the curriculum materials being used appropriately?
    - –Are assessments accurately aligned to SC Academic Standards?
    - –Are teachers looking for evidence that students understand what they are learning and using that evidence to adjust their instruction as necessary?
- Schools with iCoaches receive relevant and responsive professional support from the Office of Standards and Support at SCDE and the iCoach specialists.
- The iCoach is supported through virtual and face-to-face meetings.
- The iCoach, principal, district contact person, and Standards and Support staff meet regularly to ensure coordination and support.
- Once a month the coach receives additional preparation in coaching and pedagogical content knowledge from Learning Community Meetings (LCM).
- An increase in academic achievement is the result of systemic work on the part of the school principal, the iCoach, the faculty, the district, and the South Carolina Department of Education. A fully-implemented collaborative partnership is key to the success of the iCoach SC initiative.
- It is vital that continuing and substantial contact be maintained among the staff and the iCoaches, the principals, and the district contacts. The training will foster the coaches' connections to the iCoach SC team and to their peers. This will provide a support system for addressing concerns/problems and a mechanism for sharing successes.

Appendix A2F
Grants Administered by the SCDE 2008-2009

Total Grants Funds Administered by SCDE 2008-09

Federal	$1,199,056,359
State	$59,882,515
	$1,258,938,874

FEDERALLY FUNDED GRANT PROGRAMS	CFDA
U.S. Department of Agriculture:	
National School Lunch Program	10.555
State Administrative Expenses for Child Nutrition	10.560
Team Nutrition Grants	10.574
Fresh Fruit & Vegetable	10.582
ARRA-Food Service Equipment Grant	10.579
U.S. Department of Defense:	
Troops to Teachers Program	12.552
U.S. Department of the Interior:	
SC Environmental Education School Network	15.608
U.S. Department of Justice:	
Juvenile Justice and Delinquency Prevention Congressional Earmark Programs	16.541
WIA Incentive Grants - Section 503 Grants to States	
Passed through Department of Commerce	
Workforce Development Grant Childcare Pathway Pilot	17.258
U.S. Department of Labor:	
WIA Incentive Grants - Section 503 Grants to States	
Passed through Department of Commerce	
WIA Federal Incentive Grant	17.267
Federal Incentive Grant - Curriculum Development	17.267
ARRA-WIA Summer Program	17.259
U.S. Environmental Protection Agency:	
SC Clean School Bus Initiative	66.036

U.S. Department of Education:

Adult Education - State Administered	84.002
Title I Grants to LEAs	84.010
ARRA - Title I Grants to LEAs	84.389
Migrant Education - State Grant Program	84.011
Neglected and Delinquent	84.013
Special Education-Grants to States, Part B	84.027
ARRA - Special Education-Grants to States, Part B	84.391
Vocational Education - Basic Grants to States	84.048
MEP Consortium Incentive Grants	84.144
Special Education-Preschool, Part B	84.173
ARRA - Special Education-Preschool, Part B	84.392
Robert C. Byrd Honors Scholarship Program	84.185
Safe and Drug Free Schools - State and Local Programs	84.186
Education for Homeless Children & Youth	84.196
ARRA - Education for Homeless Children & Youth	84.387
Even Start State Grants	84.213
S.C. Teen Leaders Evolving and Developing Project (Teen LEAD)	84.215
Linking School & Mental Health	84.215
Tech-Prep Education	84.243
Public Charter Schools	84.282
After School Learning Center Formula Award	84.287
Title V	84.298
National Institute on Student Achievement, Curriculum and Assessment	84.305
Teacher Quality Research: Mathematics and Science	84.305
Educational Technology State Grant	84.318
ARRA - Educational Technology State Grant	84.386
SC Modification, Accommodation, Reports and Standards (MARS)	84.326
Bridges to Early Learning	84.349
Transition to Teaching Program - Statewide	84.350
Reading First	84.357
Rural and Low-Income Schools	84.358
South Carolina Early Reading Collaborative	84.359
English Language Acquisition: State Formula Grant Program	84.365
Math and Science Partnerships	84.366
Title II, Part A - Improving Teacher Quality State Grants	84.367
Grants for Enhanced Assessment Instruments	84.368
OAASIS	84.368
State Assessments and Related Activities	84.369

Statewide Data Systems	84.372
TRIAAD	84.373
Teacher Incentive Funds	84.374
School Improvement Grant	84.374
Rehabilitation Services Demonstration and Training Programs	
Passed through S.C. Vocational Rehabilitation	
Literacy	84.235
ARRA State Fiscal Stabilization Funds	
Passed through S.C. Governor's Office	
State Fiscal Stabilization Funds	84.394
U.S. Department of Health and Human Services:	
Centers for Disease Control and Prevention - Investigations and Technical Assistance	
Passed through S.C. Department of Health & Environmental Control	
SC State-Based Tobacco Use and Prevention and Control Grant	93.283
Child Care and Development Block Grant	
Passed through S.C. Department of Social Services	
School Readiness Initiative	93.558
Passed through S.C. Department of Social Services	
Child Care and Development Block Grant	93.575
Centers for Disease Control and Prevention - Investigations and Technical Assistance	
School Health Programs to Prevent Serious Health Problems and Improve Education	93.938
Corporation for National and Community Service:	
K-12 School Based	94.004
K-12 School Based-CHESP	94.004
U.S. Department of Education:	
Passed through S.C. Commission on Higher Education	
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334

State Funded Grant Programs	CFDA No.
High School Reading Initiative	N/A
High schools That Work	N/A
Education and Economic Development Act	N/A
Young Adult Education	N/A
Modernize Vocational Equipment	N/A
Physical Education - Nurses	N/A
Governor's Institute of Reading	N/A
Adult Education	N/A
Math and Science Coaches	N/A
CATE - Tech Prep	N/A
Arts Curricula	N/A

BENEDICT COLLEGE
1600 Harden Street
COLUMBIA, SOUTH CAROLINA 29204

OFFICE OF THE PRESIDENT

January 6, 2010

Dr. Jim Rex
Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

Benedict College is pleased to support South Carolina's race to the top proposal for federal stimulus funding that seeks to address the most pressing educational challenges facing our state. The proposed initiative reflects a visionary approach to school reform that is essential for the success of students, teachers, and educational leaders in our state's public schools.

The plan is well-matched with the Benedict College mission and with our tradition of teacher preparation. The conceptual framework for our School of Education, *Teachers as Powers for Good in Schools and Communities,* specifies effective practitioners as one of our four required outcomes for the new teachers we graduate and reflects our focus on the critical importance of student learning outcomes as the primary indicator of teacher effectiveness. As such, the fact that the State's *Race to the Top* proposal specifically addresses the use of assessment of student learning outcomes to identify, support, and place effective teachers makes it ideal for support by Benedict College.

We fully endorse the tenets of the proposal and will work with the Department of Education and the participating stakeholders to contribute to its success. I look forward to hearing from you about the good news of a funded proposal.

Sincerely,

David H. Swinton
President and CEO

(803) 705-4681 Business
(803) 705-6937 Fax
Equal Opportunity in Education and Employment
Without Regards to Race, Sex, Color, National Origin, Religion or Disability

BENEDICT COLLEGE

1600 Harden Street
COLUMBIA, SOUTH CAROLINA 29204

School of Education

January 6, 2010

Mark A. Bounds
Deputy Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

The Benedict College School of Education strongly supports the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth and subsequent success in higher education, in careers, and as global citizens. In addition, we wish to participate in your innovative pilot programs as part of South Carolina's vision for racing to the top. It is my understanding that these pilots will create new partnerships among colleges of education and participating schools, particularly low achieving schools, to pilot new models for school improvement, professional development of instructional staff and student support specialists, improving education leadership, etc. The Benedict College School of Education will follow these pilots closely, analyze the data from them and will integrate successful programs into our degree curricula as appropriate.

In closing, I am looking forward to a productive relationship between the South Carolina Department of Education and the Benedict College School of Education as we engage in this most important endeavor.

Sincerely,

Allen Coles
School of Education, Dean

cc: Dr. Mona Thornton, Chair, Dept of Education

Equal Opportunity in Education and Employment
Without Regards to Race, Sex, Color, National Origin, Religion or Disability

CHARLESTON
SOUTHERN
UNIVERSITY

OFFICE OF THE PRESIDENT

January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Dr., Suite 500
Columbia, SC 29205

Dear Mr. Bounds,

Please allow this letter to serve as an expression of my wholehearted support for the Race to the Top initiative. The goals of this initiative will stimulate intentional and concerted efforts to address some of the most pressing issues facing student education in South Carolina. Approximately 85% of the student population at Charleston Southern University comes from South Carolina, so we are well aware of the significant and continuing needs of South Carolina students.

We are also keenly aware of the need to recruit, develop, reward, and retain effective teachers and principals and we're supporting this goal by working to produce the most effective teacher education graduates possible. Creating well developed recruiting and retention programs in our South Carolina schools will provide a greater incentive for these high-caliber graduates to seek teaching jobs in the state.

I look forward to the implementation of the Race to the Top plan and stand ready to assist you in any way.

Sincerely,

Jairy C. Hunter, Jr.

Jairy C. Hunter
President

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CHARLESTON
SOUTHERN
UNIVERSITY

SCHOOL OF EDUCATION

January 4, 2010

To Whom It May Concern:

As the dean of a school of education in South Carolina, I strongly support South Carolina's *Race to the Top* proposal. The proposal is a collaborative effort demonstrating South Carolina's commitment to an exemplary student-focused, choice-driven public education system. This system is purposefully designed to generate improvement in educational outcomes ensuring student achievement, growth and subsequent success after high school.

The programming laid out in the proposal addresses the four specific requirements stated in the application. South Carolina's coherent program outlines a plan to adopt common standards and assessments that prepare students to compete in the global economy. The plan includes building data systems to measure student growth and success; thereby, providing information to teachers and principals to improve instruction. Turning around South Carolina's lowest achieving schools is a focus of the plan. Recruiting and retaining effective teachers and leaders, equitably distributed, is an essential component of the proposal's conceptual framework.

South Carolina's schools and colleges of education will work to support the *Race to the Top* implementation. We will assist in making the program a success for South Carolina. Some schools and colleges of education are electing to develop and participate in innovative pilot programs creating new partnerships with schools especially low-achieving schools. As always, we will continue to use ADEPT feedback to improve our programs.

Funding for South Carolina's *Race to the Top* proposal would be a significant catalyst for change across our state. As a state, funding will allow us the opportunity to reform our schools for the betterment of the students.

Thank you for your consideration.

Sincerely,

Dr. Norma Harper

Dr. Norma Harper
Dean, School of Education
Charleston Southern University
9200 University Boulevard
Charleston, SC 29423-8087

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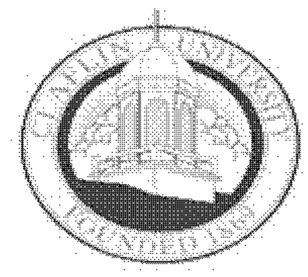


January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

I am pleased to write a letter of support in an effort by the South Carolina Department of Education to seek funds to enhance significantly the delivery of high quality education in the state. As funds will be obtained on a competitive basis as a result of the Recovery and Reinvestment Act through a program titled, "Race to the Top," the department has developed a dynamic proposal.

Most interesting about the proposal is the conceptual framework that places appropriate emphasis on transitioning from quality teachers and leaders to effective teachers and leaders with equitable distribution. It is a shift from quality to effectiveness and I believe will yield a public education system that graduates students capable of making a smooth transition into higher learning with minimum, if any, academic deficits.

From a global perspective, "Race to the Top" is a much-needed initiative and South Carolina will take a leading role in building the next generation of lifelong learners and citizens. Equally important, South Carolina's success will create choices for students, teachers, leaders, and other educators that will improve student achievement, speed up growth and promote educator efficacy.

I am extremely hopeful that the proposal evaluators will review South Carolina's entry favorably.

Sincerely,

Henry N. Tisdale

Henry N. Tisdale
President

CLEMSON
UNIVERSITY

January 7, 2010

Jim Rex
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Superintendent Rex:

I write to express Clemson University's strong support of South Carolina's application to the federal *Race to the Top* grant program to drive education reform and improve our schools.

As President of a top-tier public research university, I see both the great need and the potential for real innovation in South Carolina's schools. Thank you for including Clemson's Eugene T. Moore School of Education in your planning. This collaborative grant application process has led to a very strong proposal.

The Moore School educates a large portion of teachers and educational leaders for South Carolina. The RTT grant will strengthen our collaborative efforts and Clemson's existing work to assess and improve teacher performance; to prepare principals as effective leaders and change agents; to improve teacher recruitment programs; and to partner with school districts to elevate under-achieving schools.

This proposal meets the challenge President Obama laid out in announcing the national RTT program in July 2009. The competition for grants, he said, "will be based on a simple principle – whether a state is ready to do what works." I believe South Carolina is ready to do what works.

Our state understands the urgent need to improve education at every level. This can be seen in everything from the high standards adopted for our schools several years ago, to the scholarship incentives created to halt the "brain drain" of our top high school graduates to colleges in other states.

You have my strongest possible endorsement and Clemson University's pledge to work with you and the U.S. Department of Education to accomplish the goals of *Race to the Top*. Thank you again, and best wishes from Clemson for a successful outcome.

Sincerely,

James F. Barker, FAIA
President

cc: Doris Helms, Provost
Larry Allen, Dean, College of Health, Education and Human Development
Michael Padilla, Director, Eugene T. Moore School of Education
Angie Leidinger, Director of Governmental Affairs

PRESIDENT
201 Sikes Hall Clemson, SC 29634-5002
864.656.3413 FAX 864.656.4676

CLEMSON
UNIVERSITY

January 4, 2010

Dr. Mark Bounds, Deputy Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds:

We are writing in support of the South Carolina application for the Race to the Top grant proposal. Having participated in the many planning meetings for this effort, we can say unequivocally that we are in complete agreement that this award has the potential to catalyze the State's plan for effecting change. We believe that the State is uniquely poised to build on the many ongoing initiatives, especially those in the areas of adopting common standards; building comprehensive data systems; recruiting, developing, rewarding and retaining effective teachers and principals; and turning around the State's lowest-achieving schools.

As a state-supported land grant institution, and as one of the largest producers of educators in South Carolina, Clemson University and the Eugene T. Moore School of Education can play a unique role in the State's RTT effort. In particular, we are interested in collaborating on:

- Assessing and improving teacher and school leadership preparation programs;
- Continuing and expanding our efforts to follow our graduates into the job market;
- Using value-added measures to assess and improve the quality of our educator preparation programs;
- Providing a model of innovative recruitment programs that may be useful for other state institutions;
- Cooperating in creating new teacher and principal evaluation tools; and
- Partnering with schools and school districts, especially low-performing schools.

We enthusiastically support the Race to the Top agenda and eagerly anticipate participating in and providing leadership to the grant initiative, as you may require.

EUGENE T. MOORE SCHOOL OF EDUCATION
Office of the Director 102 Tillman Hall Box 340702 Clemson, SC 29634-0702
864.656.7656 FAX 864.656.0311

We believe that we can build on the already established and longstanding relationship between Clemson University and the South Carolina Department of Education and that our history of partnership provides a head start in this endeavor. We look forward to continued collaboration.

Sincerely,

Michael Padilla, Director
ETM School of Education

Larry Allen, Dean
College of HEHD

December 23, 2009

Mr. Mark A. Bounds
Deputy Superintendent
S. C. Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

In my role as Dean of the William L. Spadoni College of Education at Coastal Carolina University, I am delighted to present this letter of support for the South Carolina Department of Education as they pursue a *Race to the Top* grant. Award of this grant would provide many opportunities to enhance existing programs, build new models, and refine educational initiatives across the State of South Carolina.

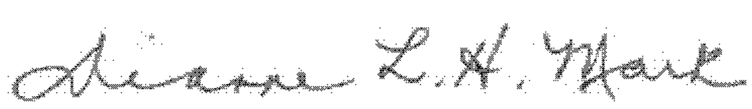
We believe that the six themes underlying South Carolina's Race to the Top programming form a solid foundation from which to achieve the State's vision and that they weave together the many pieces contained within the application. These themes are:

1. Expanding learning time opportunities and partnerships, including afterschool and summer programs, especially in low-income schools and/or schools in need of improvement.
2. Giving high school students the opportunity to acquire post-secondary credits while in high school.
3. Personalizing education for all students and infusing 21st century learning skills throughout the curriculum.
4. Including relationship development and maintenance as well as content knowledge as essential teaching skills, and transforming schools into community learning centers.
5. Developing a variety of principal and teacher recruitment, support, retention and pay for performance strategies for high poverty schools and for those in need of improvement.
6. Turning around schools in need of restructuring by partnering with successful outside nonprofit intermediaries and cooperating school districts and colleges.

The Spadoni College of Education has a history of collaboration with school districts, Horry-Georgetown Technical Center and our faculty has a wealth of experience partnering with schools and centers across the county. There continues to be research conducted by education faculty in K-12 schools on classroom climate, literacy and science that would complement the objectives and goals of the grant. We would welcome the chance and the challenge of working with the State Department of Education, especially as it relates to adopting common standards and assessments that prepare students to succeed in college to compete in the global economy; as well as, turning around low-achieving schools.

I wish you well on your application and offer any help if awarded funding to implement school reform in such needed areas for the State of South Carolina.

Respectfully,



Dianne L. H. Mark, Ph.D.
Dean

COLLEGE of CHARLESTON
FOUNDED 1770

P. George Benson, President

January 7, 2010

Jim Rex, Superintendent
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Jim,

I am writing to express my support of you and the South Carolina Department of Education in your pursuit of "Race to the Top" federal funds for your initiatives to better prepare the students of South Carolina for the future.

The College's School of Education, Health, and Human Performance is in the business of educating tomorrow's teachers. We understand and recognize the importance of helping current and future educators become more effective in the classroom.

I wish you the best of luck, and I fully support your efforts to gain theses funds.

Warmest regards,

66 GEORGE ST. | CHARLESTON, SC 29424-0001

COLLEGE of CHARLESTON

SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

January 5, 2010

Mark A. Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Mr. Bounds:

I am very pleased that South Carolina is submitting a proposal to the United States Department of Education for Race to the Top (RTTT) funding. This funding supports 1) adopting common standards and assessments that prepare students for success; 2) building data systems that measure student growth and success and inform educators about how to improve teaching and learning; 3) recruiting, developing, rewarding and retaining effective educators; and 4) turning around our lowest achieving schools.

It is my understanding that our SC proposal is designed to improve content knowledge and skills of educators in order to provide deep and meaningful learning for all students and especially low-income students. At the College of Charleston, we are committed to educating the best teachers possible for all learners. I also understand that our SC RTTT proposal is designed to transform and turn around schools, particularly in high poverty communities. Our proposal further gives high school students, particularly those in high poverty schools, an opportunity to acquire college credits in high school, personalize education for all students, and infuse 21st century skills throughout the curriculum.

We are very committed to the activities in the SC proposal. In fact, you may be aware that we were instrumental in helping to turn around a long-standing low-performing high school in downtown Charleston, Burke. We will gladly share our implementation and evaluation strategies to help ensure that the SC RTTT is successful on a state-wide basis.

I am currently serving as the Chair Elect of the SC Education Deans and will become Chair in July 2010. In that role, I will gladly facilitate the work of our 30 SC teacher education programs as we partner with P-12 education, businesses, nonprofits, faith community, health and governmental representatives and agencies in our quest to improve education in SC.

Our Center for Partnerships to Improve Education Director, Dr. Paula Egelson, has been engaged with you in the development of our SC RTTT. The progress you have made in conceptualizing and planning is impressive. I fully support our SC RTTT.

I am optimistic that this proposal will be funded because of its promise to impact the quality of education for SC.

Sincerely,

Frances C. Welch

Frances C. Welch, Ph.D.

FRANCES C. WELCH, PH.D., DEAN
PHONE: 843.953.5613 | FAX: 843.953.8070 | WELCHF@COFC.EDU
66 GEORGE ST. | CHARLESTON, SC 29424-0001

Office of the President

January 6, 2010

Deputy Superintendent Mark Bounds
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Mr. Bounds:

It is my pleasure to write in support of the application of the South Carolina Department of Education for funding through the Race to the Top initiative. Building on its development of innovative, student-centered programming, the department is well positioned to achieve significant transformation with Race to the Top funding.

Consistent with the goals of Race to the Top, the department plans to revise assessment of student learning through enhancement of unified standards and data dissemination. The plan addresses critical shortages of teachers and administrators in under-served areas. The reforms already undertaken by the department have established a foundation for success when funding is available for their extension.

Speaking on behalf of a college long known for the high quality of our teacher education programs, I am very pleased to support the work of the South Carolina Department of Education, and I am confident that with support from the Race to the Top initiative, they will achieve dramatic improvement in student achievement.

Sincerely,

Caroline Whitson, Ph.D.
President

1301 Columbia College Drive • Columbia, South Carolina 29203
803.786.3178 • FAX 803.754.3178 • www.columbiasc.edu

January 11, 2010

Dr. Jim Rex, State Superintendent of Education
South Carolina Department of Education
1419 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

I am pleased to offer my letter of support for South Carolina's *Race to the Top* proposal to ensure dramatic student achievement growth at the K-12, higher education, and career levels. The conceptual framework outlines a worthy goal – the shift to "effective teachers and leaders, equitably distributed."

We at Columbia International University encourage a more responsive and effective public education system that will graduate more students ready for college and life. We applaud your efforts to bring this funding to our state.

Sincerely,

William H. Jones, D.Min.
President

Bible College • Graduate School • Seminary & School of Missions • Ben Lippen School • 89.7 WMHK • New Life 91.9
7435 Monticello Road • P.O. Box 3122 • Columbia, SC 29230-3122 • 803.754.4100 • 800.777.2227 • 803.786.4209 Fax • www.ciu.edu

Columbia International University

"To know Him and to make Him known"

Dr. Jim Rex, State Superintendent of Education
South Carolina Department of Education
1419 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

As Associate Dean for Education Programs at Columbia International University, I am pleased to offer my letter of support for South Carolina's *Race to the Top* proposal. I think it can help to ensure dramatic student achievement growth at the K-12, higher education, and career levels. The conceptual framework outlines a worthy goal – "effective teachers and leaders, equitably distributed."

The Education Program would certainly encourage an education system that will graduate more students ready for college and life. We applaud your efforts to bring this funding to our state.

Sincerely,

Connie Z. Mitchell

Connie Z. Mitchell, Ed.D
Associate Dean for Education Programs

Bible College • Graduate School • Seminary & School of Missions • Ben Lippen School • 89.7 WMHK • Daybreak 91.9
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CONVERSE

OFFICE OF THE PRESIDENT
580 East Main Street
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fax 864.596.9223
www.converse.edu

January 8, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

It is with great enthusiasm and vested interest that I write this letter in support of South Carolina's efforts to advance comprehensive, integrated school reform through a *Race to the Top* grant award. South Carolina's vision and framework for improvement are aggressive, admirable and possible. With appropriate funding and the active involvement of education partners like Converse College across South Carolina, the plan will result in a significant transformation of the State's public school system. Such reform is absolutely imperative if South Carolina is to advance the education, health and well-being, and income of all of our citizens, thereby transforming the vitality and economy of the State.

As a master's university that works each year with approximately 750 graduate students, who are pursuing advanced degrees in education, Converse is particularly excited by the State's commitment to transition from "quality teachers and leaders" to "effective teachers and leaders, equitably distributed." Building upon dramatic and innovative reforms already underway, this change promises to dramatically and positively impact student learning and outcomes. I am confident that the collaboration between the State, local education agencies, and higher education will ensure significant student achievement growth, followed by students' success in higher education, careers, and as global citizens.

The collaborative leadership currently advancing this significant and sustainable improvement in South Carolina's education system has the vision, the drive and the imperative to realize comprehensive, integrated school reform involving high standards and the appropriate support of our students to meet those standards. The great urgency of South Carolina's educational needs coupled with the creative, vested interest of educators and leaders to meet these needs as effectively, comprehensively and quickly as possible makes our State's case for *Race to the Top* funding. With this financial commitment, South Carolina can improve the lives of all our citizens for decades to come.

Yours sincerely,

Elizabeth A. Fleming, Ph.D.
President

CONVERSE

SCHOOL OF EDUCATION AND GRADUATE STUDIES
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January 6, 2010

Mr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

As Dean of the Converse College School of Education and Graduate Studies, I welcome the opportunity to write this letter in support of South Carolina's effort to secure funding through the *Race to the Top Grant.* South Carolina's vision for improvement is both admirable and remarkable and should result in significant transformation of the State's public school system.

The preparation of teachers and instructional leaders is critical to the improvement of schools and student achievement, and South Carolina's plans for the use of *Race to the Top Grant* funds are soundly focused on dramatically improving student achievement, followed by students' success in higher education, in careers, and as global citizens. South Carolina's intent to rapidly evolve into the most student-focused, choice-driven, innovative public education in the country is exciting and an effort in which the Converse College School of Education and Graduate Studies welcomes the opportunity to actively participate.

Through the use of grant funds, South Carolina will transition from "quality teachers and leaders" to "effective teachers and leaders, equitably distributed" which will be accomplished through a collaboration of the State, local education agencies, and higher education. This collaboration will:

- move urgently and persistently to create sustainable transformation;
- build upon dramatic and innovative state reforms;
- engage and prepare "next generation" life-long learners and citizens;
- immerse learners in a culture of personalized instruction; and
- create choices for students, teachers, leaders, and other educators that improve student achievement, speed up growth, and promote educator efficacy.

Again, I strongly support South Carolina's attempts to improve teaching and learning, to enhance its public school system, and to incorporate higher education preparation programs for teachers and school leaders as well as the entire education community into this strategic plan for improvement. It is our sincere wish that *Race to the Top Grant* funds be directed to South Carolina to enable the accomplishment of these important and extraordinary goals that will improve the lives of South Carolinians for decades to come.

Respectfully,

Thomas M. Faulkenberry, Ph.D.
Dean of the School of Education and Graduate Studies
Converse College

founded in 1872
LANDER UNIVERSITY
Office of the President

6 January 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

Please accept this letter as a commitment from Lander University to support the South Carolina Department of Education's application for federal funding from the grant, "Race to the Top".

Lander University has been and continues to be a contributing partner with our State Department of Education in the formidable task of preparing students for productive citizenship for our state, and beyond.

I have personally reviewed your conceptual framework and the transformative effort from quality teachers to "effective teachers and leaders, equitably distributed." You and Superintendent Rex have my personal commitment and support as well.

Let me know when I can be of further help.

Cordially,

Daniel W. Ball
President

320 Stanley Avenue • Greenwood, South Carolina 29649-2099 • (864) 388-8300 • Fax (864) 388-8884 • www.lander.edu

founded in 1872

LANDER UNIVERSITY

College of Education

January 6, 2010

Mr. Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Mr. Bounds:

Lander University is proud to champion initiatives that support effective teachers and educational leaders such as those described in South Carolina's Race to the Top grant proposal. The teacher education programs of Lander University are wholeheartedly in support of educational practices that prepare students to assume the role of active citizens in a thriving society. We are particularly pleased with the sections of the grant proposal that encourage and support the importance of "teacher and student voice" in the role of education.

As we know, strengthening preK-12 educational institutions requires the cooperation of a wide variety of parties including community members, local businesses, schools, institutions of higher education, and local and state government entities. Lander University's Department of Teacher Education has long enjoyed strong relationships with these parties in South Carolina and looks forward to continuing to work toward stronger schools in South Carolina. Thank you for taking the lead in developing a grant proposal that, if funded, will allow South Carolinians to continue to develop innovative and effective educational practices.

Respectfully,

Judith Neufeld

Judith Neufeld, Ph.D.
Interim Dean
College of Education

320 Stanley Avenue • Greenwood, South Carolina 29649-2099 • (864) 388-8225 • Fax (864) 388-8890 • www.lander.edu

Limestone College

1115 College Drive, Gaffney, SC 29340

Mark A. Bounds, Deputy Superintendent
South Carolina Department of Education
Educator Quality and Leadership
Landmark II Office Building
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds,

The purpose of this letter is to express the support of the Teacher Education Program at Limestone College. We at Limestone believe that the state's Race to the Top award will be a significant catalyst for change across our entire state. As a state we will have the opportunity to truly reform our schools and will have financial backing to do so. This is of the utmost importance considering the economic state of our area. South Carolina's colleges of education, along with a broad set of other stakeholders, have worked closely with the state department of education over the past years to improve education outcomes in South Carolina and are committed to continuing that cooperation. That hard work positions South Carolina to compete well for Race to the Top Funding.

We strongly support the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth and subsequent success in higher education, in careers, and as global citizens. We support the programming laid out in South Carolina's Race to the Top agenda and believe it comprises a coherent program that meets the four specific requirements laid out in the Race to the Top application, including

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global community;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

We believe the six themes underlying South Carolina's Race to the Top programming form a solid foundation from which to achieve the State's vision and that they weave together the many program pieces contained within the application. These themes are:

Phone: (864) 489-7151 • *1-800-795-7151* • *Fax: (864) 487-8706*

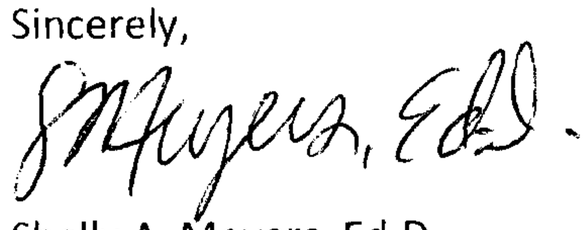
- Expanding learning time opportunities and partnerships, including afterschool and summer programs, especially in low-income school and/or schools in need of improvement;
- Giving high school students, especially for students in high poverty schools, the opportunity to acquire post-secondary credits while in high school—credits designed to create pathways and momentum for post high school career preparation or to 2 and 4 year colleges;
- Personalizing education for all students and infusing 21st century learning skills throughout the curriculum;
- Including relationship development and maintenance as well as content knowledge as essential teaching skills, and transforming schools, especially in high poverty communities and those in need of improvement, into community learning centers;
- Developing a variety of principal and teacher recruitment, support, retention and pay for performance strategies for high poverty school districts and colleges.

Colleges of education will work to support the Race to the Top implementation through the four-year grant period and assist wherever possible in making the program a success for South Carolina.

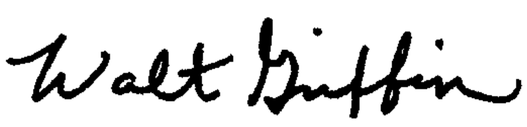
We will use ADEPT feedback on our teacher graduates in order to continue to refine and improve our degree programs. We will also strengthen our partnerships with persistently low-achieving schools to assist with the turnaround process.

Please accept this letter as our sign of support for South Carolina's Race to the Top grant application.

Sincerely,



Shelly A. Meyers, Ed.D.
Director of Teacher Education
Limestone College



Walt Griffin, Ph. D.
President
Limestone College

MORRIS COLLEGE

100 West College Street
Sumter, South Carolina 29150-3599
Telephone: (803) 934-3200
Fax: (803) 773-3687
Website: www. morris.edu

January 8, 2009

Dr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, South Carolina 29205

Dear Dr. Bounds:

We enthusiastically support the South Carolina State Department of Education's efforts in submitting a proposal of interest to compete for funds that will assist in strengthening the education of our youth.

Funding of this grant would provide the resources needed for representatives of the P-12, the higher education, and the business communities to join forces in identifying, adopting, and assessing the effectiveness of standards that will prepare students to succeed in higher education and in the workplace. Further, the grant would assist the state in recruiting, developing, rewarding, and retaining effective teachers and administrators.

As an institution with a teacher education program, we could benefit from funding to support teacher education scholarships in order to attract and retain more students from the upper five and ten percent of their high school graduating classes.

Finally, with this funding, there would be a higher probability of increasing the retention rate of the effective teachers and administrators in our low-achieving schools. Incentives could be provided to attract educators and to reward them for enhancing student achievement.

Sincerely,

Irene Reed Singletary
Director of Teacher Education

Lois Weston Green, Chair
Division of Education

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Office of the Provost
and Dean of The College

January 8, 2010

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Dear Grant Selection Committee:

I am writing to express The Citadel's enthusiastic support for South Carolina's grant application for the federal Race to the Top funding. We understand that the SC Department of Education seeks a grant from the U.S. Department of Education to dramatically change the educational enterprise in South Carolina by investing in key supports that 1) create common standards and assessments that prepare students to succeed in college and to complete in the global economy; 2) build data systems that measure student growth and success and inform educators on continuous improvement efforts; 3) recruit, develop and retain effective educators; and 4) dramatically improve the state's persistently lowest-achieving schools.

The Citadel, whose mission focuses on educating principled leaders, particularly appreciates the grant program's recognition of the importance of strong leadership and the State of South Carolina application's emphasis on leadership development. We firmly believe that South Carolina is uniquely positioned, in terms of our initiatives over the past decade and dramatic need, to successfully administer and benefit from this grant program. Race to the Top funding represents South Carolina's best chance to engage in the fundamental reforms that are needed to develop the state's higher education pipeline, workforce, and fuel future innovations.

The Citadel is fully committed to supporting the state's efforts in implementing the Race to the Top initiatives.

Sincerely,

Samuel M. Hines, Jr.
Brigadier General, SCM
Provost and Dean of the College

171 Moultrie Street, Charleston, SC 29409-6100
(843) 953-5007 Fax (843) 953-7240

THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

January 8, 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Superintendent Bounds:

The Citadel School of Education is pleased to support the Race to the Top application submitted by the South Carolina Department of Education. As an institution that prepares teachers, reading specialists, school counselors, principals, and superintendents for South Carolina and the lowcountry, The Citadel embraces the vision of this Race to the Top proposal that ensures dramatic improvement in student achievement and their subsequent success in higher education, in careers, and as global citizens.

The Citadel School of Education, along with our colleagues in other colleges and universities across the state, has worked closely with state department of education over the years to improve education outcomes for the children and youth of South Carolina. We are committed to continuing that cooperation and to develop innovative teachers and other principled educational leaders capable of turning around our lowest achieving schools.

Consistent with the Race to the Top initiatives proposed in the application, The Citadel School of Education is partnering with area school districts to offer collaboratively designed and implemented cohort masters programs for district teachers aspiring to become principals and reading specialists. Also in accordance with the vision and principles that characterize this Race to the Top application, The Citadel School of Education has developed innovative accelerated Masters of Arts in Teaching programs in science and mathematics for career professionals transitioning to a teaching career. In partnerships that transcend our campus boundaries, The Citadel School of Education—in collaboration with the Schools of Engineering and Science and Mathematics—is developing a STEM Center at The Citadel focused on enhancing STEM (Science, Technology, Engineering, and Technology) literacy throughout the state and region. These are among the many initiatives that could serve as pilot projects in South Carolina's Race to the Top.

We enthusiastically support this Race to the Top application for it builds upon and expands our involvement in a state-wide effort of comprehensive reform of public education in South Carolina. If you need additional information, please contact me at tony.johnson@citadel.edu or by phone at (843) 953-5097.

Sincerely,

Tony W. Johnson
Professor and Dean

171 Moultrie Street, Charleston, SC 29409-6300
(843) 953-5097 Fax (843) 953-7258 www.citadel.edu

UNIVERSITY OF
SOUTH CAROLINA
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SC DEPT. OF EDUCATION
OFFICE OF PUBLIC INFORMATION

December 21, 2009

THOMAS L. HALLMAN
CHANCELLOR

Dr. Jim Rex, Superintendent
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Jim,

I am very pleased to hear that our state is actively competing for "Race to the Top" funds. The goals of this program are certainly appropriate for our state, and I am writing to assure you that the University of South Carolina Aiken and our Teacher Education Program are solidly behind this effort.

The notion that we would move to "effective teachers, equitably distributed" is in keeping with our local priorities for teacher education. We believe that our faculty will embrace this new focus and find innovative ways to contribute to the success of students at all levels in our schools.

We are proud to be engaged in this important work and look forward to establishing new partnerships and delivery models that will further the valid and challenging objectives of this venture.

Sincerely,

Tom Hallman

Thomas L. Hallman
Chancellor

TLH/smj
c/t Dr. Suzanne Ozment, Executive Vice Chancellor
Dr. Jeff Priest, Dean, School of Education

471 UNIVERSITY PARKWAY • AIKEN, SOUTH CAROLINA 29801 • 803/641-3403 • FAX 803/641-3362
EMAIL TOMH@USCA.EDU • WWW.USCA.EDU

AN EQUAL OPPORTUNITY INSTITUTION

January 3, 2010

Dr. Jim Rex, Superintendent
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

This is to inform you that the School of Education at the University of South Carolina Aiken fully supports South Carolina's Race to the Top proposal. We believe that the proposed project will help South Carolina continue to move forward in its quest to increase student achievement.

Specifically, we believe that South Carolina's RTT proposal meets the specific requirements of:

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Recruiting, developing, rewarding, and retaining effective teachers and principals especially where they are needed most.
- Turning around our lowest-achieving schools.

As you know, we believe very strongly in working with the lowest-achieving schools. The School of Education has established a Professional Development School Partnership with Allendale Elementary School in the hopes that the partnership will benefit all involved.

As Dean of the School of Education at USC Aiken, I will support this effort in any way the South Carolina Department of Education deems necessary to make the project a success. We have had a great partnership over the years and look forward to continuing this partnership. Please let me know what else I can do to help in this endeavor.

Sincerely,

Jeffrey M. Priest

Jeffrey M. Priest, Ph.D.
Dean, School of Education

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UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

JANE T. UPSHAW
CHANCELLOR

January 7, 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, suite 500
Columbia, SC 29205

Dear Mr. Bounds:

We at the University of South Carolina Beaufort are in full support of the SC Department of Education's seeking of federal stimulus funds to implement the vision of the Race to the Top program.

Our university is deeply committed to the education of this region's citizens. Programs that work and that make people more competitive in all aspects of their lives are much in need. In our service region, schools can benefit greatly by a sustained program that focuses on learners and their life-long needs.

USCB is very supportive of any program that is "comprehensive and integrated in its approach to education reform" and that seeks to maintain high and achievable standards.

Please keep us informed as to developments with the program and the request for federal stimulus funding.

Sincerely,

Jane T. Upshaw, Ph.D.

ONE UNIVERSITY BOULEVARD • BLUFFTON, SOUTH CAROLINA 29909
843/208-8242 • FAX 843/208-8299 • E-MAIL JUPSHAW@USCB.EDU

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UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

7 January 2010

Mark Bounds
Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, suite 500
Columbia, SC 29205

Dear Mr. Bounds,

We at the University of South Carolina Beaufort are in full support of the SC Department of Education's seeking of federal stimulus funds to implement the vision of the Race to the Top program.

Our university is deeply committed to the education of this region's citizens. Programs that work and that make people more competitive in all aspects of their lives are much in need. In our service region, schools can benefit greatly by a sustained program that focuses on learners and their life-long needs.

USCB is very supportive of any program that is "comprehensive and integrated in its approach to education reform" and that seeks to maintain high and achievable standards.

Our Education Department is well-aware of the goals for the Race to the Top program, and additional support will benefit the schools and the students who are in greatest need.

Sincerely,

Harvey Varnet

Dr. Harvey Varnet
Executive Vice Chancellor for Academic Affairs (Interim)

Dr. Cynthia Bolton-Gary
Education Department – Interim Chair

ONE UNIVERSITY BOULEVARD • BLUFFTON, SOUTH CAROLINA 29909 • 843/208-8000 • FAX 843/208-8295
WWW.SC.EDU/BEAUFORT/

AN EQUAL OPPORTUNITY INSTITUTION

January 4, 2010

LES STERNBERG
DEAN AND PROFESSOR
COLLEGE OF EDUCATION

Dr. Damara Hightower-Davis
Office of Educator Preparation,
Support, and Assessment
3700 Forest Drive, Suite 320
Columbia, SC 29204

Dear Dr. Hightower-Davis:

I first want to express my thanks to you and your colleagues for understanding the importance of involving so many constituent and impact groups in the formulation of the conceptual foundation and operational tenets of the South Carolina Race to the Top application. The scope and degree of involvement was incredible. As a member of one of those groups, I can attest to the fact that all voices were heard.

I want to take this opportunity to express the willingness and the will of the College of Education at the University of South Carolina to actively participate in the comprehensive school transformation efforts that are the hallmarks of our state's application. It is obvious to me that what the application is stressing is not tinkering at the margins but, rather, an extensive implementation of a number of requisite initiatives that will ultimately change the educational landscape in our State with a level of significance never achieved before. As you are well aware, the faculty and staff of our College have had a long-term involvement with the State Department of Education and a myriad of schools and school districts focusing on improving how educational professionals are prepared, and the critical alignment of that preparation with the learning and achievement of all children and youth. We heartily endorse the student-focused and choice-driven components of the application and firmly believe that South Carolina's Race to the Top agenda is focused and coherent. The six themes articulated in the proposal serve, in many respects, as an affirmation of a number of initiatives that some of our faculty and staff have been pursuing with targeted schools. What is most important, however, is the emphasis on taking specific initiatives to scale; something that is absolutely essential.

The College of Education is more than excited about the South Carolina Race to the Top possibilities. For all of our partners --- and for the children and youth of the State who stand to benefit the most --- I sincerely hope that the proposal receives the federal support that it certainly deserves.

Sincerely,

Les Sternberg, Ph.D.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208
803/777-3075 • FAX 803/777-3035 • E-MAIL LSTERN@GWM.SC.EDU

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HELEN I. DOERPINGHAUS
VICE PROVOST AND
DEAN OF UNDERGRADUATE STUDIES

January 5, 2010

Dr. Jim Rex
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

We are writing to express strong support for your proposal, "Race to the Top." Developing a comprehensive and integrated approach to school reform, linked to high standards and the support required to help students meet these standards, is critically important for South Carolina. The University of South Carolina endorses your efforts to assist our students through this initiative.

Sincerely,

Helen I. Doerpinghaus
Vice Provost and Dean of Undergraduate Studies

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-2930 • FAX 803/777-9502

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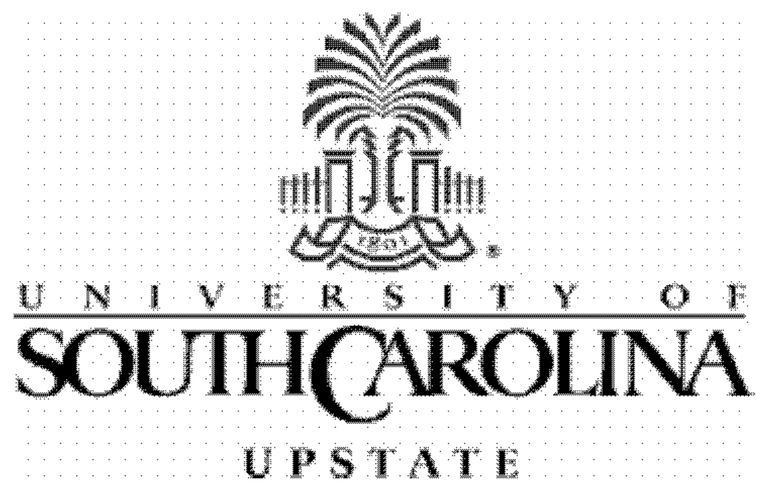

CHARLES A. LOVE, DEAN
SCHOOL OF EDUCATION
NCATE Accredited

December 21, 2009

Dr. Mark Bounds, Deputy Superintendent
Educator Quality and Leadership
Landmark II Office Building
3700 Forest Drive, Suite 500
Columbia, SC 29204

Dear Dr. Bounds:

It is with great pleasure that I write to inform you that the University of South Carolina Upstate's School of Education pledges its total and complete support of South Carolina's Race to the Top Grant Proposal. An award of this magnitude would significantly impact our state's capacity to implement school reform in the areas of standards and assessment, the collection and use of data, teacher effectiveness and equity in teacher distribution, and turning around struggling schools. We will make every possible effort to assure that, if awarded this grant, it will have our full cooperation and support for optimum success. We have a long- standing relationship with the South Carolina Department of Education and existing programs that support teacher training, teacher effectiveness and school improvement.

This opportunity to continue our collaborative efforts with the SCSDE, other South Carolina Colleges, Schools and Departments of Education and South Carolina school districts is consistent with our mutually supportive goals and maximizes our potential for positively impacting school reform in South Carolina.

We fully support the programming laid out in South Carolina's Raced to the Top agenda and believe it comprises a coherent program that meets the four specific requirements laid out in the Race to the Top application including:

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they improve instruction;

800 University Way • Spartanburg, South Carolina 29303 • 864/503-5577

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- Recruiting developing, rewarding effective teachers and principals, especially where they are needed most, and
- Turning around our lowest achieving schools.

The grant will provide us with yet another excellent opportunity to continue to work cooperatively to improve education in South Carolina. I am professionally pleased with the overwhelming level of cooperation and support we have received from the other partners in preparing this proposal and from the community in supporting this initiative. I perceive that this initiative will significantly enhance our efforts to reform education in our state. Thus, the ultimate benefactors will be the students attending the public schools of South Carolina.

Congratulations on an excellent proposal and please realize that the faculty and resources of the School of Education at the University of South Carolina stand firmly behind it.

With warmest regards,

Charles Love, Dean
USC Upstate School of Education

800 University Way • Spartanburg, South Carolina 29303 • 864/503-5577

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Voorhees
COLLEGE

Office of Teacher Education

January 6, 2010

Dr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 500
Columbia, SC 29205

Dear Dr. Bounds:

The purpose of this letter is to let you know that the Division of Education at Voorhees College supports the grant proposal, Race to the Top, written by a team of educators in South Carolina. The location of Voorhees College in a part of the state with high unemployment, low per capital income, and low performing schools makes the grant especially attractive. The focus of the grant has the potential to assist the schools and thus the community in this area.

The emphasis of the grant on effectiveness rather than quality makes the activities more inclusive. This approach is appealing because more minority students will be able to participate.

The grant includes pertinent strands to improve education in South Carolina. The strands are: relevant 21st century standards and assessments, effective teachers and leaders distributed equitably, effective learning centers, and the innovation engine. Holistically, the grant has the potential to move South Carolina from among the lowest performing states to among the highest performing states.

Currently, Voorhees College is re-establishing its education program with the process expected to be complete by early summer. Administrators and faculty in the new program pledge their support for the grant and will serve in any capacity necessary to assist with it. The federal stimulus funds would aid South Carolina's educational system in climbing to the top.

Very truly yours,

Doris B. Matthews, Ph. D.
Director of Teacher Education

P.O. Box 678 • Denmark, SC 29042-0678
Tel: (803) 780-1289 • Fax (803) 780-1420

The Episcopal Church

WINTHROP
UNIVERSITY

Office of the President

January 6, 2010

The Honorable Jim Rex
State Superintendent of Education
S.C. Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Jim:

As you are well-aware, teacher preparation long has been viewed as an all-institutional responsibility at Winthrop University. As a result, preparing teachers and school leaders to be 'effective' is synonymous with our pledge of pervasive quality in all we do, and it is in keeping with that pledge that I want to affirm our commitment to providing the S.C. Department of Education with the full support of our campus in your planned "Race to the Top" grant initiative.

As South Carolina's historic flagship institution of teacher preparation, Winthrop has a sustained record of support and achievement in this regard, both as the host campus for the S.C. Center for Teacher Recruitment, Retention and Advancement and as the first and only public university in America allowed to name its College of Education for The Honorable Richard W. Riley, former U.S. Secretary of Education.

While Winthrop's various degree offerings have expanded significantly over the decades, our strong commitment to the preparation of effective educators and education leaders remains a core part of our value system, and is reflected by the Richard W. Riley College of Education's recent selection by the U.S. Department of Education to be a first-round recipient of a Teacher Quality Partnership grant. By connecting assistance in the "Race to the Top" initiative with our TQP grant (called NetSCOPE), Winthrop will be able to develop an innovative program that can serve as a pilot in the state, working with low-achieving schools to implement a new model for school improvement, professional development of teachers, and development of school leaders. We will be using the data from the state's ADEPT assessment instrument during our teacher preparation program and the feedback received on our teacher graduates, along with input of teachers and school leaders through program advisory groups, to update our preparation programs to incorporate use of data systems, as well as meet other continuous improvement goals. We will take a "simultaneous

114 Tillman Hall • Rock Hill, South Carolina 29733 • 803/323-2225 • 803/323-3001 (FAX)

renewal" approach and work to improve initial preparation of educators (teachers and leaders) while at the same time working hand-in-hand with partnering schools to improve those schools. We recognize the importance of assessment and program evaluation at all levels with such a massive reform initiative and we also know how essential it will be to focus on student learning impacts, so we look forward to working with the S.C. Department of Education on effective and appropriate assessment measures.

We hope reviewers of South Carolina's "Race to the Top" application also will recognize the context within which Winthrop's educator-preparation programs operate: Winthrop is committed overall to guiding its students in preparing themselves to live, learn and lead as citizen-professionals throughout their lives, no matter what their chosen life's work. In establishing that approach for our own students, we also are empowering those who choose to become educators themselves to pass those lessons on to the students they teach.

Therefore, please be assured Winthrop University is willing to support enthusiastically the implementation of the "Race to the Top" initiative for the four-year grant period and look to sustaining efforts past the term of the grant. We will assist in any way we can to making this program a success in South Carolina. Further, we believe that South Carolina's "Race to the Top" initiative is one that will truly benefit our state, its schools and all the students we serve, and thereby contribute in many important ways to America's progress in raising our level of educational attainment as a nation. We both appreciate and share your commitment to these goals.

Sincerely,

Anthony J. DiGiorgio
President

/rm

xc: Deputy Superintendent Mark Bounds, S.C. Department of Education
Dr. Jennie Rakestraw, Dean, Richard W. Riley College of Education, Winthrop University

TEACHERS MAKE A DIFFERENCE EVERY DAY

cerra SOUTH CAROLINA
Center for Educator Recruitment, Retention, & Advancement

January 4, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex:

The Center for Educator Recruitment, Retention, and Advancement—South Carolina (CERRA) is pleased to endorse South Carolina's Race to the Top application. This programming places strong emphasis on equitably distributing highly effective educators. CERRA is a statewide entity that works with the S.C. Department of Education (SCDE) and school districts to ensure that all our schools, especially those that are hard to staff, have effective teachers and leaders. CERRA will take an active role in implementing the SC INSPIRED plan, especially grant section D.3.

CERRA uses research-based models for providing community support to entice "home grown" educators. When this grant is awarded, CERRA will work with local education agencies to encourage middle-school students to explore careers in teaching through its ProTeam program, recently endorsed by the Southern Regional Education Board as part of the Making Middle Grades Work initiative. In addition, high school students will be identified to participate in CERRA's nationally acclaimed Teacher Cadet Program, the standards of which have been correlated to NCATE, ATE, INTASC, and NBPTS standards. Furthermore, Teacher Cadet standards have been adopted by Phi Delta Kappa as national standards for the Future Educators Association. Upon graduation, Teacher Cadets in hard-to-staff areas of the State, who make a commitment to return to those areas to teach, will be awarded SC Teachers for Tomorrow Scholarships.

CERRA is encouraged by the foresight and breadth of the SC INSPIRE plan, including the adoption of standards and assessments that prepare students to succeed; the recruitment, development, reward, and retention of effective educators; the use of data systems to improve student growth and decision making; and the turnaround of our lowest-achieving schools.

CERRA participated in the stakeholder meetings hosted by the South Carolina Department of Education as the State prepared to write the Race to the Top grant and provided input to the team. CERRA's contribution will not only assist in implementation success, but will also develop capacity to support subsequent sustainability.

Sincerely yours,

(b)(6)

Gayle B. Sawyer, Ph.D.
Executive Director

Stewart House at Winthrop University ◦ Rock Hill, SC 29733 ◦ Phone 803.323.4032 or 800.476.2387 ◦ Fax 803.323.4044

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Educational Testing Service
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Princeton, NJ 08541

Michael T. Nettles
Senior Vice President and Edmund W. Gordon Chair, Policy Evaluation and Research Center
Phone: (609) 734-1236
Fax: (609) 734-5960
Cell: (609) 439-6055
Email: mnettles@ets.org

January 8, 2010

Dr. Jim Rex
Superintendent of Education
State of South Carolina
1429 Senate Street
Columbia, SC 29201
jrex@ed.sc.gov
803-734-8500

Dear Dr. Rex:

We are writing to express our enthusiastic support for the South Carolina Race to the Top proposal to the U.S. Department of Education.

The Policy Evaluation and Research Center at Educational Testing Service (ETS PERC) would be interested in partnering with the South Carolina Department of Education to bring about needed improvements in the professional development of school teachers and leaders as it pertains to the use of formative assessment in the classroom and strengthening instruction in elementary and middle schools, with a particular focus on mathematics. The ultimate goals of our contribution are:

- Increasing student achievement in mathematics, as reported by the NAEP and the assessments required under the ESEA;
- Decreasing achievement gaps between subgroups in mathematics, as reported by the NAEP and the assessments required under the ESEA.

ETS PERC proposes to actualize these goals by expansion of the SITES-M project beyond the current consortium. Specific elements include:

1. Creating a statewide umbrella organization whose focus is on identifying, sharing, and providing training in best practices on elementary and middle mathematics;
2. Collecting and analyzing data, and making recommendations for program modifications;
3. Hosting an annual two-week summer professional development institute for in-service teachers that focuses on strengthening content knowledge of mathematics as well as knowledge of mathematics for teaching;
4. Coordinating Saturday mathematics workshop which will serve to support teachers' efforts to improve instruction and reinforce the learning from the summer professional development institutes;
5. Training in and implementation of *Keeping Learning on Track* (KLT) assessments for learning, as well as implementing Teacher Learning Communities (TLCs);
6. Training in the use of Educational Testing Service's standardized observation protocols;

7. Creating Mathematics Challenges – age and grade-appropriate formative assessments for K-8 students, aligned with newly revised state mathematics standards;
8. Collaborating with the Education Program for Gifted Youth at Stanford University, informally known as the *EPGY Stanford Math Program*;
9. Supporting a website for South Carolina, similar to the website for the original project at Tennessee State University http://www.tnstate.edu/sitesm/;
10. Reviewing and strengthening of curricula and course requirements in colleges and universities that prepare pre-service teachers of elementary and middle school students;
11. Increasing community engagement through activities such as Parent University and Community Math Night.

We are committed to improving teaching and learning for all children in this nation and around the world. We look forward to working closely with the South Carolina Department of Education to achieve the Race to the Top goals in schools across the State.

We thank you for your consideration to be your partners in this significant enterprise, and we look forward to discussing your interest in our collaboration in the near future.

Sincerely,

(b)(6)

Michael T. Nettles, PhD
Senior Vice President and Edmund W. Gordon Chair
Policy Evaluation and Research Center
Educational Testing Service
Rosedale Road – MS 19-R
Princeton, NJ 08541

CLEMSON
UNIVERSITY

January 6, 2010

Dr. Jim Rex, State Superintendent
S.C. Department of Education
Suite 1006, 1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

The National Dropout Prevention Center (NDPC) at Clemson University is delighted to support the South Carolina Race to the Top application which is designed to be the catalyst for education change in the entire State. NDPC was pleased to be an active participant in the public discussion regarding the development of the comprehensive approach described in the application. We are confident that it meets and exceeds the four basic requirements in Race to the Top.

In 2006, the S.C. Department of Education sent a clear signal to improve low-performing schools when it selected NDPC to be part of the current State initiative to begin a process for turning around several of the lowest-achieving schools. Our recent work with the *Nine+ Schools Project* has been encouraging and has provided the State leaders with evidence of how to best use these project experiences with other low-performing schools. Specifically, these project activities have illustrated how data-based decision making by effective teachers and principals contributes to student growth and how value-added assessment contributes to a culture change which allows for significant school improvements.

Since 1986, NDPC's primary mission has been to serve as a successful, nonprofit turnaround organization for struggling schools and communities. NDPC is nationally recognized and respected for providing highly valued professional development and skill-based technical assistance to school leaders who are charged with guiding low-performing schools plagued with poor student achievement and high dropout rates to higher levels. Therefore, the opportunity to join a group of other S.C. stakeholders with the goal of focusing on the six themes outlined in the S.C. application is an endeavor that will add a wealth of unique experiences to the S.C. school reform effort.

NDPC has promoted research-based strategies to increase graduation rates for more than two decades, and we will provide that research along with our expertise in all areas identified in the application. In addition, we will share our unique experience in building a data management system that measures student growth and offers data-driven decision making with teachers and principals along with interventions designed to improve teacher quality and instruction. We pledge our full cooperation.

Sincerely,

Jay Smink

Jay Smink
Executive Director

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Empowering Communities.
Changing Lives.

January 5, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

The Columbia Urban League fully supports the program for continuing our state's advances in statewide education reform as detailed in South Carolina's Race to the Top application.

The mission of the Columbia Urban League is to enable African Americans to achieve economic self-reliance, parity, power and civil rights. Closing the achievement gap is a major priority in achieving this mission. According to the Columbia Urban League's 2008 edition of "The State of Black South Carolina," the achievement gap is one of the greatest challenges facing blacks in South Carolina.

I have participated in a stakeholder information and input session that the South Carolina Department of Education hosted to gain input in the grant programming. The tenets of the Race to the Top funding will culminate in the turnaround of our lowest performing schools. Most of the schools targeted by the state for turnaround efforts will primarily serve our young African Americans.

In recent years, South Carolina has been a leader in the nation in piloting turnaround initiatives within some of our most struggling schools. Race to the Top funding will allow those efforts to be catalyzed and brought to scale across the state. This school reform is vital to the future of *all* South Carolinians and must be undertaken.

In closing, I would reiterate that the Columbia Urban League endorses the work by the State of South Carolina to transform education for all students in South Carolina through the initiatives laid out in South Carolina's Race to the Top application, and support the state's application for Race to the Top funding.

Sincerely,

(b)(6)

James T. McLawhorn, Jr.
President and CEO

The System for Teacher and Student Advancement

December 23, 2009

Dear Dr. Rex,

Given the new federal opportunities to advance successful reform efforts in the areas for teacher and principal effectiveness, I appreciate the on-going discussions with your team and the potential opportunities to advance the partnership between the National Institute for Excellence in Teaching (NIET) and the South Carolina Department of Education through the South Carolina Race to the Top application. Within this partnership, we seek to expand TAP™: The System for Teacher and Student Advancement (TAP) as a reform option for additional schools in the State of South Carolina.

NIET also proposes to use its extensive expertise with teacher evaluation systems and related online support structures to support the state as it develops a knowledge management system for ADEPT, the state evaluation system. The successful and growing implementation of TAP will provide a concrete and tested example of a rigorous teacher evaluation system and supporting knowledge management tools that could be expanded in the state.

Organizational Background

Research demonstrates that the single most important school-related factor for student success is having an effective teacher in the classroom. TAP™: The System for Teacher and Student Advancement was launched in 1999 as a strategy to attract, retain, develop and motivate talented people to the teaching profession. TAP's comprehensive, research-driven reform model provides career advancement opportunities; continuous on-site professional development; a fair, transparent accountability system; and differentiated compensation for teachers based on their performance in the classroom and the performance of their students. TAP administrators are included in incentive pay as well, with bonuses based on school-wide student achievement and their own performance as school leaders.

Education reform pioneer and Milken Family Foundation chairman Lowell Milken, along with others at the Milken Family Foundation (MFF) — already noted for its national teacher awards — brought together the best available research to develop a comprehensive, systemic school reform model to address the challenges facing K-12 education. TAP is now operated by the National Institute of Excellence in Teaching, an independent 501(c)(3) public charity, based in Santa Monica, California. Lowell Milken remains our founder and chairman.

Results to Date

NIET, through the implementation of TAP, has demonstrated the power of our model and approach to significantly increase and sustain student achievement growth in the most challenged schools. TAP offers a proven method for achieving the kind of achievement growth that is necessary to get high-need schools on track to reach or exceed proficiency goals.

In recent independent studies, TAP schools have demonstrated higher performance than comparative non-TAP schools in raising student achievement (see Appendix A for charts and

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additional details). Even though South Carolina TAP schools tend to serve greater proportions of minority students and those from low-income families than do other South Carolina schools, these TAP schools have shown success with 83% or more of schools meeting or exceeding one years growth using a value added student achievement model. Additionally, two independent studies using value-added methods and multi-state data have shown that TAP schools outperform similar non-TAP schools. These studies included South Carolina data, and showed a higher percent of TAP schools than non-TAP schools in the state performing at the highest level of value-added growth.

The overall impact of TAP on educational quality can also be seen in the pattern of teacher retention and turnover in TAP schools (Appendix B). Because the TAP system provides rigorous teacher evaluations, offers incentives for teachers who show effectiveness and supports those who are willing to develop acquire more instructional skills, TAP has a positive impact on the quality of teachers who stay in a school. Teachers who remain in TAP schools tend to be those with higher evaluation scores, while those with lower scores are more likely to leave a TAP school. Cumulatively over time, this trend results in both greater student learning and lower costs of teacher turnover in high-need schools.

Staffing and Support

NIET, and before that the Milken Family Foundation, has made a long-term investment in supporting TAP in South Carolina dating back to 2001. This investment, both in terms of our past financial support, as well as the current technical assistance, exemplifies NIET's strong commitment to expanding our TAP partnerships in the state. NIET plans to continue to provide resources to the South Carolina State Department of Education at its current levels through the duration of the RTTT project. In addition, we would like to add to our national team and create a targeted liaison position who will work directly with the South Carolina TAP leadership focused on this expansion opportunity and the support services provided to schools and development of schools.

Conclusion

The Race to the Top grant creates an opportunity to take the South Carolina TAP system to greater scale, while offering a turnaround option for schools that seek a defined "blueprint" with proven support and results. It offers an opportunity to build a TAP Training Portal to support more effective and individualized TAP implementation support. These efforts provide a concrete and tested example of a new approach to teacher evaluation and professional development that can inform the development of more rigorous systems at the statewide level.

Sincerely,

(b)(6)

Gary Stark, Ed.D.
Chief Operating Officer

NATIONAL STAFF DEVELOPMENT COUNCIL

Distinguished Senior Fellow
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January 7, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
Suite 1006, 1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

As a non-educator who has observed, criticized, and supported South Carolina public schools during the past 40 years, I am writing to endorse the Department of Education's application for a Race to the Top grant.

South Carolina has made remarkable progress in improving its public education system during the past two decades, and the Race to the Top grant will further invigorate and accelerate the momentum for reform. While all public schools will benefit, implementation of initiatives described in the state's RT3 application will have a particularly powerful effect on persistently low-performing and mediocre schools. After generations of systemic neglect, in recent years these schools have become central to the Department of Education's concerns and action. However, these schools have remarkably low capacity to improve themselves. The application's attention to turning these schools around and assessing and improving the effectiveness of their teachers is exactly the right focus. This effort will require intensive technical assistance and professional development of teachers and administrators, and only the Department of Education has the knowledge, staff resources and organizational capacity to assist the schools.

Because the Department has reached out to engage a broad group of partners and stakeholders in developing the RT3 application, this holds great promise for mobilizing these entities' diverse experiences, networks, and subject-area expertise during the implementation process. Such a comprehensive approach will demonstrate that when schools and non-profit agencies partner, not merely collaborate, schools become more responsive, dynamic, accountable institutions that educate students more effectively. A RT3 grant will spark and nurture the personal and institutional relationships necessary for such partnerships to develop, evolve, and take root.

I stand ready to assist this effort in any way the Department believes would be helpful.

Sincerely,

(b)(6)

Hayes Mizell (b)(6)

NEW CAROLINA™
SOUTH CAROLINA'S COUNCIL ON COMPETITIVENESS

January 4, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

New Carolina supports our State's application for funding under the Race to the Top grant program. As a public-private partnership and South Carolina's Council on Competitiveness, New Carolina is working to increase per capita income for our citizens. We recognize that to change our future we must change the future's workforce by addressing the present educational environment. To that end, New Carolina, through our Education and Workforce Task Force, has sponsored conversations and networks on parent involvement, the EEDA personal pathways, the technical college apprenticeship initiative, the root causes of educational under-achievement, and workforce development. Our partners are committed to helping to ensure that our State's students succeed in the 21st century global marketplace.

New Carolina continues to work with education leaders, including the Family and Community Engagement Advisory Board. We support the provisions of the State of South Carolina's application for Race to the Top plan, including:

- adopt internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge, including the STEM disciplines;
- develop highly effective educators and incentives for deploying them equitably;
- support teams using data systems to measure growth, improve learning, and guide decisions; and
- turn around our lowest-achieving schools.

Our networks include partners who can work to build the business and community support needed to drive change and sustain improvements, especially in our turnaround schools. New Carolina will continue to collaborate with public education partners to implement a comprehensive approach to involving South Carolina's communities in supporting continued and dramatic academic achievement growth.

Sincerely yours,

(b)(6)

George Fletcher Executive Director New Carolina	Don Herriott Retired Head of Roche Pharmaceuticals Co-Chair New Carolina Education & Workforce Task Force	Jim Reynolds President Total Comfort Service Center Co-Chair New Carolina Education & Workforce Task Force

1411 Gervais Street, Suite 315 Columbia, South Carolina 29201 Phone: 803.760.1400 Fax: 803.760.1401 www.NewCarolina.org

January 5, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex:

Thank you for the opportunity to attend the partners meetings on Race to the Top and to provide input in September and December on our State's comprehensive educational reform plans. On behalf of the Palmetto State Teachers Association (PSTA), I endorse the State of South Carolina's grant proposal for Race to the Top funding. As an independent statewide teachers' organization committed to providing each child a quality education, PSTA fully appreciates the advancements our State will experience when teams use data to promote effective instruction and to guide decisions; when effective educators are equitably distributed; when the State transitions to enhanced, 21st century, internationally benchmarked standards and assessments; and when our struggling schools have the necessary supports to turnaround persistently low achievement. All of these efforts will require a consistent and clear message to our State's educators, and PSTA can assist with communicating the needs for change.

PSTA applauds our plan to build upon our existing successes and to drive further innovation in public education. As a proponent for evidence-based educational change, and with a board and leadership composed of teachers from six regions across South Carolina, PSTA provides professional development, promotes certification with the National Board for Professional Teaching Standards, and advocates for our membership. As the fastest growing professional association for teachers in South Carolina, PSTA can provide access and training to a large number of staff in our schools and can assist with the change management that any reform effort requires.

PSTA supports the transformational vision in the SC INSPIRED grant proposal and is excited about participating in the development and delivery of this comprehensive reform plan

Thanks for all you do to move South Carolina forward.

Sincerely yours,

Kathy Maness
Executive Director

palmetto state teachers association
1901 gadsden street • suite b • columbia, sc 29201 • 803-256-2065 • 1-800-849-7782

SC AFTERSCHOOL Alliance

January 5, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex:

The South Carolina Afterschool Alliance (SCAA) is pleased to endorse South Carolina's Race to the Top comprehensive reform plan. The plan places strong emphasis on extended learning time and community participation in our schools. We believe that quality after school programs and community participation, necessary in all schools, are crucial supports needed in our persistently low achieving schools.

Our mission is to raise awareness, help increase sustainability, and promote the importance of quality after school programs in South Carolina. We support the full range of programming detailed in the proposal, including 21st century standards and assessments; creating incentives to encourage effective educators to serve where they are needed most; using our data systems to inform teachers and principals about how they can improve instruction; and implementing research-based practices to support the turnaround of our lowest-achieving schools.

SCAA participated in the October stakeholder meeting and attended the work groups on high standards and turning around struggling schools. We appreciated the opportunity to provide input, and will support the Race to the Top reforms through our services to those who are providing extended learning opportunities for students. We also volunteer the use of our existing SCAA network as a means to facilitate communications on the important role of extended learning opportunities for our students and sustainability necessary for those programs.

Sincerely yours,

(b)(6)

Zelda Q. Waymer
Executive Director

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January 8, 2010

SCASA DIVISIONS

School Superintendents

Secondary Principals

Middle Level Principals

Elementary Principals

Career & Technology Education Administrators

Adult Education Directors

School Personnel Administrators

Educational Specialists Administrators

Instructional Leaders

Education Deans

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Jim:

I am pleased to give you the full support of the South Carolina Association of School Administrators (SCASA) for the State's Race to the Top application. SCASA is the umbrella organization for South Carolina's education leaders, including all district superintendants, directors of instruction, directors of technology, and several other job-alike groups across the state's K-12 administration.

The four primary program areas within South Carolina's Race to the Top agenda together comprise a program that will catalyze statewide efforts to expand and establish a statewide longitudinal data system, work toward the equitable distribution of effective teachers and leaders, implement rigorous curriculum and assessments, and turn around struggling schools.

Together these initiatives will substantially strengthen the entire educational process with the end result of improving every student's academic performance and their success in college and the workplace. We believe the potential for students in South Carolina is exceptional.

We also promise to assist with implementation by continuing to act as the vehicle for communication and consensus building among the State's school administrators. For example, the superintendents' executive committee was able to provide unanimous support for this application, which assisted districts in reaching decisions about the Memorandum of Understanding. We have already seen the great benefits and partnership that come from your participation in the monthly meetings with school district superintendents. Likewise your deputies attend other roundtables, such as the Instructional Leaders Roundtable to share important information, receive input on proposed changes, and provide professional development. Our facilities and networks are frequently used to hold meetings and provide professional development. Our annual week-long leadership conference, as well as our professional development throughout the year, will continue to be opportunities for substantial leadership training and professional development. Those events and resources will assist with implementing the programs within the grant application.

We appreciate that the South Carolina Department of Education involved our Association in numerous discussions around Race to the Top programming. SCASA looks forward to participating in Race to the Top implementation and will continue our activities to advocate for a superior education for the citizens of South Carolina.

Sincerely yours,

Molly M. Spearman

Molly Spearman
Executive Director

South Carolina Association of School Administrators
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www.scasa.org

January 4, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

Economic development and education are completely entwined. The business community can make no greater investment in its future than investing in the education of today's children and tomorrow's workforce. All citizens share this responsibility. The South Carolina Chamber of Commerce is actively involved in helping to ensure that our State continues along the path of urgent and dramatic educational improvement.

The Chamber has taken a lead role in implementing the requirements of South Carolina's Education and Economic Development Act, including the establishment of Regional Education Coordinators and Advisory Boards, the creation of a seamless P-20 pathway, and implementation of programs to address at risk youth. The Chamber has been and continues to work with education leaders. Together we have created a strategic plan that covers early childhood, K-12, higher education, and adult workforce training.

Primary PK-12 provisions of our comprehensive plan are to invest in early childhood education and to develop Personal Pathways to help students see the relevance of education to career choices and goals. These provisions are compatible with reform conditions laid out in the State's Race to the Top application. The South Carolina Chamber supports the State of South Carolina's application for Race to the Top funding and supports the main provisions of the plan, including:

- adopt internationally benchmarked standards and assessments with a focus on 21st century skills and knowledge, including the STEM disciplines;
- deploy and retain effective educators, especially where they are needed most;
- use data systems to measure growth, inform improved learning, motivate teams, and guide decisions; and
- turn around our lowest-achieving schools.

As the unified voice of the business community, the South Carolina Chamber will continue to work in collaboration with education partners to advocate for and help to implement a comprehensive approach to education and workforce development in South Carolina.

Sincerely yours,

(b)(6)

Otis B. Rawl, Jr.
President and Chief Executive Officer

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South Carolina
Commission on Higher Education

Mr. Kenneth B. Wingate, Chair
Dr. Bettie Rose Horne, Vice Chair
Douglas R. Forbes, D.M.D.
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Y. W. Scarborough, III
Mr. Charles L. Talbert, III, CPA
Mr. Guy C. Tarrant, CCIM
Mr. Hood Temple
Charles B. Thomas, Jr., M.D.
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

January 12, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex:

As the coordinating agency for the state's institutions of higher education, the South Carolina Commission on Higher Education (CHE) is dedicated to advancing P-20 public education in South Carolina. The *South Carolina INSPIRED* grant application presents a vision for lifelong education, from early childhood through postsecondary and beyond. As the Executive Director of the CHE, I am pleased to endorse *South Carolina INSPIRED* for funding under the U.S. Department of Education's Race to the Top grant program.

The Commission and the South Carolina Department of Education have a strong, established partnership that will continue throughout the implementation of the statewide reforms that will be made possible by Race to the Top grant funding. Fully funding *South Carolina INSPIRED* will move the state closer to a P-20 education data pipeline that will enable data sharing between our agencies and with other state agencies, including workforce development, commerce, and human services. Such data sharing will enable South Carolina to access and analyze data as never before and to study issues longitudinally and in their full complexity. When combined with the proposed student-growth and achievement amendments to the state-required teacher and principal evaluation systems, such a system will provide critical information to and about educator preparation programs across out state. Furthermore, the system will allow institutions of higher education to examine the effectiveness and impact of their teacher education programs and graduates. All such factors will positively impact teacher preparation and daily practice to the benefit of our state's students.

As the lead agency for the nationally-recognized South Carolina Course Alignment Project, the CHE will continue to work closely with the South Carolina Department of Education to examine issues of academic content and rigor in order to align more closely secondary exit courses and postsecondary entry courses. These efforts will continue to help ensure a smooth transition and success for students who pursue higher learning. Moreover, the project will facilitate realignment of the South Carolina College Readiness Reference Standards with the new common core. This noteworthy project, which will be significantly strengthened through participation in *South Carolina INSPIRED,* will result in stronger P-20 integration and collaboration across the state.

We understand that transforming public education in South Carolina will take tremendous dedication and hard work, and the Commission on Higher Education is proud to be a part of this initiative.

Sincerely,

Garrison Walters

Garrison Walters

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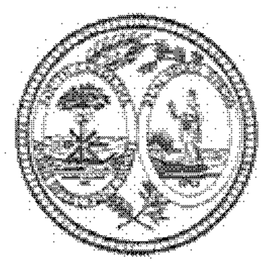
State of South Carolina



Commission for Minority Affairs

6904 North Main Street, Suite 107
Columbia, South Carolina 29203

PHONE: (803) 333-962
FAX: (803) 331-045

January 5, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex,

Thomas Smith and I appreciate the opportunity to provide input on South Carolina's comprehensive education reform plans at the partner meetings held in October and December 2009. On behalf of the S.C. Commission for Minority Affairs (SCMA), I endorse our State's application for funding under the Race to the Top grant program. As a state agency tasked with exploring the ways to address the causes and effects of minority socioeconomic deprivation in South Carolina, we represent diverse communities of color including African Americans, Hispanic/Latinos, Asians, and the indigenous or Native American people in our State. These diverse communities often have special needs within our education community, and SCMA is keenly interested in how our state addresses these needs. To that end, we have worked tirelessly to improve public education, including participation on family and community engagement efforts in our schools, promoting the Personal Pathways to Success developed under the Education and Economic Development Act of 2005, and commissioning research on the economic benefits of preschool in our State. All of these efforts and more will be augmented and supported as the State builds upon its successes and continues to implement its plan of comprehensive reform with advances funded under the Race to the Top program.

SCMA supports the provisions of the State of South Carolina's application, including adopting internationally benchmarked standards and assessments and ensuring access to the STEM disciplines for all students; focusing upon incentives so that highly effective educators practice their profession in our schools where they are needed most; supporting professional teams in using data systems; and turning around our lowest-achieving schools.

SCMA looks forward to assisting with the facilitation of community based interventions that have a proven record of increased educational outcomes for communities of color regardless of socio-economic status. The funding of this Race to the Top grant program is requested.

Sincerely yours,

Janie Allison Davis
Executive Director

The

S·C·E·A

THE SOUTH CAROLINA EDUCATION ASSOCIATION

Teaching for Tomorrow

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January 12, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 702
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of The South Carolina Education Association (The SCEA), the professional association for educators PK-12 in South Carolina, I am pleased to express our overall general support for South Carolina's grant application to further our States comprehensive educational reform plans with Race to the Top funding. South Carolina's plan could propel educational advancement across our state by: (1) encouraging the use of data to promote effective instruction and to guide decisions; (2) promoting equitable distribution of effective educators; (3) transitioning to enhanced 21st century, internationally benchmarked standards and assessments; and (4) working to turn around our struggling schools. Our organization appreciates the opportunity to have provided input and comment on these plans at the September and October 2009 partner meetings.

The SCEA understands the need to build upon South Carolina's existing success to further drive improvements in public education. As the leading advocate for educational change in South Carolina and with offices across the state, The SCEA provides instructional development, technology innovation, recertification assistance, legal services, political action, legislative initiatives, leadership growth and development, and educator benefits to our members. Our membership includes: classroom teachers, guidance counselors, media specialists, principals, superintendents as well as bus drivers, teaching assistants, lunch room operators, maintenance engineers, clerks and secretaries. Such a diverse and broad membership means that The SCEA can provide access and training to a large number of staff in our schools with the assistance from our national affiliate, the National Education Association.

If the grant is funded, The SCEA will work in good faith and collaborate with the South Carolina Department of Education and other partners to improve teaching and learning in our public schools. We look forward to working on specific implementation and policy issues or concerns as they arise at the state and local level, to determine the best course of action for our schools. We pledge to work and to ensure the active involvement of educators in advancing the reform goals, and to meet the needs of public school students and employees across our state. The SCEA looks forward to participating in the implementation of South Carolina's comprehensive reform plan to create a *Great Public School for Every Student*.

Sincerely,

(b)(6)

Sheila C. Gallagher
The SCEA President

Aaron Wallace, Executive Director

Sheila C. Gallagher, President
Ray James, Vice President
Joyce R. Wilson, NEA Director

January 11, 2010

The Honorable Jim Rex
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of the Education Oversight Committee (EOC), I am writing to commit our support for and partnership to execute the Race to the Top proposal submitted by the South Carolina Department of Education (SCDE) to the United States Department of Education (USDE). We congratulate you on your leadership and your willingness to put forth strong, meaningful ideas to enhance teaching and learning in our classrooms and the accomplishments of our young people.

South Carolina is working to overcome a history of underachievement. The state, through strong leadership and vigilant partnerships, has implemented a number of innovative strategies to include a statewide charter school district, virtual classes, accountability systems, public-private partnerships and individual graduation planning. Our collective work and success in these areas gives us the strength and tenacity to undertake further reforms. Our citizens expect schools to improve and they know that, without that improvement, the entire state suffers.

We particularly encourage the expansion and integration of the statewide data system to provide systemic access for the purposes of improving instruction and student achievement. South Carolina has made progress in the past by increasing the use of evidence; we have much to gain by expanding the system and by preparing our educators to use those data purposefully.

We endorse the common core curriculum and the administration of assessments common to those used in our sister states. For continued improvement we need the capabilities afforded through a multi-state system. Please be assured that our work is to facilitate South Carolina's participation.

Finally, we know that the curriculum that matters most is that which is delivered in classrooms. The EOC is pleased to note the SCDE's strong professional development strategy which runs through both the curriculum and the professional preparation, licensure and development sections of the proposal.

Neil C. Robinson, Jr.
CHAIR

Kristi V. Woodall
VICE CHAIR

Michael A. Anthony

Charmeka Bosket

Bill Cotty

Dennis Drew

Mike Fair

Barbara B. Hairfield

R. Wesley Hayes, Jr.

Julie R. Hershey

Alex Martin

Buffy Murphy

Joseph H. Neal

Jim Rex

Harold C. Stowe

Neil Willis

Jo Anne Anderson
EXECUTIVE DIRECTOR

As colleagues and as legislative agency partners, we commit to working with you throughout this process. We encourage those who review the Race to the Top application to consider the plans favorably but also to consider the determination that defines those of us who teach and learn.

Wishing you the very best, I remain

Sincerely yours,

(b)(6)

Jo Anne Anderson

SCSBA
THE SOUTH CAROLINA
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January 8, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

The South Carolina School Boards Association (SCSBA) serves as the source of information and as a statewide voice for boards governing all 85 public school districts of South Carolina. The association welcomes and supports the opportunities presented to all South Carolina school districts, boards, educators, and students through the reform concepts proposed in our state's Race to the Top program application.

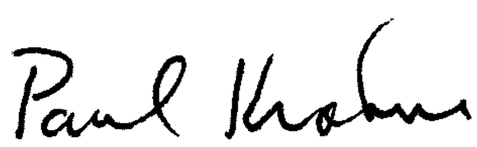
We appreciate the opportunity of continued involvement in the application's three critical areas of reform, including advancing the equitable distribution of effective teachers and leaders, implementing rigorous curriculum and assessments, and turning around struggling schools.

.

We support the reform concepts being modeled in pilot schools and look forward to learning even more through the planned data collection/utilization system. This real-time creation and provision of specific information about what practices are working best in South Carolina's public education system will be extremely valuable to school boards across the state as they guide and support reforms and improvements in local schools and districts.

SCSBA looks forward to participating in this reform programming and in the training necessary to assist board members to best implement it. We stand ready to be a partner in reforming South Carolina's public educational system so that our students can succeed in the classroom and in life.

Sincerely yours,



Dr. Paul Krohne
Executive Director

1027 Barnwell Street Columbia, SC 29201-3834 803.799.6607 1.800.326.3679 fax 803.779.0445 www.scsba.org

SC School Improvement Council
SIC

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UNIVERSITY OF SOUTH CAROLINA
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Cassie Barber, M.A.
Executive Director

January 4, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex:

The South Carolina School Improvement Council (SC-SIC) is pleased to endorse the programming detailed in South Carolina's Race to the Top application. This programming places strong emphasis on ensuring community participation in turnaround schools. We believe such community participation, necessary in all schools, is absolutely vital to turnaround success.

We support the full range of programming detailed in the grant, including the adoption of standards and assessments that prepare students to succeed; the recruitment, development, reward, and retention of effective teachers and principals; the establishment of data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and again, the turnaround of our lowest-achieving schools.

Housed in the College of Education at the University of South Carolina, the mission of the SC-SIC is to promote and support civic engagement for quality public education in our State. We are a unique statewide organization devoted to the assistance of local School Improvement Councils (SICs) in every school district. The SC General Assembly created and funds SC-SIC in recognition of the necessity to bring together parents, educators, and community stakeholders to improve local schools. This necessity is reflected in the Race to the Top programming.

The SC-SIC participated in all of the stakeholder meetings hosted by the South Carolina Department of Education as the State prepared to write the Race to the Top grant, and we appreciated the opportunity to provide input to the programming team. We will support the Race to the Top reforms through our services to local SICs, including a wide range of workshops and training programs, a user-friendly, continually updated website, newsletters and free literature, and technical assistance – all aimed toward our mission to promote and support civic engagement for quality education in South Carolina. We will also use the existing SIC network infrastructure to facilitate the important role of ensuring that each community with a turnaround school is involved in the selection of the appropriate model and in its subsequent sustainability.

Sincerely yours,

(b)(6)

Cassie Barber
Executive Director

SOUTH CAROLINA SCHOOL IMPROVEMENT COUNCIL
"CIVIC ENGAGEMENT IN PUBLIC EDUCATION"

na, the South Carolina Department of Education (SCI
eholder groups to develop and implement South Caro
grant support from the U.S. Department of Education.
able South Carolina to continue to rapidly develop the
e, and effective public education system in the countr

ar of the Race to the Top stakeholder-partner meeting
various districts and agencies, including colleges, uni
agencies. This application is a benchmark for our Stat
tions to common problems. These partnerships and t
sistently improve student achievement growth at a fas
ve innovations.

I have had the opportunity to visit many of our State'
Based upon these experiences, I believe that the majo
l recognition and supports that are woven into the app
al reform areas: (1) equity in distribution of effective
g to internationally-benchmarked, common standards
neration" learners, (3) turning around struggling scho
ng and decisions. South Carolina's educators unders
ves, the need to combine these objectives into a comp
ance, and the role that high-quality data must play in
results.

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, SC 29201

Dear Dr. Rex:

We support South Carolina's comprehensive Race to the Top reform plan. As educators of note, we know that the state has assembled a strong group of stakeholders who have worked closely with the South Carolina Department of Education to improve education outcomes for South Carolina through this proposal.

Our work, as educators, has been recognized nationally by *Education Week's Quality Counts*, where South Carolina continues to be ranked first in the nation for improving teacher quality. In addition, Princeton Review has ranked South Carolina's testing system eleventh in the nation and named the state's academic proficiency standards among the nation's most rigorous. Our teachers and administrators have received national accolades for their work, including National Secondary Principal of the Year, a National Drop-out Prevention educator, and numerous Blue Ribbon Schools.

South Carolina is also a national leader in service-learning programs. Last year, more than 100,000 students volunteered more than a million hours of community service. In addition our state ranks third in the nation in the number of teachers certified by the prestigious National Board for Professional Teaching Standards. Our state is also a leader in innovative classrooms of choice. Through mentoring, professional development, and the growth of regional teacher forums, we are, in fact, transforming public education in South Carolina—welcoming and embracing the 21st Century.

The South Carolina Race to the Top proposal incorporates a comprehensive and integrated approach in addressing the visionary requirements of Race to the Top. The proposal includes

- adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- building data systems that measure student growth and success and informing teachers and principals about how they can improve instruction;
- recruiting, developing, rewarding, retaining, and distributing effective teachers and principals, especially where they are needed most; and
- turning around our lowest achieving schools.

We know that South Carolina will push forward to embrace the change needed to create students excited to live and work in an international community. We support this collaborative effort and pledge to participate and celebrate South Carolina's Race to the Top.

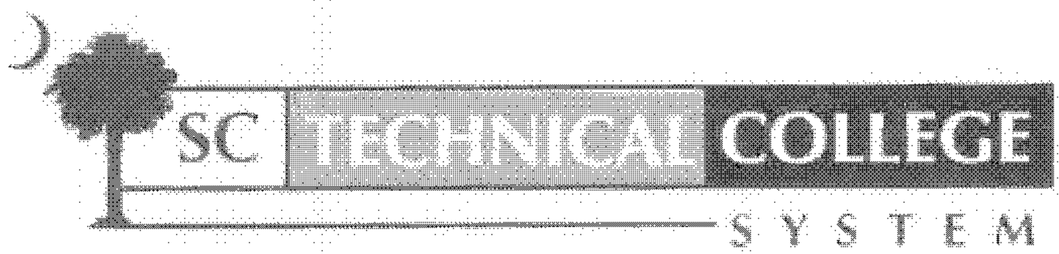
As educators, we are determined to help shape the development and delivery of these action plans. Together, we can and will make the state's Race to the Top proposal a reality for the future of our students and state.

South Carolina Teachers of Excellence *

Jennifer (Buffy) Murphy – Co-chair - 2007 SC Teacher of the Year
Malinda Taylor – Co-chair – 2001 SC Milken Award Recipient

Mary Nell Anthony – 2005 SC Milken Award Recipient
Heather Bass – 2008 SC Milken Award Recipient
Dr. Cliff Barrineau – 2003 SC Milken Award Recipient/2006 SC Honor Roll Teacher
Bryan Coburn – 2010 SC Teacher of the Year
Angela Cooper – 2005 SC Honor Roll Teacher
Dr. Traci Young Cooper – 2002 SC Teacher of the Year
Lucia Dantzler – 2007 SC Honor Roll Teacher
Linda Dowling – 2008 SC Honor Roll Teacher
Jay Forrest – 2001 SC Milken Award Recipient
David Foster – 1994 SC Milken Award Recipient
Dr. Frances Hardy – 2008 SC Honor Roll Teacher
Christina Hunter – 2004 SC Milken Award Recipient
Katherine Henderson – 2009 SC Milken Award Recipient
Dr. Zona Jefferson – 1996 SC Milken Award Recipient
Amelia Kinard – 2005 SC Honor Roll Teacher
Arthur Lader – 1997 SC Milken Award Recipient
Dr. Peggy Makins – 2002 SC Milken Award Recipient
Derenda Marshall – 2010 SC Honor Roll Teacher
Kelly McCalla – 1997 SC Teacher of the Year/2000 SC Milken Recipient
Amanda McKee – 2010 SC Honor Roll Teacher
Deborah Moore – 2010 SC Honor Roll Teacher
Rona Neely – 2009 SC Honor Roll Teacher
Robert Ondere – 2009 SC Milken Award Recipient
Kathy O'Quinn – 2006 SC Honor Roll Teacher
Renee Sanders – 2009 SC Honor Roll Teacher
Dawn Smith – 2008 SC Honor Roll Teacher
Dywanna Smith – 2010 SC Honor Roll Teacher
Josie Stratton – 2009 SC Honor Roll Teacher
Ann Marie Taylor – 2008 SC Teacher of the Year
Kim Taylor – 2006 SC Honor Roll Teacher
Ruth Taylor – 2005 SC Honor Roll Teacher
Ann Shaw – 2000 SC Milken Award Recipient
Genia Webb – 2007 SC Milken Award Recipient
Barbara Weston – 1995 SC Milken Award Recipient
Eric Wilkinson – 2007 SC Milken Award Recipient
Shay Willimon – 1998 SC Milken Award Recipient
Linda (Cookie) Winburn – 2005 SC Teacher of the Year

*Teachers of Excellence is a distinguished coalition composed of South Carolina's award-winning State Teachers of the Year, Honor Roll teachers and Milken Family Foundation Award recipients.



Barry W. Russell
System President

South Carolina
State Board for Technical and
Comprehensive Education

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Ex Officio

Joe E. Taylor, Jr.
Ex Officio

January 12, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex,

I am pleased to offer the South Carolina Technical College System's full support of our state's Race to the Top application for federal funding to assist in the ongoing reform of educational programming in South Carolina.

We strongly support the South Carolina Department of Education's overall vision to grow South Carolina into an exemplary student-focused, choice-driven, public education system that generates solid improvements in education outcomes and ensures dramatic student achievement growth and subsequent success in higher education, in careers, and as global citizens. We also applaud the effort to cultivate a "college-going" culture in our schools.

The "choice-driven" aspect of this personalized learning approach is especially important. More than 50% of all undergraduate colleges students in South Carolina are enrolled in one of the many and incredibly varied certificate or degree programs at one of the State's 16 technical colleges. As the largest provider of higher education in South Carolina, we understand the necessity to improve our students' high school graduation rates and their success in higher education and the workplace. The System likewise endorses the emphasis upon the STEM disciplines reflected within this grant proposal. As a major educator of the students seeking certifications in technology pathways, we applaud the efforts to increase both the numbers participating and the depth at which students understand science, technology, engineering, and mathematics.

In keeping with our mission to provide learning opportunities that promote the economic and human resource development of the state, South Carolina's Technical College System will work to support the Race to the Top implementation through the four-year grant period and assist wherever possible in making the program a success for education in South Carolina.

Sincerely yours,

Barry W. Russell
System President

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FURMAN

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Furman University
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Fax: 864-294-2932
www.rileyinstitute.org

January 4, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

On the strength of the findings of the largest ever study of public education in South Carolina, the Richard W. Riley Institute at Furman University strongly supports the programming detailed in South Carolina's Race to the Top application. Funded by the William and Flora Hewlett Foundation and conducted in 2005 and 2006 by the Riley Institute, the study is unique within the nation in its breadth and its scientific methodology. Nearly 800 stakeholders participated in 106 research sessions in 16 locations, for 4.5 hours at a time. Participants were chosen using stratified sampling techniques and included most of the state's school superintendents, teachers at each level, parents, business people, students, principals, and school board members. Every South Carolina school district was represented. The sessions dealt with the strengths and weaknesses of public education in South Carolina and what should be done to address the weaknesses. Over 3,000 hours of data were collected. In addition, a 160-item questionnaire was completed by each participant. The study's findings clearly and definitively define consensus about what stakeholders want in public education in South Carolina.

Nine broad areas emerged at a very high level of consensus (described as essential or very important by 75% of all participants). Each consensus area is reflected in the programming detailed in South Carolina's Race to the Top application. These include Connecting Schools and Families, Preparing Students for a Global Economy, Increasing Learning Opportunities, Overcoming Academic Challenges, Ensuring High-Performing Teachers, Building Strong Leadership in Every School, Promoting Support for Public Education, Maintaining Outstanding Facilities and Infrastructure, and Individualizing Education for Students. Three over-arching areas in the study findings connect with the nine key action areas above, and emerged as most prominent (at 90% consensus or higher): Early Childhood Education, Schools as Community Centers, and Recruitment and Retention of High Quality Teachers.

Through numerous meetings with SCDE staff, Riley Institute staff members have been active in helping shape the programming laid out in the state's Race to the Top application, with particularly strong input into the school turnaround and effective teachers and leaders sections. With deep experience in project and program management, research methods, assessment, data collection, and advocacy for public education, the Riley Institute will be able to assist with oversight and/or evaluation of new initiatives, including the state's extensive turnaround plan for the lowest-achieving schools. Additionally, the Institute could work closely with the Office of Educator Quality and Leadership to gather statewide stakeholder input for the development of new value-added teacher and principal evaluation models. More broadly, the Institute can assist with public advocacy for Race to the Top and the wide-scale public relations initiative needed to carry out extensive statewide reform.

The Richard W. Riley Institute is excited about and strongly supports South Carolina's Race to the Top proposal. We are proud to be part of the initiative and look forward to assisting in its implementation.

Sincerely,

Donald L. Gordon

Dr. Donald L. Gordon, Ph.D
Executive Director, the Richard W. Riley Institute at Furman University

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William T. "Bill" Wylie

Julie F. Lybrand
Research Assistant

South Carolina House of Representatives
P.O. Box 11867
Telephone: (803) 734-3053 • Fax: (803) 734-2827
Columbia, S.C. 29211
Room 429, Blatt Building

January 12, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

I appreciate the information your offices have provided me on South Carolina's Race to the Top grant funding application to support our comprehensive public education reform agenda. As Chairman of the House Education and Public Works Committee of the South Carolina House of Representatives, I support this application.

Despite our state's advances in education, we have much work to do to ensure that all of our students are provided the knowledge and skills necessary to be competitive in the global marketplace. Toward this end, I am proud of the many exciting education innovations we already have underway, and I am excited about the positive results they are showing. Our success with these efforts demonstrates our capacity and drive for implementing improvements. The Race to the Top funds we are seeking will certainly help us continue these efforts despite the fiscal crisis we are currently experiencing with the rest of the nation.

South Carolina is nationally recognized for our high education standards, our teacher quality, and the improvement we are showing on the SAT. I believe that with the help of this grant we can continue to be a leader in these and other areas of education improvement and reform.

I sincerely hope that we will have the advantage of this funding to help us continue these proven efforts for our state's children. If I can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

Phillip D. "Phil" Owens, Chairman

Senate Education Committee

JOHN COURSON
CHAIRMAN

SUITE 412
GRESSETTE OFFICE BUILDING
TELEPHONE: (803) 212-6250

THE SENATE OF SOUTH CAROLINA
P. O. BOX 142
COLUMBIA, SOUTH CAROLINA 29202

SALLY CAUTHEN
RESEARCH DIRECTOR
K-12

ROBIN MOSELEY
RESEARCH DIRECTOR
HIGHER EDUCATION

January 5, 2009

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

I understand that the State of South Carolina is submitting a competitive grant application for funding under the Race to the Top program to implement a comprehensive plan for reforming public education that enhances and expands upon our existing innovations and successes. As Chairman of the South Carolina Senate Education Committee, I support this application and commit to working with our education partners to develop legislation that support these changes.

I supported the S.C. Department of Education's competitive application for State Longitudinal Data System grant funding, and likewise support the parts of the Race to the Top application that encourage our education professional teams to use data effectively to improve learning and decision making. I support adoption of enhanced, internationally-benchmarked standards and assessments that prepare students to succeed in college and the global workplace, with an emphasis on expanding effective instruction in science, technology, engineering, and math from PK through 12. Building on our strong system for teacher quality and our performance pilots, this grant would assist the State as we recruit, develop, reward, and retain effective teachers and principals. I also support pilot programs to measure the impact of incentives to encourage effective educators where they are needed most, and the State's plans for using regional centers to build local capacity, especially as to turning around our lowest-achieving schools.

South Carolina's Race to the Top application sets forth reform plans, the results of which are critical to South Carolina's future, and I fully support this application.

Sincerely yours,

John Courson
SC Senate

JIM DEMINT
SOUTH CAROLINA

CHAIRMAN
SENATE STEERING COMMITTEE

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WASHINGTON, DC 20510
(202) 224-6121
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United States Senate

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JAN 14 2010
State Superintendent's Office

January 12, 2010

Dr. Jim Rex, State Superintendent of Education
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, South Carolina 29201

Dear Dr. Rex,

Thank you for taking the time to reach out to my office regarding, INSPIRED, South Carolina's Race to the Top application. The proposed strategies and activities in this proposal will galvanize existing efforts to make our public education system one of the nation's best, and I am pleased to learn that you have already implemented many portions of this comprehensive plan.

Your proposal contains multiple initiatives designed to reshape our P-20 public education and make it relevant and rigorous for students, flexible and choice driven for families, and a contributing factor in reshaping the state's economy. Our state is recognized nationally for its high standards, its systems for teacher quality, and its value-added educator performance model. This plan, and its potential for success, reflects the collective energy of stakeholders across our state: the schools and districts, higher education, technical colleges, state agencies, towns and communities, professional and community-based organizations, business, and families.

I applaud your efforts to create deeper, sustainable change in our education culture. It is an honor to serve you in the United States Senate. If I may be of any further assistance, please do not hesitate to contact me.

Sincerely,

Jim DeMint
United States Senator

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200 EAST BAY STREET
CHARLESTON, SC 29401
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105 NORTH SPRING STREET
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HENRY E. BROWN, JR.
1ST DISTRICT, SOUTH CAROLINA

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Washington, DC 20515–4001

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HTTP://BROWN.HOUSE.GOV

January 15, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

I am very pleased to endorse the State of South Carolina's application, *South Carolina INSPIRED,* to the U.S. Department of Education's Race to the Top initiative of the American Recovery and Reinvestment Act. This four-year plan proposes specific strategies and activities to address four areas of education reform identified by the U.S. Department of Education: equitably distributing the most effective educators; transitioning to enhanced, internationally benchmarked standards and high-quality assessments; turning around our struggling schools; and using longitudinal data to support learning and evaluation.

Throughout South Carolina, students are not performing academically, graduating from high school, and succeeding in college and technical schools at the level necessary both to grow our state economy and to ensure that our state succeeded in an increasingly competitive, global marketplace. Race to the Top funding provides the rare opportunity for innovative improvement in education statewide. *South Carolina INSPIRED* contains multiple initiatives designed to reshape our P-20 public education and make it relevant and rigorous for students, flexible and choice driven for families, and a contributing factor in reshaping the state's economy:

- Early childhood education (Montessori) initiatives to help more children become ready for learning and school
- Initiatives to help South Carolina's students become competent in STEM subjects and careers
- Expansions to include student growth and achievement in teacher and principal evaluation and assessment
- Adoption of, transition to, and support for Common Core standards and assessments endorsed by 51 states and territories
- Expansion of state's current longitudinal data system to integrate and use data from and with colleges and universities
- Targeted, research-based interventions to turn struggling schools into successful schools.

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1200 NORTH OAK STREET, SUITE C
MYRTLE BEACH, SC 29577
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FAX: (843) 445-6418

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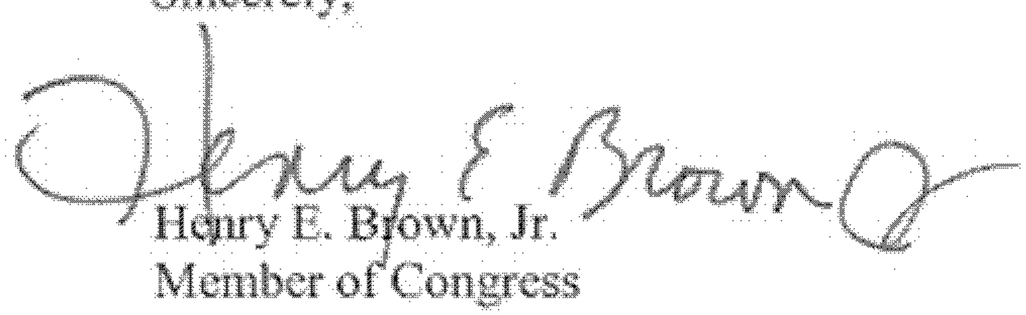
The strategies and activities proposed in *South Carolina INSPIRED* will galvanize existing efforts to make our public education system one of the nation's best, and I fully support these efforts.

If I can be of any further assistance please do not hesitate to give me a call.

Sincerely,

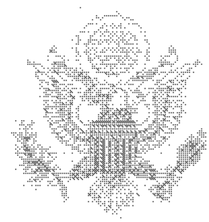


Henry E. Brown, Jr.
Member of Congress

JAMES E. CLYBURN
6TH DISTRICT, SOUTH CAROLINA

MAJORITY WHIP

CHAIR
FAITH WORKING GROUP



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Congress of the United States
House of Representatives
Washington, DC 20515–4006

January 14, 2010

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

I applaud the State of South Carolina's efforts to transform education for all students in South Carolina through the initiatives laid out in South Carolina's Race to the Top application, and I support the state's application for funding from Race to the Top by the U.S. Department of Education.

South Carolina's students are not achieving, graduating, and going to college at the high rate needed to succeed in a highly competitive, global economy and, by extension, to maximize our state's economic success. Race to the Top gives educators, leaders, and families the rare opportunity to act boldly in a more comprehensive way to build on the State's recent advancements in education outcomes. Leveraging Title I School Improvement funding and other state and federal monies and reforms with those associated with Race to the Top, South Carolina can take a much more integrated, deeper, and more powerful approach to:

- adopt standards and assessments that prepare students to succeed in college and the global workplace;
- recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most;
- build data systems that measure student growth and success, inform teachers and principals about how they can improve instruction for high student learning, and guide decision-making; and
- turn around our lowest-achieving schools.

South Carolina leaders understand the relationships among these four objectives and the need to combine these objectives into a comprehensive strategy to improve learner performance. The reform agenda laid out in South Carolina's Race to the Top application and its results are critical to South Carolina's future, and I fully support this agenda.

Sincerely,

James E. Clyburn
Member of Congress

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JOHN M. SPRATT, JR.
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CHAIRMAN, BUDGET

ARMED SERVICES

Congress of the United States
House of Representatives
Washington, D.C. 20515

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707 BULTMAN DRIVE
SUMTER, SOUTH CAROLINA 29150
(803) 773-3362

88 PUBLIC SQUARE
DARLINGTON, SOUTH CAROLINA 29532
(843) 393-3998

January 11, 2010

Dr. Jim Rex
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex:

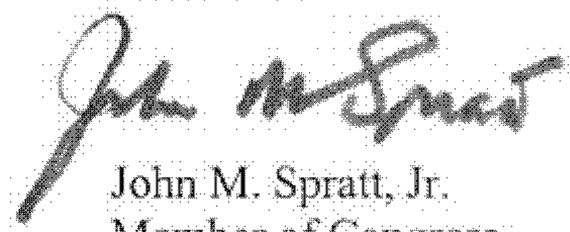
I am writing to lend my strong support to South Carolina's "Race to the Top" application: South Carolina INSPIRED. Your application is just what Congress had in mind in appropriating these funds in the American Recovery and Reinvestment Act. If your grant is funded, "Race to the Top" will be a catalyst to innovation and improvement in our state's education system.

The Recovery Act targeted funds to Title I, Head Start, and Special Education to train more teachers, improve their professional skills, and develop their services for the future. "Race to the Top" funding addresses four areas of educational reform, as identified by the U.S. Department of Education: equitably distributing the most effective educators; transitioning to enhanced, internationally benchmarked standards and high-quality assessments; turning struggling schools around; and using longitudinal data to support learning and evaluate academic progress.

"Race to the Top" funding will give our state a great opportunity to expand your mission, which is to provide leadership and services and a system of public education through which all students become educated, responsible, and productive citizens. Turning around our low-performing schools and equitably distributing our most effective educators is paramount to the fulfillment of this mission.

I wholeheartedly support our state's plan to reform our educational system in the four areas of education reform. I hope that favorable consideration will be given to this application and that federal funds will be granted as you request. Please let me know of anything I can do to support your "Race to the Top" application.

Respectfully,



John M. Spratt, Jr.
Member of Congress

JMSj:esg

JOE WILSON
2ND DISTRICT, SOUTH CAROLINA

ASSISTANT REPUBLICAN WHIP

COMMITTEES:
ARMED SERVICES
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FOREIGN AFFAIRS
EDUCATION AND LABOR
HOUSE POLICY

Congress of the United States
House of Representatives

January 14, 2010

COUNTIES:
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(*PARTS OF)

W. ERIC DELL
CHIEF OF STAFF
AND COUNSEL

Dr. Jim Rex, State Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1005
Columbia, South Carolina 29201

Dear Dr. Rex,

I enthusiastically endorse *South Carolina INSPIRED*, the State of South Carolina's Race to the Top application to transform education for all students in South Carolina. The American Recovery and Reinvestment Act's Race to the Top funding will give educators, leaders, and families the opportunity to act boldly in a more comprehensive way to build on the State's recent advancements in education outcomes.

South Carolina's students are not achieving, graduating, and going to college at the high rate needed to succeed in a highly competitive, global economy and, by extension, to maximize our state's economic success. By leveraging Title I School Improvement funding and other state and federal monies and reforms with those associated with Race to the Top, South Carolina can take a much deeper, more integrated, and more powerful approach to:

- adopt standards and assessments that prepare students to succeed in college and the global workplace;
- recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most;
- build data systems that measure student growth and success, inform teachers and principals about how they can improve instruction for high student learning, and guide decision-making; and
- turn around our lowest-achieving schools.

South Carolina leaders understand the relationships among these four objectives and the need to combine these objectives into a comprehensive strategy to improve learner performance. The reform agenda laid out in *South Carolina INSPIRED* and its results are critical to South Carolina's future. I fully support this agenda.

It is an honor to represent the people of the Second Congressional District, and I value

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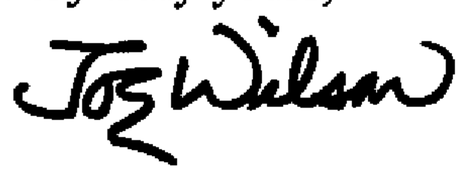
903 PORT REPUBLIC STREET
P.O. BOX 1538
BEAUFORT, SC 29901
(843) 521-2530
FAX: (843) 521-2535

TOLL FREE 1-888-381-1442

your input. Thank you for your time and concern in this and all other matters.

Please respond to the Midlands District Office at 1700 Sunset Blvd., Suite 1, West Columbia, South Carolina 29169, Fax: 803-939-0078.

Very truly yours,



JOE WILSON
Member of Congress

JW:ww

House of Representatives
Washington, DC 20515

BOB INGLIS
4TH DISTRICT, SOUTH CAROLINA

SCIENCE AND TECHNOLOGY
FOREIGN AFFAIRS

January 14, 2010

James Rex
State Supt. of Education
State Department Of Education
1429 Senate Street, 1006 Rutledge Bldg
Columbia, SC 29201-3730

Dear Jim,

South Carolina's leaders understand the critical importance of public education to the state's economic health, and I am pleased to endorse this proposal, South Carolina INSPIRED, as a far-reaching, bold, and deliberate plan to help South Carolina become a state dedicated to learning and living well.

Through a dynamic, comprehensive reform plan, South Carolina will

- Focus resources on the collection, access, analysis and use of data to reshape instruction and the entire P-20 public education system.
- Adopt nationally shared standards and assessments that prepare students to succeed in college and the global workplace;
- Use specific student growth data and student achievement data to evaluate and assess effectiveness of teachers and principals
- Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most

Such approaches will dramatically effect all South Carolina schools, especially those in high minority and high poverty areas such as Union County, a county devastated by the economic recession.

Improving academic achievement, rate of high school graduation, and rates of enrollment in and completion of postsecondary education are three critical keys to South Carolina's future. With funding from Race to the Top, South Carolina INSPIRED will initiate a new day in our state.

Best regards,

Bob Inglis

BI/BB

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UNION, SC
PHONE: (864) 427-2205

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GREENVILLE, SC
105 NORTH SPRING STREET, SUITE 111
GREENVILLE, SC 29601
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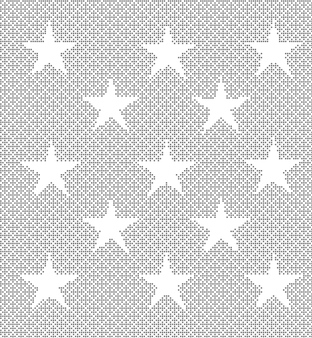
FAX: (864) 233-2160

Appendix A2H
Summary of the Riley Study of SC Public Education

In Their Own Words: A Public Vision for Educational Excellence in South Carolina

A study conducted by the Riley Institute's
Center for Education Policy and Leadership
and underwritten by a grant from
The William and Flora Hewlett Foundation.



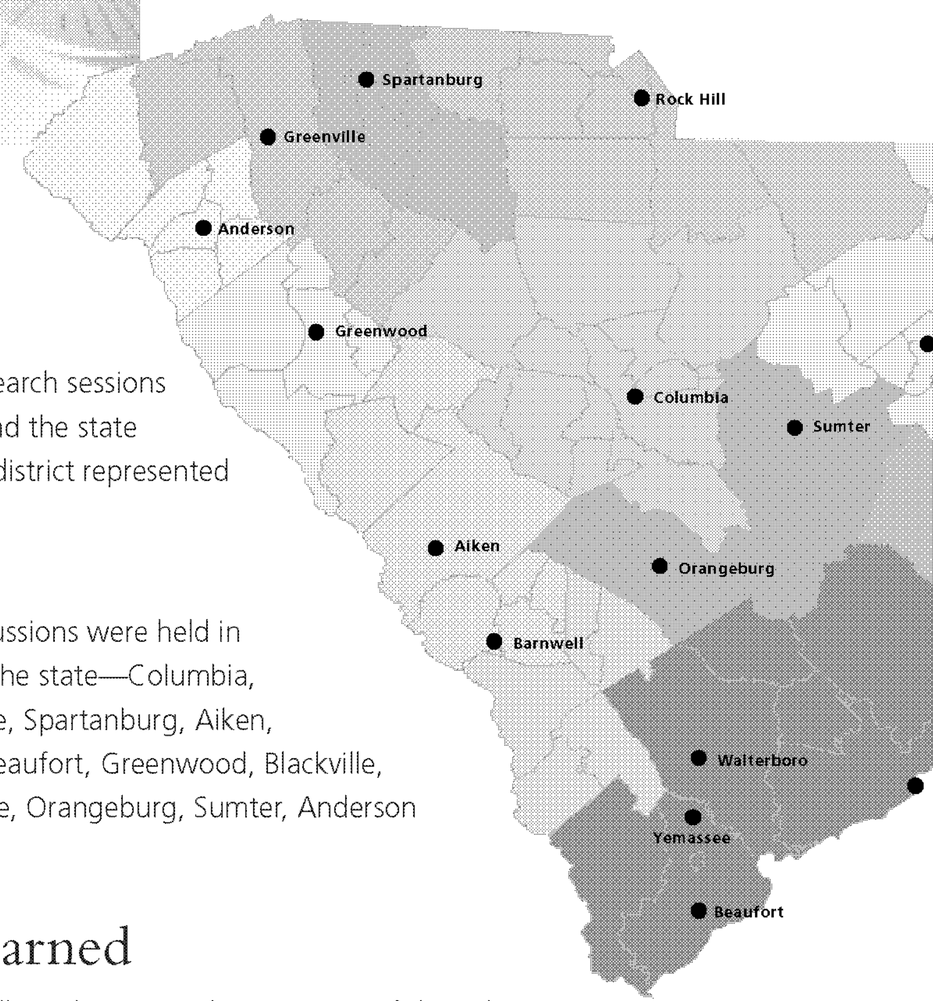
In the increasingly globalized world of the 21st century, South Carolinians must compete for jobs not only with people from other states but also with individuals from other countries, such as China and India. Economic progress in South Carolina is closely tied to education and the effective preparation of our young people to compete for jobs in a world economy is critical.

The ability of South Carolina's public schools to adequately educate all children and prepare them for success in a global economy is in question. How, then, do we effectively redesign public schools to prepare a larger number of students to graduate, succeed in college or career training, and compete in the global marketplace? With the help of a grant from the William and Flora Hewlett Foundation, the Center for Education Policy and Leadership of the Riley Institute sought answers to this question through a comprehensive non-partisan study involving residents throughout the state. The goal was to learn what South Carolinians at the grassroots level think about issues and problems in education. We also wanted their recommendations of strategies to move our schools and students forward at this crucial time.

Between May 2005 and November 2006, the Riley Institute project team spent more than 3,000 hours meeting with nearly 800 South Carolinians to gather their opinions on public education. The team met with businessmen and women, teachers of all levels, superintendents, parents, school board members, principals and students from every county and school district in the state - large and small, rural and urban, wealthy and poor.

In each meeting the same format was followed. Four questions were asked: three open-ended discussion questions and one in-depth survey. The first and second questions asked participants to discuss the strengths and weaknesses of South Carolina's public schools. The third question asked participants to share ideas about how they would redesign public schools to address areas in need of improvement. The final question consisted of a 160-question survey, which asked respondents to weigh a list of opportunities, programs and support structures needed in the public schools to help all students succeed.

Using random sampling techniques, the project team invited superintendents, principals, teachers from all grade levels, parents, school board members, business people from both large corporations and small businesses, and students who were still in school or recent graduates to participate in the study. In order to gather lists of potential participants, the project team worked with local chambers of commerce, the office of the State School Improvement Council, school district offices, local school



Statistics

- 106 four-hour research sessions
- 16 locations around the state
- Every S.C. school district represented

Locations

The small-group discussions were held in 16 locations around the state—Columbia, Charleston, Greenville, Spartanburg, Aiken, Florence, Rock Hill, Beaufort, Greenwood, Blackville, Walterboro, Yemassee, Orangeburg, Sumter, Anderson and Conway.

What we learned

The research team collected a tremendous amount of data about what people from across the state think about the issues affecting public education and the strategies they recommend for developing effective public schools. In t pages, you will find the top grade-level specific strategies (pages 3–4), followed by nine key actio of interest among South Carolinians (pages 5–6). Under each of the nine key areas, a list of strat emerged that provides a guide for developing schools where all students succeed.

Key Action Areas that emerged from Phase I of the

- Connecting Schools and Families
- Preparing Students for a Global Economy
- Increasing Learning Opportunities
- Overcoming Academic Challenges
- Ensuring High-Performing Teachers
- Building Strong Leadership in Every School
- Promoting Support for Public Education
- Maintaining Outstanding Facilities and Infrastructure
- Individualizing Education for Students

What's next?

In late 2006, the Riley Institute invited all participants to take part in a second phase of research These sessions focused on the key areas listed above and asked participants to delve deeper into solutions. Each of the 24 reconstituted sessions brought together one representative from each stakeholder groups, and groups were designed to represent geographically different locations ac South Carolina. Over 200 people participated during the two days. Data are being analyzed and about findings is forthcoming.

Creating World-Class Schools: Top strategies by grade level

dhood/Elementary

- ding enrichment programs for
- n reading difficulties
- g opportunities for students
- ggling
- es to help parents get involved
- s schooling
- size
- ty of full-day kindergarten
- es that are healthy and
- ensure no child moves beyond
- thout reading and writing
- y programs
- ss programs for all elementary
- hildhood education programs
- and four-year-olds
- ses in all elementary schools
- s curriculum to help prepare
- middle school

Middle School

- More tutoring opportunities for students who are struggling
- Drop-out prevention programs beginning in 8th grade
- More focus on active/engaged learning techniques in all middle school classes
- Smaller class size
- Up-to-date laboratories in every middle school
- More strategies to help parents get involved in their child's schooling
- More rigorous curriculum to help prepare students for high school
- More counseling in middle school to deal with personal and family issues
- Better coordination to help transition between middle and high school
- Physical fitness programs for all middle school students
- The availability of algebra in 8th grade to help prepare students for high school math
- Opportunities to connect students to positive community role models

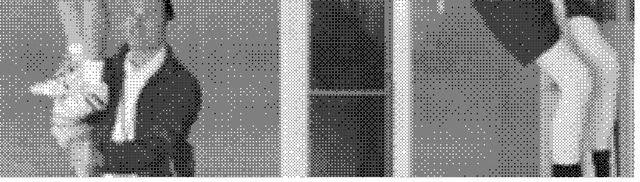
High School

- More links between high schools, technical colleges, and 2-and 4-year colleges/ universities
- Up-to-date laboratories in every high school
- More tutoring for struggling students
- A wider variety of vocational programs
- A curriculum more aligned with college coursework and job requirements
- Distance learning opportunities and opportunities to take courses at local colleges
- More counseling in high school to deal with personal and family issues
- Programs to target more parents for involvement
- Smaller class size
- Earlier guidance to prepare students to take Honors, SP, and IB courses
- More opportunities for high school students to link classroom learning with service-learning projects to help in their community
- Better stocked high school libraries

All Levels of Educ

- Effective teachers in every cl
- Availability of textbooks and resources
- Strong, well-coordinated me programs for beginning tea
- Up-to-date school buildings
- Special training and assistan working with students with difficulties
- Better pay for all teachers
- Technologically-advanced la
- Training of teachers and adm proper usage of technology
- Greater incentives for retain teachers
- More on-site support for pri with many at risk children
- More teachers in the transiti and 9th) to reduce class size individualized attention
- A more streamlined process inadequate teachers from th

emerged prominently from an analysis of both the
ata and the qualitative discussion data.



Schools: Key Action Areas

and support for teachers regarding the everyday challenges of helping students achieve and graduate
- Maintain small class sizes

effective methods, techniques
- Offer strong and well-coordina programs for beginning teache

ng Schools s

- ceracy programs to help provide members with the skills to help succeed
- counseling services in the p students and families deal issues that could interfere with
- s as community learning centers ts, adults, and families learning in their own communities
- tal/family involvement and hold es more accountable for their and performance
- t/family education programs en children are in infancy and roughout their schooling

Preparing Students for a Global Economy

- Institute more rigorous curriculum to prepare students for next level of schooling/training
- Create a system to ensure that children don't move beyond third grade without reading and writing fluency
- Focus on active/engaged learning techniques that include hands-on learning, and working in teams
- Integrate technology throughout curriculum and provide effective training in the use of technology
- Fully implement and fund Education and Economic Development Act (EEDA), which includes exposure to career exploration at an early age and career clusters

Building Strong Leadership In Every School

- Facilitate better coordination and communication among all levels of education and among schools, districts and state agencies/government
- Increase salaries and create incentives for principals who take on more difficult assignments
- Require more training and provide on-site support for principals in schools with a greater number of at-risk students
- Create the time and expectation for teachers and administrators to collaborate to better meet student needs
- Create a system that allows administrators the ability to fire ineffective teachers

Promoting Suppo Public Education

- Work with media to increase positive news related to publ
- Work with media to provide detailed explanation of South curriculum standards, expect scores in relation to other sta
- Involve teachers of all levels i community, business, and co outside of the school, and als and national policy making e
- Implement public forums at t state levels to discuss school
- Work more closely with com organizations and business p develop and implement strat difficult problems within sch

Learning ities

- ality early childhood education ublic schools
- ulum offerings such as more arts eign language, service learning, tness
- -to-work and vocational rovide on-the-job/skill-based g school
- fter-school programs to keep ack for successful progression ade level and/or graduation

Overcoming Academic Challenges

- Implement quality early childhood education programs in public schools
- Provide teachers specialized in reading for grades 1–3 and intensive reading enrichment programs for students with reading difficulties
- Create a system to ensure that children don't move beyond third grade without reading and writing fluency
- Enforce student discipline measures
- Provide adequate education and support to

Maintaining Outstanding Facilities and Infrastructure

- Maintain up-to-date school buildings and facilities
- Provide technologically-advanced laboratories
- Design schools as community learning centers to give students, adults and families learning opportunities in their own communities
- Provide safe and efficient transportation to and from all school programs
- Ensure availability of textbooks and other learning resources

Individualizing Ed for Students

- Develop small learning comm schools
- Train teachers to utilize more learning approaches based o learning styles of students
- Offer earlier guidance to help coursework needed to achiev
- Provide tools for teachers to individual student progress
- Provide more choices (select schools, vocational schools, s

This report was funded by the William and Flora Hewlett Foundation and implemented through the Center for Education Policy and Leadership, a program of the Riley Institute at Furman.

The Riley Institute®at Furman is a non-partisan organization affiliated with the Department of Political Science at Furman University. Named for former Governor of South Carolina and United States Secretary of Education Richard Riley, the institute engages students in the arenas of politics, public policy and public leadership through collaborative research, study abroad opportunities and internships.

Since its inauguration in 1999, the Riley Institute also has developed a broad array of community leadership programs, symposia and conferences designed to promote discussion and analysis of public policy issues.

Through its promotion of engaged learning, leadership development and conferences featuring internationally recognized speakers, the Riley Institute has established itself as an innovator in policy and public leadership education.

Furman University is a selective, independent, coeducational liberal arts college of 2,660 students located at the base of the Blue Ridge mountains on a 750-acre campus in Greenville, South Carolina. Furman provides a distinctive undergraduate education encompassing the humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines. Furman emphasizes engaged learning, a problem-solving, project-oriented and research-based educational philosophy that encourages students to put into practice the theories and methods learned from texts or lectures. The university is committed to the educaiton of the whole person.

Visit the Riley Institute website at <www.rileyinstitute.org> for information on future events and programs.

FURMAN

Center for Education
Policy & Leadership
3300 Poinsett Highway
Greenville, S.C. 29613

WWW.RILEYINSTITUTE.ORG

Stakeholder Partners Participating in Input and Feedback

Org.	*Last Name*	*Title*	*First Name*	*9/29*	*10/16*	*12/14 R*	*12/14 A*	*12/14 Web*	*B*	*C*	*D*	*E*	*District Contact*	*Email*	*Phone*
2009 SC Teacher of the Year															
Coburn		Mr.	Bryan	✔	✔	✔	✔	☐	☐	☐	☐	✔	☐	coburnb@cerra.org	
Abbeville County															
Johnson			Sherwin	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	sjohnson@acsd.k12.sc.us	(864) 366-5428
Aiken County															
Laurence			King	☐	✔	☐	☐	☐	☐	✔	☐	☐	✔	klaurence@aiken.k12.sc.us	(803) 641-9004
Allendale County School District															
Harney			Charles	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	harneyc@acs.k12.sc.us	(803) 584-4603
Watson		Dr.	Ora	✔	✔	☐	☐	☐	☐	✔	☐	✔	☐	watsono@acs.k12.sc.us	
Anderson Five															
Bagley		Ms.	Betty	✔	☐	☐	☐	✔	☐	☐	☐	☐	☐	Bettybagley@anderson5.net	
Burns		Ms.	Sarah	✔	☐	☐	☐	☐	☐	☐	☐	☐	☐	Sarahburns@anderson5.net	
Elrod		Ms.	Kelly	☐	✔	☐	☐	☐	☐	☐	☐	✔	✔	kellyelrod@anderson5.net	
Hall			Lisa	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	lisahall@anderson5.net	(864) 260-5052
Heard			Amy	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	amyheard@anderson5.net	(864) 964-2606
Mayfield		Mr.	Walter	☐	✔	☐	☐	☐	☐	☐	☐	✔	☐	waltermayfield@anderson5.net	
Morgan			Kim	☐	✔	✔	✔	☐	☐	✔	☐	☐	☐	kimmorgan@anderson5.net	(864) 260-5027
Anderson Four															
D'Andrea		Dr.	Lee	✔	☐	☐	☐	☐	☐	☐	☐	☐	☐	ldandrea@anderson4.k12.sc.us	
McDavid			Charlotte	☐	✔	☐	☐	☐	✔	✔	☐	☐	☐	cmcdavid@anderson4.k12.sc.us	(864) 646-8000
Young			Larry	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	lyoung@anderson4.k12.sc.us	(864) 403-2038
Anderson Three															
Martin			Keith	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	martink@anderson3.k12.sc.us	(864) 348-6196
Anderson Two															
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Bamberg One															
Furr			Devon	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	dblume@bamberg1.net	(803) 245-3053
Overstreet			Phyllis	☐	☐	✔	✔	☐	☐	☐	☐	☐	☐	poverstreet@bamberg1.net	(803) 245-3053
Bamberg Two															
Anderson			Rodney	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	randerson@bamberg2.k12.sc.us	(803) 793-3346
Sojourner		Dr.	Thelma	✔	✔	☐	☐	☐	☐	✔	☐	☐	☐	tsojourner@bamberg2.k12.sc.us	

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
Barnwell 19															
	Abbott		Donna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	donna.abbott@barnwell19.net	(803) 284-5612
	Corder		David	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	david.corder@barnwell19.net	(803) 284-5608
Barnwell 29															
	Kardes		Sally	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	skardes@willison.k12.sc.us	(803) 266-7878
Barnwell 45															
	Kitchings		Shirley	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	skitchings@barnwell45.k12.sc.us	(803) 541-1302
Beaufort															
	Olin	Ms.	Kate	☑	☑	☐	☑	☐	☐	☐	☐	☑	☐	kate.olin@beaufort.k12.sc.us	
	White		Phyllis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	phyllis.white@beaufort.k12.sc.us	(843) 322-2346
Beaufort-Jasper Academy for Career Excellence															
	Frillici	Ms.	Susan	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	susan@bjace.org	(843) 987-8107
Benedict College															
	Coles		Allen	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	colesa@benedict.edu	(803) 705-4945
Berkeley County School District															
	Etheridge	Mr.	Sheldon	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	sheldon@berkeley.k12.sc.us	
Calhoun County Public Schools															
	Sullivan		Jerry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jsullica@ccps.calhoun.k12.sc.us	(803) 655-2628
Carolina Bridge Project															
	Love		Leon	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	alove7@aol.com	(803) 422-4674
Center for Educator Recruitment & Retention															
	Fulmer		Jason	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	fulmerj@cerra.org	(803) 292-4536
	Garrett	Ms.	Jennifer	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	garrettj@winthrop.edu	
	Hallman		Jenna	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	hallmanj@cerra.org	(864) 314-1820
	Sawyer		Gayle	☐	☑	☑	☑	☐	☐	☐	☑	☐	☐	sawyerg@cerra.org	(803) 323-4032
Central Savanna S2MART/USC Aiken															
	Allen		Gloria	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	gloriaa@usca.edu	(803) 641-3592
Central Savannah S2MART Center SC															
	MacDougall		Gregory	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	gregm@usca.edu	(803) 641-2350
Champion For Kids															
	Miller		Ed	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	jereleen@bellsouth.net	(803) 614-0413
Charleston County School District															
	Bates	Ms.	Lorie	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	lori_bates@charleston.k12.sc.us	

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
	Briggman	Mr.	Bill	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	bill_briggman@charleston.k12.sc.us	
	Mentavlos	Ms.	Marian	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	marian_mentavlos@charleston.k12.sc.us	
	Reynolds	Ms.	Mary	☑	☑	☑	☐	☐	☐	☐	☐	☑	☐	mary_reynolds@charleston.k12.sc.us	(843) 937-6465
	Rickenbacker	Ms.	Elainna	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	elainna_rickenbacker@charleston.k12.sc.us	
	Rose	Ms.	Janet	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	janet_rose-baele@charleston.k12.sc.us	
	Ryan	Ms.	Chris	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	christine_ryan@charleston.k12.sc.us	(843) 937-6322
	Shannon		Terri	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	terri_shannon@charleston.k12.sc.us	(843) 566-8890
Cherokee County School District One															
	Childs		Ben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ben.childs@gw.cherokee1.k12.sc.us	(864) 206-2224
	McCraw	Ms.	Page	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	page.mccraw@gw.cherokee1.k12.sc.us	(864) 206-2204
Chester County School District															
	Stroud		Anna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	astroud@chester.k12.sc.us	(803) 581-9524
	Taylor		Tammy	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	ttaylor@chester.k12.sc.us	(803) 581-9541
Chesterfield County School District															
	Gaskins		Geraldine	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ggaskins@chesterfield.k12.sc.us	(843) 623-5522
	Williams		John	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	jwilliams@chesterfield.k12.sc.us	(843) 623-2175
Claflin University															
	Li		Nan	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	nli@claflin.edu	(803) 535-5245
	Scott-Gilchrist		Cathine	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	cgscott@claflin.edu	(803) 535-5225
Claflin University School of Education															
	Archung	Dr.	Kim	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	karchung@claflin.edu	(803) 535-5247
Clarendon District Two															
	Smith		Tonia	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	tmsmith@clarendon2.k12.sc.us	(803) 433-7233
Clarendon School District One															
	Graham		Lyde	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jlgraham@clar1.k12.sc.us	(803) 485-2325
	Ragin		Barbara	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	bragin@clar1.k12.sc.us	(803) 485-2325
	Wilder	Dr.	Rose	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	rwilder@clar1.k12.sc.us	
Clarendon School District Two															
	Gibbons		Marie	☐	☑	☑	☑	☐	☐	☐	☐	☑	☐	mgibbons@clarendon2.k12.sc.us	(803) 435-4435
	Mallett Smith		Tonia	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	tmsmith@clarendon2.k12.sc.us	(803) 433-7233
Clarendon Three															
	Bagnal		Sandra	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sbagnal@clarendon3.org	(843) 659-2188
Clemson															

Org. Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
Headley	Ms.	Kathy	✔										KSN1177@clemson.edu	
Padilla	Mr.	Michael	✔										padilla@clemson.edu	
Clover School District York 2														
Damm	Mr.	David											dammd@clover.k12.sc.us	
Tawney	Ms.	Kay											Tawneyk@clover.k12.sc.us	
Coastal Carolina University														
Hunt		Gilbert	✔										hunt@coastal.edu	
Mark	Ms.	Dianne											dmark@coastal.edu	
College of Charleston														
Egelson	Ms.	Paula	✔	✔							✔		egelsonp@cofc.edu	
Colleton County														
Saunders		William										✔	wsaunders@mail.colleton.k12.sc.us	(843) 782-4510
Turner		Catherine		✔	✔						✔		cturner@colletonsd.org	(843) 782-4522
Columbia College														
Myers		John			✔	✔							jmyers@columbiasc.edu	(803) 786-3551
Steppling		Mary						✔					msteppling@columbiasc.edu	(803) 786-3751
Columbia Urban League														
Brown	Ms.	Natalie											natalieb4000@aol.com	
McLawhorn	Mr.	James	✔		✔								culsc@aol.com	(803) 799-8150
Commission on Higher Education														
Brown	Ms.	Camille	✔	✔	✔				✔				cbrown@che.sc.gov	(803) 736-0991
Mullins		Clint		✔					✔				cmullins@che.sc.gov	(803) 737-0141
Communities in Schools of Charleston														
Mong		Dana		✔							✔		dmong@cischarleston.org	(843) 740-6793
Communities in Schools-Midlands														
Linder		Terry	✔										tlinder@cism.org	
Converse College														
Garrison		Betty		✔						✔			betty.garrison@converse.edu	(803) 347-6438
Department of Commerece														
Earl		Angel		✔									aearl@sccommerce.com	(803) 737-2423
Dillon One														
Laird		Stephen										✔	slaird@lakeviewschools.com	(843) 759-3001
Dillon School District Two														

Org. Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
McMillan		Art	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	mcmillan@dillon2.k12.sc.us	(843) 841-3677
Dorchester Four														
Connelly		Marty	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	mconnell@mail.dd4.k12.sc.us	(843) 563-5901
Dorchester School District Two														
Ledbetter		Phyllis	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	pledbetter@dorchester2.k12.sc.us	(843) 873-2901
Windham	Mr.	Mike	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	mwindham@dorchester2.k12.sc.us	
Edgefield School District														
Friar		Sandra	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	sfriar@edgefield.k12.sc.us	(803) 275-4601
Kerns		Heidi	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	heidikerns@yahoo.com	(803) 275-1122
Rice-Crenshaw	Ms.	Mary	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	mcrenshaw@edgefield.k12.sc	
Edison Learning, Inc.														
Gentry		Jay	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	jay.gentry@edisonlearning.com	(859) 312-0964
Education Oversight Committee														
Barton	Ms.	Melanie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	mbarton@eoc.sc.gov	
Florence Five														
Smiley		Randy	☐	☐	☑	☐	☑	☐	☐	☐	☐	☑	rsmiley@flo5.k12.sc.us	(843) 386-2358
Florence One														
Craddock		Sandra	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	scraddock@fsd1.org	(843) 664-8457
Rabon		Luther	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	lrabon@fsd1.org	(843) 673-1112
Florence Three														
Sullivan		Donna	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ddsullivan@florence3.k12.sc.us	(843) 374-8652
Florence Two														
Hyman		Charles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	chyman@flo2.k12.sc.us	(843) 493-2502
Fort Mill-York Four														
Robinson		Elizabeth	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	robinsone@fort-mill.k12.sc.us	(803) 548-8265
Furman University														
Hecker		Nelly	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	nelly.hecker@furman.edu	(864) 294-3086
Quast		Lesley	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	kmeeks@scteachers.org	(864) 294-2269
Georgetown County School District														
Hammel		Patti	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	phammel@gcsd.k12.sc.us	(843) 436-7036
Johnson		Lisa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	ljohnson@gcsd.k12.sc.us	(843) 436-7070
Greenville County Schools														
Finley		Lisa	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	lrfinley@greenville.k12.sc.us	(864) 355-3113

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McCreary	Mr.	Jason	✔	✔	☐	☐	☐	☐	✔	☐	✔	☐	jmccrear@greenville.k12.sc.us	
Sharp	Ms.	Jennifer	✔	☐	☐	☐	☐	☐	☐	☐	☐	☐	jlsharp@greenville.k12.sc.us	
Thomas		Stephanie	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	sithomas@greenville.k12.sc.us	(864) 355-1166
Greenwood 51														
Sprouse		Fay	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	fsprouse@gwd51.k12.sc.us	(864) 456-7496
Greenwood 52														
Smith		Rodney	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	rsmith@greenwood52.org	(864) 543-3100
Greenwood District 50														
Clark		Teresa	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	clarkt@gwd50.org	(864) 941-5404
Ross		Pat	✔	✔	✔	☐	☐	☐	☐	☐	☐	☐	Rossp@GWD50.org	
Hampton County School District 2														
Beckett	Dr.	Tonya	✔	✔	✔	✔	☐	☐	☐	☐	✔	☐	beckton@hampton2.k12.sc.us	(803) 625-5022
Orr		J. J.	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	jjorr@hampton2.k12.sc.us	(904) 625-5003
Simmons	Dr.	Deonia	✔	✔	☐	☐	☐	☐	☐	☐	☐	☐	SimmDeo@hampton2.k12.sc.us	
Hampton One														
Hutto		Jack	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	jhutto@hampton1.k12.sc.us	
Horry County Schools														
Riddle		Jeff	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	jriddle@horrycountyschools.net	(846) 488-6858
Sheehan	Ms.	Heather	✔	✔	☐	☐	☐	✔	☐	☐	☐	☐	HSheehan@horrycountyschools.net	
Jasper														
Gerald	Ms.	Joyce	✔	☐	✔	☐	☐	☐	☐	☐	☐	☐	jgerald@jcsd.net	(843) 717-1151
Tigner	Ms.	Marva	✔	☐	✔	✔	☐	☐	☐	☐	☐	☐	mtigner@jcsd.net	(843) 717-1322
Kershaw County														
Irick		Melissa	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	melissa.irick@kcsdschools.net	(803) 432-8416
Lancaster County School District														
Quinn		Lydia	☐	✔	✔	✔	☐	☐	✔	☐	☐	☐	lquinn@lcsd.k12.sc.us	(806) 446-5990
Walker		Tony	☐	☐	☐	☐	☐	☐	☐	☐	☐	✔	twalker@lcsd.k12.sc.us	(803) 416-8818
Laurens 56														
Tiller		Maureen	☐	✔	☐	☐	☐	☐	☐	☐	☐	☐	mstiller@lcsd56.org	
Laurens School District 55														
Cartee		Ginny	☐	☐	✔	✔	☐	☐	☐	☐	☐	☐	gcartee@laurens55.k12.sc.us	(864) 984-3568
Dean		Tara	☐	☐	✔	✔	☐	☐	☐	☐	☐	☐	tdean@laurens55.k12.sc.us	(864) 984-3568
Laurens SD 56/SCPCSD														

Org. Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
Brazell	Mr.	Wayne	✔			✔							wbrazell@laurens56.k12.sc.us	
Lee County School District														
Richardson		Cleo			✔								richardsonc@lee.k12.sc.us	(803) 484-5327
Stokes		Kristie										✔	stokesk@lee.k12.sc.us	(803) 484-5327
Lexington County School District One														
Siler		Tom		✔						✔			tsiler@lexington1.net	(803) 821-1046
Stacey	Mr.	Mike	✔										mstacey@lexington1.net	
Lexington One														
Boatwright		Johnnie		✔									jboatwright@lexington1.net	
Butler		John										✔	jbutler@lexington1.net	(803) 821-1168
Lexington Richland 5														
Bain	Ms.	Angela	✔										abain@lex5.k12.sc.us	
Kennerly	Ms.	Mary											mkennerl@lex5.k12.sc.us	
Melton	Ms.	Christina		✔							✔		csmelton@lex5.k12.sc.us	
Taylor	Mr.	Robert	✔	✔		✔					✔	✔	rtaylor@lex5.k12.sc.us	
Wall-Mitchell	Ms.	Missy		✔					✔				mmitchel@lex5.k12.sc.us	
Welsh		Teresa										✔	TWelsh@lex5.k12.sc.us	(803) 476-8137
Lexington School District Four														
Maddox		Robert			✔	✔							rmaddox@lexington4.net	(803) 568-1000
Rhoden		Angela										✔	arhoden@lexington4.net	(803) 568-1000
Lexington School District One														
Rivers		Janelle		✔				✔					jrivers@lexington1.net	(803) 821-1060
Lexington School District Three														
Fowler		Debra			✔	✔						✔	dfolwer@lex3.k12.sc.us	(803) 532-1741
Lexington Two														
Allen		Shelley										✔	shelley@lex2.org	(803) 739-4069
Limestone College														
Meyers	Ms.	Shelly	✔										smeyers@limestone.edu	
Marion 7														
Barnhill	Ms.	Deborah	✔										dbarnhill@marion7.k12.sc.us	
Marion school District 7														
Dean	Mr.	Everette	✔									✔	edean@marion7 . k12.sc.us	
Marion Two														

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
	Causey		Russell	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	rcausey@marion2.k12.sc.us	(843) 464-3777
Marlboro County Schools															
	Roberson	Dr.	Frank	☑	☑	☑	☑	☐	☐	☐	☐	☑	☐	froberson@marlboro.k12.sc.us	(843) 479-1538
McCormick School District															
	Scott		Roni	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	scottr@mccormick.k12.sc.us	(864) 852-2435
Municipal Assn. of SC															
	Burdette	May	Carol	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	carol.burdette@unitedway.org	
	Danner	May	Rick	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	rickdanner@aol.com	
	Hair	Ms.	Miriam	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	MHair@masc.sc	
	Johnson	May	Kevin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	kevin27@sc.rr.com	
	Randall	May	Randy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	randy@presby.edu	
National Dropout Prevention Center															
	Drew	Dr.	Sam	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐	sdrew@clemson.edu	(803) 269-9289
National Staff Development Council															
	Mizell	Mr.	Hayes	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	hmizell@gmail.com	
Newberry College															
	Hardy		Michelle	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	michelle.hardy@newberry.edu	
	Johnson-Taylor	Ms.	Cindy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Cindy.Johnson-Taylor@newberry.edu	
Newberry County															
	Dowd		Susan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	sdowd@newberry.k12.sc.us	(803) 321-2600
Newberry County School District															
	Downs	Dr.	Cynthia	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	drcdowns@newberry.k12.sc.us	(803) 321-2600
	Jenkins		David	☐	☑	☐	☑	☐	☐	☐	☐	☑	☐	djenkins@newberry.k12.sc.us	(803) 321-2600
North Springs Elementary															
	Catoe	Dr.	Sally	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	sacatoe@richland2.org	(803) 736-3183
Oconee															
	Moore		Gloria	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	gcmoore@oconee.k12.sc.us	
Orangeburg 5															
	Jacobs		Anna	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	ash36@orangeburg5.k12.sc.us	(803) 533-6581
Orangeburg Five															
	McMichael		Wanda	☐	☑	☐	☐	☐	☑	☑	☐	☑	☐	wnm96@orangeburg5.k12.sc.us	(803) 535-1677
Orangeburg School District Four															
	Jenkins		Shirlan	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	jenkinss@orangeburg4.com	(803) 534-8081

Org.	Last Name	Title	First Name	9/29	10/16	12/14 R	12/14 A	12/14 Web	B	C	D	E	District Contact	Email	Phone
	Sparks		Thomas	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	sparkst@orangeburg4.com	(803) 534-8081
Orangeburg School District Three															
	Cash-Greene		Cynthia	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	cash-greenec@obg3.k12.sc.us	(803) 496-3288
	Jeffcoat		Renee	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	jeffcoatr@obg3.k12.sc.us	(803) 496-3288
	Moskos		Bonnie	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	moskosb@obg3.k12.sc.us	(803) 496-3288
Orangeburg-Calhoun Tech															
	Crook		Ann	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	crooka@octech.edu	(803) 378-7770
Packett Communications Corp.															
	Packett	Ms.	Kay	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	kpackett5@msn.com	
Palmetto Horizon															
	DuBard		Tripp	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	trip@palmettohorizon.org	
Palmetto Project															
	Quirk-Garvan	Mr.	Brady	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	bradyqg@palmettoproject.org	
	Skardon	Mr.	Steve	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	steve@palmettoproject.org	
Palmetto State Teachers Organization															
	Maness	Ms.	Kathy	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	kathymaness@palmettoteachers.org	(803) 256-2065
Palmetto Unified School District															
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Report of the Race to the Top
Partnership Committee Meeting

September 29, 2009

Overview

Race to the Top (RT3) is a $4.3 billion competitive grant program authorized under the American Recovery and Reinvestment Act of 2009 (ARRA) to encourage and reward states that have created the conditions for education innovation and reform, are implementing ambitious plans for innovation and reform, and are improving achievement. State reform conditions and state reform plans will be evaluated in four areas: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Struggling Schools.

The U.S. Department of Education proposes five priorities for the RT3 competition, one absolute priority, one competitive preference priority, and three invitational priorities. Proposed Priority 1 requires states to adopt a comprehensive approach to the four reform areas listed above. Priority 2 gives competitive preference to states whose reform conditions and plans emphasize Science, Technology, Engineering, and Mathematics (STEM). Priority 3 invites plans that expand and adapt statewide longitudinal data systems to integrate data from special education programs, limited English proficiency programs, early childhood programs, human resources, finance, health, postsecondary, and other areas. Priority 4 invites plans for P-20 coordination and vertical alignment, and Priority 5 invites plans that create school-level conditions for reform and improvement.

The initial meeting of the RT3 Partnership Committee on September 29, 2009, solicited ideas in the four reform areas (Standards and Assessments, Data Systems to Support Student Learning [including Priority 3], Great Teachers and Leaders, and Turning Around Struggling Schools). The committee also considered STEM (Priority 2), P-20 alignment (Priority 4) and creating school-level conditions for reform (Priority 5).

Standards and Assessment

The RT3 funding proposal calls for states to have a demonstrated commitment to improving the quality of standards by participating in a consortium of states working toward joint development and adoption of internationally benchmarked standards and to have a high-quality plan to support a statewide transition to internationally-benchmarked standards and high-quality assessments tied to those standards.

The Standards and Assessment work group provided comments in the areas of standards, assessment, accountability, and STEM. The most significant overall consensus was that standards, assessment, and accountability systems should create more meaningful learning experiences for students and more meaningful information for teachers, school and district leaders, and local and state policy makers. Standards and assessment systems should encourage students to learn about themselves and their world and instill a lifelong love of learning; enable

teachers to assess what their students know so they can alter instruction; and provide good information for education leaders to support continuous improvement. Because of the speed at which knowledge and the workplace are evolving, students need proficiency in skills that allow them to continuously learn by accessing, assessing, assimilating and using information.

Standards

- Standards should focus on preparing students not just for college but also for productive participation in the 21st Century world and economy.
- Standards should be integrated rather than taught in isolation and should emphasize process and thinking skills rather than just discrete subjects.
- South Carolina should create its own inquiry-based curriculum guide fostering connections to real life situations and providing real-life future job training.
- South Carolina should reduce the number of standards and prioritize them.
- South Carolina should reduce the number of electives and focus more on core courses in key content areas.
- State standards should be aligned with international standards.
- Schools should create smaller learning communities with specific goals and missions.
- South Carolina should increase the number of International Baccalaureate programs and charter schools, create schools of inquiry, promote use of the Socratic method, and reward innovation.
- Standards should emphasize extensive use of technology.

Assessment

- The lack of timely feedback on standards acquisition is a great barrier to improvement. South Carolina should expand periodic formative assessments and develop statewide benchmarks and pacing guides to assess the learning process.
- MAP testing in English language arts and math provides useful information, but teachers too often don't use the data to inform instruction. South Carolina should provide data coaches in each school to help support DeCartes in the classroom and should find ways to ensure that teachers use data to inform instruction, perhaps by creating links to principal accountability.
- South Carolina should create authentic assessments that require students to demonstrate higher order thinking skills rather than using standardized methods.
- South Carolina should develop a meaningful test in science to assess the "S" in STEM.
- South Carolina should develop a plan for a statewide value-added system.
- To demonstrate the will to change, districts should adopt a quality statement linking assessment to reform.
- Teachers could benefit from a clearer understanding of the relationship between the quality and rigor of the curriculum and student performance.
- South Carolina should develop common classroom-embedded assessments in all content areas.
- South Carolina should conduct an instructional review of school-wide assessments.

Accountability

- School districts should adopt a Memorandum of Agreement addressing the relationship between assessment and teacher performance.
- To improve teacher performance, schools should provide opportunities for teachers to analyze artifacts of student work and engage in discussions about teaching and learning.
- Teachers should be assessed on the basis of both content knowledge and the ability to teach content in ways that students understand.
- Teachers should be held accountable for student growth if there is a clear, transparent alignment of achievement from grade to grade and from periods within a grade.
- Accountability should be based on student outcomes measured in a reasonable and valid way.
- South Carolina should establish an ADEPT system for principals.
- School boards, superintendents, and staff should be evaluated based on student outcomes.
- Schools must provide environments for not most but all students to succeed, through innovative strategies such as multiage grouping, teacher looping, Montessori programs, and others.

Science, Technology, Engineering and Mathematics

- South Carolina should develop strategies for recruiting under-represented groups, such as female and African-American students, into STEM programs.
- South Carolina should expand STEM opportunities from elementary through high school grades.
- Districts should expand the number of STEM magnet programs.
- Project Lead the Way should be connected to higher learning.
- Schools should evaluate the professional development needs of teachers in STEM programs.
- Schools should make use of the database of research being conducted by Coastal Carolina University on instruction and curriculum strategies to increase achievement in STEM.
- South Carolina should develop statewide targets for all higher education institutions in preparing mathematics and science teachers.
- South Carolina should explore strategies for recruiting engineering students into the teaching profession.
- South Carolina should define what we mean by technology and engineering and assess how serious we are as a state about promoting technology and engineering education.
- South Carolina should establish scholarships for math and science students.
- Schools should provide expert mentoring and induction programs for beginning STEM teachers.
- South Carolina should establish flexible certification for STEM instructors.
- South Carolina should begin with the capabilities of technology rather than specific products, then modify the educational process to leverage those capabilities.
- Technology must be an integral and ongoing part of professional development for all teachers and principals, so that principals can lead the way in using technology to improve instruction.

Data Systems to Support Instruction

The RT3 funding proposal calls for states to have in place a statewide longitudinal data system that includes all of the elements specified in the America COMPETES Act and a high-quality plan that ensures access to data by key stakeholders and use of data to improve instruction.

The workgroup on Data Systems to Support Instruction emphasized that data should inform action rather than simply showing the results of action. Partner comments also indicated a strong view that data systems should be used to provide teachers with the means to evaluate student performance against standards in real time, on an ongoing basis, to support effective intervention.

- The state should create benchmarks for all standards indicators using statewide pacing guides and should provide indicator-specific summative and formative data that teachers can use to monitor student performance as it occurs. The TestView system might work well to provide this information.
- State-funded teacher preparation programs should be aligned with the SCDE's goals and objectives for instruction, teacher performance, and student achievement.
- South Carolina should develop a high school graduation monitoring program.
- South Carolina should develop a system to monitor the at-risk status of students and the interventions implemented.
- The state Department of Social Services should monitor early childhood education and should track foster children at 17, 19, and 21 years of age to monitor higher education and workforce participation.
- South Carolina should determine how to evaluate programs that are constantly changing.
- Higher education institutions should consider using the e-Transcript program to capture unique student identifiers and monitor the progress of individual students through college.
- South Carolina needs feeds from SASI/PowerSchool.

Great Teachers and Leaders

The RT3 funding proposal calls for states to have in place alternative pathways into the education profession for aspiring teachers and principals, have reform plans that differentiate teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and principals, report the effectiveness of teacher and principal preparation programs, and provide effective support to teachers and principals.

During the "Open Spaces" session those visiting the Great Teachers and Leaders area made recommendations for recruiting, retaining, distributing, and increasing the effectiveness of teachers and school and district leaders.

Recruiting Educators

- South Carolina should consider strategies to interest students in teaching, recruit gifted students into the teaching profession, and prepare students for both traditional and non-traditional settings (such as charter schools and virtual schools).
- Recruitment efforts should emphasize STEM.
- South Carolina should adopt initiatives that enhance the status of the teaching profession.
- Equal status should be given to educators who enter the profession through alternative routes.
- The Teaching Fellows program should be fully funded.

- Stipends and other incentives should be provided to encourage individuals to pursue certificates in high-need disciplines and geographic areas.
- Institutions of higher education should establish recruiting goals for each preservice program in high-need disciplines.
- South Carolina should establish partnerships with higher education institutions that graduate effective educators by providing districts with incentives to hire their graduates.
- Districts should use online systems, such as the Gallup System, to interview teachers and principals.

Retaining Educators

- Districts should create and sustain Professional Learning Communities.
- Working conditions in all schools should be reformed in ways that effectively support teachers.
- Induction and mentoring programs should be established for all beginning teachers and principals.
- South Carolina should pursue equity in teacher pay.
- South Carolina should provide competitive salaries for effective educators.
- South Carolina should provide appropriate certification advancement options for teachers employed in virtual school settings.

Distributing Educators

- South Carolina should support "Grow Your Own" initiatives, recruiting students from low-performing districts and training these students to become highly effective teachers in their home districts.
- Pay incentives should be provided for teachers and administrators to work in high-need areas.
- South Carolina should establish a residency program in high-need schools coupled with teacher housing initiatives.
- South Carolina should consider providing property to teachers in rural areas to keep educators attached to the community.
- Highly qualified teachers, including Teachers of the Year and teachers with national board certification, should be engaged in supporting high-need districts.
- The most experienced and effective teachers should be placed in low-performing schools.
- Special training and professional development should be provided to teachers and administrators in low-performing schools. South Carolina should consider adding a certification or endorsement for educators who are specially trained to work in low-performing schools.

Increasing Effectiveness

- South Carolina should use a value-added model to assess the effectiveness of all teachers and principals.
- Districts should provide meaningful and continuous professional development for all teachers and administrators.
- Schools should establish Professional Learning Communities that involve Research-to-Practice.

- Schools should replace single-age classes with multi-age, continuous progress classes.
- Schools should give teachers situations in which it is possible to see students succeed.
- South Carolina should recognize teacher effectiveness through additional endorsements, certificates, promotions or career advancements, and salary supplements.
- Schools should develop and implement collaborative research and professional development options with institutions of higher education.
- Current and former teachers of the year should conduct online teacher development courses.
- Schools should promote professional development for teachers that includes establishing positive relationships with students, managing student behavior, understanding academic standards, teaching the curriculum, and developing assessments aligned with state standards.
- Districts should hold underperforming teachers and principals accountable and should remove bad teachers and principals from the system rather than sending them elsewhere.
- Principals should be trained in the entire ADEPT system and in ISLLC standards. Evaluation of principals should be based on accurate information.
- Districts should provide outside mentoring support to principals for their first two years of service in underperforming schools.
- Districts should provide administrative help for principals to increase principal focus on instructional leadership.
- Districts should expand parental choice to improve teacher effectiveness.

Turning Around Struggling Schools

RT3 calls for states to have the legal, statutory, or regulatory authority to intervene directly in the state's lowest performing schools and to have a charter school law that does not inhibit increasing the number of charter schools. It also calls for reform plans that identify the lowest performing schools and support districts in turning them around by replacing the leadership and staff, converting them to charter schools, closing them and redirecting students to higher-performing schools, or implementing a school transformation model.

The workgroup on Turning Around Struggling Schools agreed that many of the options emphasized in the RT3 funding proposal to reform persistently underperforming schools (replacing leadership and staff, converting to charter schools, and closing schools altogether) may not be feasible in the rural communities where many of South Carolina's struggling schools are found. They also discussed obstacles to transformational change in these communities, including lack of a strong business community, a business community not invested in public schools, and community and school leaders who are resistant to change. A key element of South Carolina's plan must be building the will for bold and decisive change.

- Schools should consider structures that improve student and parent achievement at the same time, such as evening classes that repeat the day's math and English instruction for students and parents, so that parents are better able to help their children.
- Schools should consider extending the school year by 20 days.
- Teachers and principals should be trained in models of education that set students up for success, not failure, including developmentally appropriate instruction, continuous progress programs, and others.

- South Carolina should provide funding for schools to research and provide professional development in programs best suited to their students' needs.
- Districts should partner with businesses to provide a limited scope of classes geared toward producing the type of worker needed to support local businesses.
- Districts should be required to include balanced and diverse segments of the community, including families, community groups, business organizations, and educators, in planning for all applications.
- Districts should conduct community focus groups to foster community buy-in.
- All plans should include an early childhood and parenting component beginning prior to age three.
- Plans should provide ongoing professional development for teachers, with compensation.
- South Carolina should consider using the Inside-Out structure to turn around struggling schools, to help address the social and emotional as well as academic needs of children.
- South Carolina's plan should reflect the fact that replacing a school's principal is not always the key to improving achievement.

P-20 Coordination and Vertical Alignment

The U.S. Department of Education is soliciting applications that address seamless coordination of of the P-20 education system, including early childhood programs, K-12 programs, postsecondary institutions, and workforce organizations.

- South Carolina should provide alternative settings for adult education.
- South Carolina should expand coordination and collaboration with postsecondary institutions and business and community organizations.
- South Carolina should expand dual enrollment opportunities.
- South Carolina should sponsor P-20 symposiums involving key stakeholders and should review the P-20 efforts of other states, including Kentucky and Florida.
- Teacher Cadet programs should be aligned with the expectations of higher education institutions.
- Students should be offered continuous progress opportunities, moving forward on the basis of achievement, not age.
- STEM partnerships should be expanded.
- South Carolina should explore co-teaching opportunities involving higher education and P-12 teachers.

School-Level Conditions for Reform

The U.S. Department of Education is seeking applications in which participating districts provide schools with the flexibility and autonomy to pursue reform and innovation.

The work group on School Level Conditions for Reform considered the five aspects listed in the RT3 funding proposal: selecting staff, implementing new structures and formats for the school day or year that expand learning time, placing budgets under school control, awarding credit to students based on performance rather than instructional time, and providing comprehensive services to high-need students.

Selecting Staff

- Schools should call on community leaders and successful business entrepreneurs to teach life and business skills.
- Hiring and firing duties should be shifted to superintendents.
- South Carolina should establish statewide interview criteria for teachers to emphasize key skills, such as child-centered instruction.
- The Teacher Employment/Dismissal Act should be revised to reduce restrictions.
- Teacher preparation programs should emphasize differentiated instruction, and schools and principals should hold teachers accountable for using differentiated instruction.
- Schools should select staff using a fair, non-biased system rather than a "buddy system."
- Schools should work with teachers to find the best fit between teacher skills and student needs.

Implementing New Structures and Formats to Expand Learning Time

- Schools should consider a 220-day school year and a 9:00 - 5:00 school day.
- The school day should be restructured to provide real-life learning experiences after the normal class periods.
- The state should provide 12-month contracts for teahcers and year-round school for students.
- Schools should provide options, such as school in shifts, twilight schools, and comprehensive alternative schools.
- Schools should allow teachers to have flexible schedules (such as 6:30 - 2:00 or 10:00 - 5:00) and shared jobs.
- Schools should provide multi-age, multi-generation classes.
- Schools should consider multi-age classes, multi-year teaching, and Montessori programs.
- Schools should provide as much online content as possible and should consider blended models of instruction, including part face-to-face and part online instruction.
- South Carolina should evaluate the top ten structures across the nation and try each in different districts.
- Should should establish a nutrition curriculum for all students and should emphasize proper nutrition as the foundation for learning, not just on test days but all year long.
- South Carolina should limit the power of local school boards.

Placing Budgets Under School Control

- Budgets should remain under the control of local districts.
- Districts should set standards for and oversee school budgets rather than individual principals acting as CFOs.

Awarding Credit Based on Student Performance

- South Carolina should change laws and regulations to allow credit based on performance or competency rather than time.
- South Carolina should consider alternative methods, beyond testing, to evaluate success.
- Schools should offer more inquiry-based activities to meet standards.

- Mobility between grades also should be based on achievement rather than time in class.
- South Carolina should develop end-of-course exams that students may take in advance to demonstrate proficiency.

Comprehensive Services for High-Need Students

- Schools should ensure proper nutrition by providing breakfast for all students and/or breakfast in the classroom.
- Schools should pursue partnerships with public libraries and literacy groups.
- Partnerships should be expanded beginning in pre-school.

Next Steps

The SCDE agreed to take the input from the partners collaboration meeting, incorporate it into a framework, and provide the partners with notice of a lay-long work team session, scheduled for October 16, 2009. The presentations and "open spaces" reports, along with other background information, was posted to the SCDE's RT3 website: http://www.ed.sc.gov/agency/Innovation-and-Support/RT3.html.

Steps that are needed to complete the RT3 application include:

- The U.S. Department of Education's issuance of the final notice for the RT3 grant.
- Establishment of the vision and goals for South Carolina's application.
- Development of logic models for each strand of the application that address where we are, the assessed needs, the outcomes we anticipate, the annual measurable objectives, and the coordination of each strand with the others and other ARRA grant funding sources.
- Prioritization of activities that can reasonably be accomplished within three years with annual measurable objectives.
- Incorporation of the required reform plan elements as set forth by the U.S. Department of Education.
- Completion of the SFSF2 application (an eligibility condition) and the reform conditions statements as set forth by the U.S. Department of Education.
- Presentation of draft models to stakeholders for their input on goals, their assessment of whether school districts can implement the activities, and their ideas on how partners can support implementation.
- Development of letters of support and memoranda of agreement from key stakeholders.
- Integration of reform plans created through this process with the funding and goals of ARRA programs including SFSF, TQP, Title I, SLDS, IDEA, i3, SIF, and others.

Report of the Race to the Top Work Teams Meeting
October 16, 2009

Overview

The Work Teams meeting hosted by the South Carolina Department of Education (SCDE) for Race to the Top (RT3) partners and stakeholders on Friday, October 16, focused on generating ideas for reform in the four areas identified in the funding proposal issued by the U.S. Department of Education (USED): Standards and Assessments, Data Systems to Support Learning, Great and Effective Teachers and Leaders, and Turning Around Struggling Schools.

The SCDE asked the group to consider and comment on a proposed framework for a transformed education system. The proposed framework illustrated the relationships among USED's four reform areas, including the 14 related criteria, and the Six Critical Attributes of Learner-Centric Education proposed by the Council of Chief State Schools Officers (CCSSO).

Reform Areas and Criteria (USED)

Effective and Relevant Standards and Assessments

- Common Core Standards
- Common, High-Quality Assessments
- Transitioning to Enhanced Standards and Assessments

Effective Teachers and Leaders

- Alternative Pathways for Teachers and Principals
- Differentiating Teaching and Principal Effectiveness
- Equitable Distribution of Effective Teachers and Principals
- Reporting Effectiveness of Preparation Programs
- Providing Support to Teachers and Principals

Struggling Schools

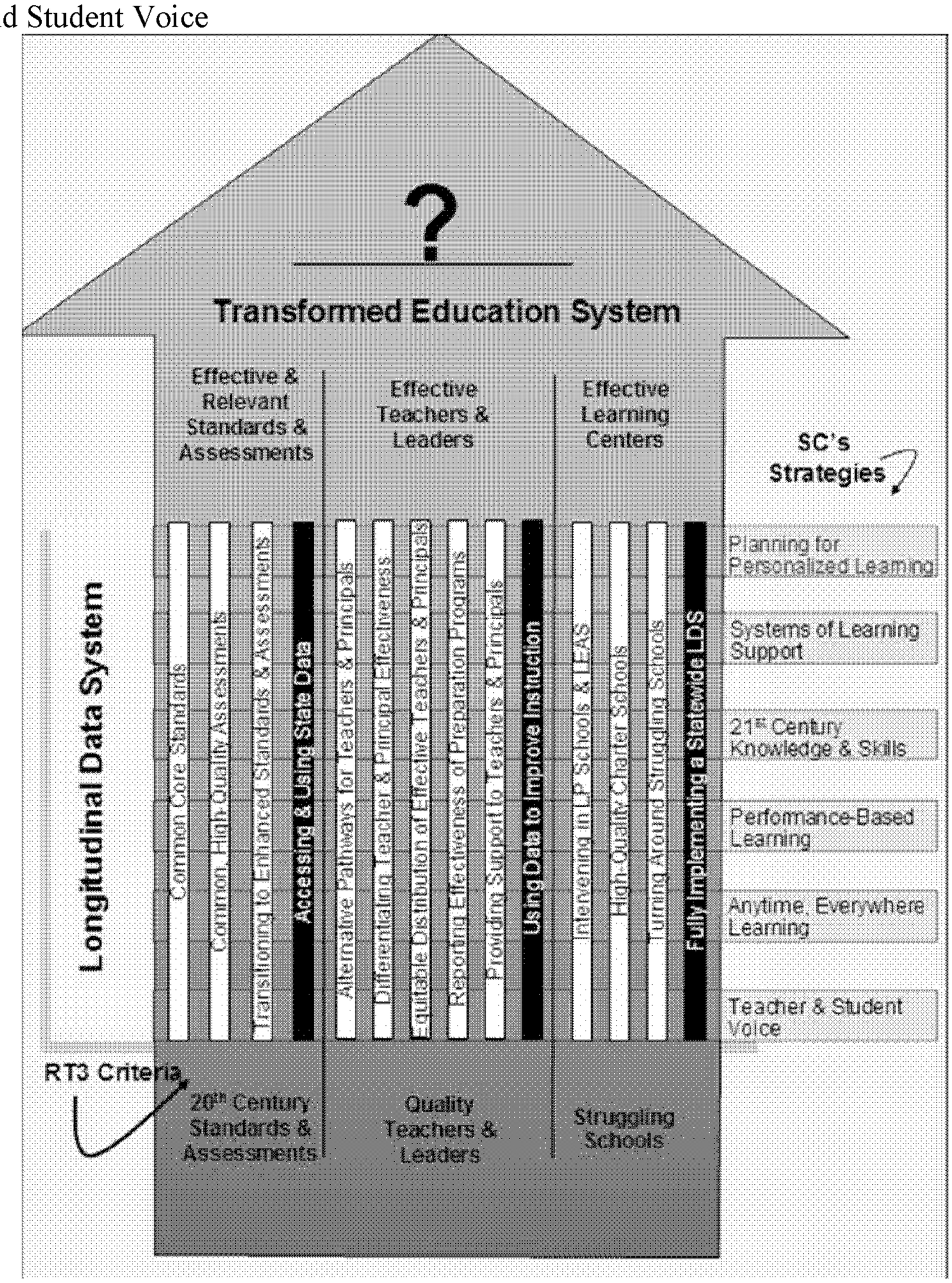
- Intervening in Low-Performing Schools and Districts
- High-Quality Charter Schools
- Turning Around Struggling Schools

Longitudinal Data System

- Using Data to Improve Instruction
- Accessing and Using Student Data
- Fully Implementing a Statewide Longitudinal Data System

Critical Attributes of Learner-Centric Education

Planning for Personalized Learning
Systems of Learning Support
21st Century Knowledge and Skills
Performance-Based Learning
Anytime, Everywhere Learning
Teacher and Student Voice



One group recommended adding a third dimension to the framework to address context: variables that affect all others and require customization for the transformation model to be successful. The context dimension would include:

- the teaching and learning context,
- the community support context, and
- the governance context

Work Team on Standards and Assessments

The Standards and Assessments work team agreed that South Carolina has a strong system of standards and assessment already in place and that the state's approach to the RT3 proposal should emphasize strengthening that system, increasing and improving professional development to support the standards and assessment system, and increasing support for students.

The work group considered the article "Rigor Redefined" by Tony Wagner, co-director of Harvard University's Change Leadership Group (EdLeadership, October 2008, vol. 16, no. 2, pp. 20-25), and agreed with the author's conclusion that standards should focus on using academic content to teach the "seven survival skills" -- critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination.

Inquiry standards and content standards, disconnected under South Carolina's current standards, should be combined, the group said. Professional development and tools such as the Standards Support System should be strengthened to promote use of content to drive learning in these seven areas, and alternative assessment strategies (such as portfolios) should be used to assess learning in these areas.

The work group envisioned an educational system in which schools are encouraged to experiment, with accountability as a means of ensuring a productive direction. Schools should be governed by the principles of rigor, relevance, and relationships, with strategies to include the following:

- Smaller learning communities;
- Personalized learning, with monitoring and frequent feedback, and with students directly involved in establishing learning goals and monitoring learning;
- Formal, informal, and authentic learning opportunities;
- Training for teachers in learning priority concepts and use of a continual feedback model;
- Strong mentoring programs, with every student assigned a support person;
- Learning as a community effort, incorporating career exploration opportunities and access to community health and social resources;
- Learned grounded in high-level common standards and based around relevant activities;
- Training for administrators in leading learning in priority areas;
- Infusion of technology into the learning process; and
- Specific and significant consequences for schools and teachers whose students do not meet learning goals.

The work group also suggested eliminating seat time requirements in favor of performance indicators,[1] pairing low- and high-performing schools, and using charter schools, choice, and demonstration sites to encourage development of new approaches.

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1 See existing Reg. 43-234.II.C "A school may award one unit of credit for a course that has been approved by the State Department of Education in a proficiency-based system."

Afternoon discussions centered on accountability. Strategies to improve South Carolina's accountability system might include the following:

- Development of a state test bank, including on-demand performance-type items that can be used to support learning;
- Development of a multi-tiered assessment system;
- A focus on assessing the effectiveness of the system and the schools that are part of the system;
- Supporting student learning by giving teachers more specific understanding of what students do and do not know about particular content; and
- Supporting teacher growth by providing formative feedback about day-to-day performance.

The group raised the question of whether it is possible to have a high-quality assessment system and a new approach to schools and schooling at the same time, noting that the assessment system might encourage old and ineffective approaches. The group reached some consensus that the two might not be incompatible.

Work Team on Data Systems to Support Learning

The work team on Data Systems to Support Learning agreed that South Carolina should develop an integrated P-20 data system and noted that while the state has made good progress in developing high quality longitudinal data systems for grades pre-K through 12, 13-20 data systems remain a weak link.

Tools in place to support a P-20 data system include the P-12 Student Information System, the P-12 Statewide Longitudinal Data System, the P-12 Data Warehouse, technology tools, and the Student Unique Numbering System for P-12 students. Obstacles to development of a P-20 system include federal privacy requirements, policy implications, politics, data issues, lack of a uniform student identification system among higher education institutions, lack of unique student identification numbers at higher education institutions, and lack of a governance structure. The work group also questioned whether private colleges would be included in a P-20 system.

The group identified and ranked 38 priorities for information to be included in a P-20 data system, as follows (data sources in parenthesis):

1. Adoption and inclusion by P-12 and higher education of all SIF and PESC standards beginning with Core Main (higher education).
2. Uniform and complete transcript information (P-12).
3. Student achievement data linked to teachers and other educators and colleges of education (P-12).
4. Statewide student identification from P-12 to higher education (higher education).
5. Information on where students go when they leave the P-12 system (P-12).
6. Annual retention rates in higher education (higher education).
7. Workforce participation data (higher education).

8. Use of the Student Longitudinal Data System as the authoritative data source (higher education).
9. Demographic data (P-12).
10. Data allowing for cultivation of STEM students (higher education).
11. Ability to link all unique student identification systems (P-12).
12. Enrollment and program participation data (higher education).
13. Development and tracking of assessments developed in the classroom (higher education).
14. Linked articulation data (higher education).
15. Remedial course work (higher education).
16. Two-way course of study linking with P-12 and higher education institutions (higher education).
17. Course grades (P-12).
18. Reporting state performance from higher education institutions to P-12 for individual groups (higher education).
19. Link to external data sources to track student movement out of state (higher education).
20. eIGP courses of study data aligned with college course of study data (P-12).
21. Pre- and post-test scores at key points in students' education (higher education).
22. Course data and career planning (higher education).
23. SAT and ACT scores (higher education).
24. Pass transcript data to data warehouse (P-12).
25. Attendance data for students and staff (P-12).
26. Student grade distributions from higher education institutions to P-12 (P-12).
27. Course work completion levels compared to higher education course levels (P-12).
28. Graduation rates for higher education institutions (P-12).
29. Map course numbers in P-12 to course numbers in higher education (P-12).
30. Standardized school identification (P-12).
31. Higher education student data by in-state and out-of-state (higher education).
32. Pre-populate online college enrollment forms (P-12).
33. Institutional history for transfer student movement (higher education).
34. Years to graduate/complete program in higher education (P-12).
35. Specific content on graduations (P-12).
36. Supports needed for individual students (P-12).
37. Link of certifications back to course work (P-12).
38. IEP access between P-12 and higher education institutions (higher education).

Work Team on Great and Effective Teachers and Leaders

The Great and Effective Teachers and Leaders work group supported the proposed RT3 framework and suggested no additional criteria or strategies. The group did recommend adding a third dimension to the framework to address context: variables that affect all others and require customization for the transformation model to be successful. The context dimension would include the teaching and learning context, the community support context, and the governance context, each of which incorporate a broad range of variables.

The work group identified several issues that should be considered in developing South Carolina's Race to the Top proposal:

- Sustainability: Previous education reform efforts with strong potential have been hampered by a lack of sustainability, because of limited resources (fiscal or human) and/or lack of long-term commitment. The RT3 proposal should emphasize sustainability.

- Availability of Student Achievement Data for Teacher and Principal Evaluation: The U.S. Department of Education's definitions of effective teachers and principals are based exclusively on quantitative measures of student growth, for which there currently are reliable data for some grade levels and subject areas but not others. If South Carolina is to decide teacher and principal evaluation, compensation, tenure, and dismissal and evaluate the effectiveness of teacher and principal preparation programs on the basis of student growth data, we must identify data that can be used for these purposes for all teachers and principals.

- Conflicting Research: There are conflicting opinions among education organizations and researchers regarding the efficacy of widespread promotion of charter schools and of the value-added model as a basis for evaluating individual teachers.

- Broad Definitions of Student Achievement: Student achievement should be evaluated not by test scores alone, but also by the skills businesses identify as important, including responsibility, higher-level thinking and problem-solving, communication, and others. South Carolina should obtain input from higher education, technical schools, employers, and other stakeholders to identify priorities in the assessment of student knowledge and skills.

The work group had a number of recommendations to improve educator recruitment, retention, distribution, and effectiveness:

- Increase compensation for teachers and administrators.
- Improve overall working conditions to attract and retain effective educators.
- Increase the availability of low-cost, high-quality housing options.
- Encourage higher education institutions to develop personalized learning plans for teacher and principal candidates to complete degree requirements, including allowing candidates to test out of courses.
- Assist high-need districts in growing their own highly effective teachers and principals.
- Promote self-directed learning for teachers and administrators.
- Create positions that allow teachers to advance without becoming administrators or leaving the teaching profession.
- Promote professional learning communities, particularly cross-generational teams.
- Provide quality induction and mentoring programs for all teachers and principals.
- Ensure that all teacher and principal candidates and practitioners have strong assessment and data literacy skills, so that they are able to develop, select, and administer appropriate assessments, evaluate different types of assessments for different uses, analyze assessment data, and use data to inform instruction.
- Increase the ability of educators to promote learning among diverse groups of students.

The work group on Great and Effective Teachers and Leaders also discussed the feasibility of creating sets of strategies for teachers and principals that parallel the strategies identified by CCSSO for students (planning for personalized learning, creating and maintaining systems of learning support, ensuring 21st Century knowledge and skills, providing anytime, everywhere learning, and listening to the voices of teachers and principals).

Finally, the work group emphasized the importance of including a representative sample of South Carolina's schools and districts in the RT3 proposal. While acknowledging the need to avoid spreading our efforts too thin, the group agreed that RT3 should encompass a variety of school and district contexts, because a "super school" in one area might not be successful when replicated in another, and teachers and principals who are effective in some schools might not be successful in others. A variety of school and district contexts should be considered in developing the RT3 proposal.

Work Team on Turning Around Struggling Schools

The work team on Turning Around Struggling Schools defined the partnership's challenge as establishing a structure and process for reforming poorly performing schools that would work in all of South Carolina, while demonstrating progress rapidly in the lowest-performing schools. The group suggested concentrating the state's effort in five schools that would serve as models, including one charter school, one reconstituted school, and three transformed schools, and providing less concentrated services in other schools under a tiered system.

The work team emphasized that South Carolina's RT3 proposal should honor the work the state has done already in the areas of standards and assessments, data systems, and improving educator quality but present our efforts as a work in progress, describing simply and succinctly what we propose to do differently and why we believe it will work.

The group considered the qualities needed to turn around struggling schools at the elementary, middle, and high school levels. Recommendations common across all levels include the following:

- Satellite schools receiving concentrated services should be envisioned as community centers, harnessing the resources of the community to provide integrated services to students, parents, and businesses.
- Schools should be partnered with universities to meet the needs of students, parents, and businesses.
- School models should allow for flexible scheduling and staffing.
- School models should provide extended learning time through longer school days and school years.

Elementary Schools

- Structures should emphasize small class sizes (fewer than 16:1), common planning time, and no pull-out programs.

- Instruction should be relevant, emphasize literacy, global learning, and science, math, engineering, and technology, and provide for common assessments, with more time provided for professional development.
- Support services should include Life Coaches providing individualized support for students, early childhood education programs serving birth - age 5, additional school nurses, access to technology, transportation and family support, and creation of professional learning communities.
- Schools should create a sense of urgency for change.

Middle Schools

- Schools should provide more mentoring programs.
- Schools and classrooms should be smaller to allow more personal attention to individual students.
- Schools should have clear systems of communication to foster parent involvement, using technology to keep parents engaged.
- Schools should provide after-school programs, with clear communication between teachers and after-school providers, to reinforce what is being taught in the classroom.
- Schools should provide quality teacher training based on data.
- Teacher contracts should be extended to allow for additional professional development and extended learning time for students.
- Schools should meet the health and safety needs of students and should integrate personal and social services.

High Schools

- Curriculum should emphasize rigor and relevance.
- Coursework should allow for employer involvement through approaches such as Work Keys.
- Schools should offer dual credit for college courses.
- Schools should emphasize relationships with individual students and increase mentoring programs.
- Schools should provide 8th grade summer enrichment-bridge programs, credit recovery, and access to virtual courses.
- Schools should form 9th grade academies.
- All students should be provided access to high-level courses.
- Schools should provide career information and graduation coaches.
- Partnerships with local businesses should be increased.
- Effective teachers should be better compensated.

Next Steps

The SCDE agreed to have these reports written up and distributed among the stakeholders participating in the September 29 and October 16 sessions. The proposed notice requires that the comprehensive plan be coordinated with other grants, including the State Fiscal Stabilization Fund (SFSF), the state longitudinal data systems (SLDS) grant (application due November 19),

the Teacher Incentive Funds (TIF) grant (South Carolina has applied), and the school improvement funds (SIF) under title I section 1003(g) (the proposed notice has been issued for comment). The RT3 proposed notice indicates requirements not only for the forward-looking reform plans, but also for descriptions of where South Carolina stands on several reform conditions. Those elements track closely to the elements in the proposed notice for the SFSF Phase 2 (SFSF2) application, which is expected to be announced in November. The FY 09-10 budget contains a proviso requiring that the application for SFSF2 be completed within thirty (30) days of the official announcement. Staff on the SCDE's internal team:

- are compiling information to ensure that both the SFSF2 application
- compiling any different information needed for the RT3 reform conditions elements;
- completing an SLDS application;
- preparing concept papers that incorporate the elements identified by stakeholders;
- developing a logic model to incorporate the concepts for the reform plans;
- watching for the official notices for the SFSF2 and RT3 grants;
- working with the Attorney General's office to prepare certification on laws relating to tying teacher and student data;
- outlining elements that might be needed for letters of support, memoranda of agreement, and sub-awards;
- planning a stakeholders meeting for the schools and districts that would be most impacted by the turnaround requirements in the grant;
- inventorying new data elements that the grant might require to ensure incorporation into the SLDS proposal; and
- brainstorming about "the big idea" that will pull the entire application together into one comprehensive approach.

Once the official notice is posted, the SCDE will announce a schedule for additional stakeholder input and meetings. In the meantime, in addition to the other work mentioned above, the leaders of the four work teams may contact the team members for additional work and input.

Appendix A2J
South Carolina INSPIRED Goals and Objectives

Goal A1: South Carolina will rapidly evolve into a student-focused, choice-driven, innovative public education system that can create and sustain individual, family, community, state, and national economic growth and vitality.

Goal A2: South Carolina will ensure dramatic growth in student achievement, graduation, and postsecondary enrollment rates, followed by student success in higher education and careers and as global citizens.

Goal B1: By 2014, South Carolina will have a fully integrated system in which enhanced, internationally benchmarked standards, drive instruction and accountability.

Objective B1.1: By August 2010, South Carolina will adopt internationally benchmarked standards that prepare students for success in college and the workplace (see timeline for state adoption in (B)(1) above).

Objective B1.2: In 2010 the state will implement a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation.

Objective B1.3: By August 2011, South Carolina will have completed the alignment of curriculum resources and instructional materials to the newly adopted standards and developed additional resources to address any gaps discovered in the alignment process.

Objective B1.4: By August 2011, South Carolina's educational community will understand that the newly adopted enhanced standards will necessitate changes in curriculum, instruction, and assessment.

Objective B1.5: South Carolina will implement an Improvement Clusters Schools Pilot to support the transformation of struggling schools into successful schools.

Objective B1.6: In School Year 2012-13 to 2014 and beyond, South Carolina will provide continuing support and technical assistance in the implementation of, transition to, and sustainable support for the adopted enhanced standards and high quality assessments.

Goal B2: **South Carolina will adopt and/or develop as necessary and implement valid, reliable summative and formative assessments that are aligned with internationally benchmarked standards adopted by the state.**

Objective B2.1: By December 2010, South Carolina will complete a review of the existing item banks (summative and formative) to determine alignment with the adopted Common Core standards.

Objective B2.2. South Carolina will participate in national and international assessment programs to ensure alignment and provide comparative information.

Objective B2.3. Districts and schools across South Carolina will use funds to enhance their technology infrastructure for instructional as well as assessment purposes.

Goal C1: SLICE 2013 will be governed collaboratively by key stakeholders (schools, districts, state agencies, parents, students, and community leaders).

Objective C1.1: Establish a data governance structure, the Data Governance Committee (DGC), to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P–12, higher education, workforce, corrections, health and human services, social services, and child care.

Objective C1.2: The DGC will develop and adopt data-quality standards for sharing data across the agencies' disparate databases.

Goal C2: SLICE 2013 will integrate, expand, facilitate and, where appropriate, create P-20 data exchanges (P-20) among educational agencies and institutions within South Carolina and among other states so that data may be used to inform policy and practice.

Objective C2.1: Expand the educational data warehouse contained in the state's Data Warehouse (ORS), to include new data sources (P–20, commerce, employment/workforce, childcare, law enforcement, corrections, ACT/SAT student level data, the Armed Forces, dropout, summer survey data, data from the SCDE's Division of Educator Quality and Leadership (DEQL), and Testview).

Objective C2.2: Support intra- and inter-state and national interoperability by using standard data structures, data formats, and data definition standards to ensure linkage and connectivity among the various levels and types of data.

Objective C2.3: Explore and define opportunities for interstate data sharing through SCDE's active participation in the SERVE Center at UNC Greensboro (SERVE), especially as to tracking transfer students.

Objective C2.4: Integrate educator data from the SCDE's Division of Educator Quality and Leadership (I-DEQL) to facilitate assessment of educator performance as a function of student performance, inform teachers of impact on student performance, enable the SCDE to centralize and automate the matching of teacher data with certification information and teacher preparation and training programs, and, ultimately, help improve teacher preparation programs.

Objective C2.5: Implement data quality and validity controls (DQV) within South Carolina's statewide Student Information System, PowerSchool, so that data entries are complete, correct at entry, and meaningful for analyses.

Goal C3: By providing effective interfaces and training for those interfaces, SLICE 2013 will be easily accessible and useful to a range of stakeholders (parents, students, educators, LEA leaders, community members, educator associations, researchers, and policymakers).

Objective C3.1: SLICE 2013 will develop and implement intuitive interfaces and easily generated reports. The DGC will develop the policies and procedures for determining access to the data system based on stakeholder role.

Objective C3.2: P*rovide accessible training for all interfaces for all stakeholder groups (including data collection and data entry staff, key agency stakeholders, public and community members, policymakers, researchers, teachers, education leaders, and others) to ensure that users know data exist and how to access the data.*

Goal C4: SLICE 2013 will provide the technical systems and data to support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

Objective C4.1: Implement a statewide curriculum management system (CMS) to manage South Carolina's new S^3 curriculum and common core curriculum, provide data to classroom- and building-level educators that will inform educator curricular and programmatic evaluation and decision-making; integrate learning standards into curriculum and planning, analyze assessment results related to learner performance, and facilitate educator planning to improve learner performance.

Objective C4.2: Integrate assessment data from sources and instruments other than the statewide K–12 assessment management system into the data warehouse, including formative, periodic, and other data, to facilitate teacher planning and foster differentiated instruction.

Objective C4.3: Implement a unique program identification numbering system (P-ID) so that educational programs can be evaluated for effectiveness in meeting student needs (including effectiveness with specific subgroups of students).

Objective C4.4: Implement a unique educator ID numbering system (ED ID) to identify teachers, administrators, counselors, media specialists, and other educators who work directly with students, thereby enabling (1) the linking of student data with teacher data to match a student with his/her

particular teachers responsible for providing instruction in various content areas and (2) the matching of individual educator data with information about their certification and teacher preparation programs.

Objective C4.5: South Carolina has built a foundation for reform through the use of data to inform education decision makers and stakeholders.

Goal C5: SLICE 2013 developers and SCDE content specialists will work with the South Carolina INSPIRED Data Analyst and the S^2MART Center staff to create, distribute, and provide DATTA accessible training using the 7A's model for all stakeholder groups, including data collection and entry staff, public and community members, policymakers, researchers, teachers, education leaders, and others.

Objective C5.1: SLICE 2013 staff will work with the South Carolina INSPIRED Project Director, the DATTA Director, and S^2MART Center coaching staff to develop a comprehensive plan for training stakeholders.

Objective C5.2: The training team will develop initial training modules for awareness and access to data, initial phases of analyzing and understanding the data, and initial phases of applying data to educational situations.

Objective C5.3: The training team will develop training modules to promote advanced application of data in instructional and learning activities, assessment of results from instruction, and advancement of learning as demonstrated by learner performance in relation to academic standards.

Objective C5.4: Various S^2MART Center Staff will be cross-trained to enable them to provide training and technical assistance in the use of data to create learning as they provide training in their program and content areas.

Objective C5.5: Training will be available in several formats.

Goal C6: SLICE 2013 will provide researchers and policymakers with access to student-level, educator-level, and program-level data to evaluate and research the effectiveness of programs used with students and other learners.

Objective C6.1: The researcher or policymaker will gain rights to the educator interface based on her or his role as a researcher.

Objective C6.2: The researcher or policymaker will have access to student-level data that are de-identified longitudinally.

Goal D1: South Carolina will enhance teacher and principal effectiveness by focusing on performance indicators that include measures of student growth as a significant component and by ensuring the fidelity of implementation of annual rigorous, transparent, tiered, and fair evaluation, feedback, and support systems for teachers and principals.

Objective D1.1: By the end of the grant period, South Carolina will expand its student growth measures to include standardized assessment data for every student in the state who is in a tested grade and subject.

Objective D1.2: By the end of the grant period, South Carolina will expand its student growth measures to include Project-Based Learning and Assessments (PBLAs).

Objective D1.3: By the end of the grant period, South Carolina will involve teachers and key stakeholders in amending ADEPT (1) to differentiate teacher effectiveness using multiple rating categories that take into account data on student growth and (2) to include additional performance standards and evaluation models for teachers in virtual/cyber school settings and for school psychologists.

Objective D1.4: By the end of the grant period, South Carolina will involve principals, educators, and key stakeholders in amending the statewide system for Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) to differentiate principal effectiveness using multiple rating categories that take into account data on student growth.

Objective D1.5: By the end of the grant period, ADEPT will include student growth as a component of the annual teacher evaluation process.

Objective D1.6: By the end of the grant period, South Carolina's PADEPP will include student growth as a component of its annual evaluation process for principals.

Objective D1.7: By the end of the grant period, South Carolina will design and implement a tiered certification system for principals, based on principal effectiveness.

Objective D1.8: By the end of the grant period, South Carolina will use teacher effectiveness ratings for both formative and summative purposes.

Objective D1.9: By the end of the grant period, South Carolina will use principal effectiveness ratings for both formative and summative purposes.

Objective D1.10: By the end of the grant period, South Carolina will implement processes to ensure the fidelity of implementation of the ADEPT and PADEPP systems.

Goal D2: To ensure that students in high minority or high poverty schools have access to highly effective principals and teachers in all areas, South Carolina will develop and implement strategies to improve compensation, professional development and support, and alternative certification routes for highly effective principals and teachers in all subject areas.

Objective D2.1: South Carolina will develop, pilot, refine, and implement compensation systems to attract and retain highly effective teachers and principals to high poverty and/or high minority schools.

Objective 2.2: South Carolina will develop site-based, research-based professional development and support for teachers and leaders in high minority and/or high poverty schools.

Objective D2.3: South Carolina will strengthen and expand existing and/or develop new recruitment and alternative certification routes for principals and teachers, especially those in hard-to-staff subjects and specialty areas.

Goal D3: South Carolina's educator preparation programs will become more effective by having data that indicates their graduates' impact on student growth so that the programs can make informed decisions on improvement.

Objective D3.1: A stakeholders work group will be convened to review the existing reporting, reach consensus on the time period over which student growth data will be linked to preparation programs, and determine what data elements that can be collected and reported will best inform improvement decisions.

Objective D3.2: The Higher Education Assessment of Teachers pilot project (Project HEAT) will be expanded to all preparation programs that have graduates within SC TAP schools, modified to incorporate decisions reached via Objective D4.1, and evaluated for effectiveness and possible improvements.

Objective D3.3: As it becomes available through the implementation of projects undertaken in (D)(2), educator impact on student growth will be incorporated into the model for educator preparation effectiveness reporting developed in Objective D4.2, reported to the preparation programs, and published on the SCDE website.

Objective D3.4: South Carolina will amend its current publicly reported preparation program "Fact Sheets" to include information on effectiveness of the graduate educator programs and to encourage growth of those programs that are most effective through increases in enrollment.

Objective D3.5: South Carolina will amend its accreditation guidelines for educator preparation programs to incorporate the revised reporting, to outline steps and timelines for improvement of programs that are categorized as "low-performing" or "at risk," and to revoke accreditation of programs that have not improved despite adequate opportunity.

Goal D4: South Carolina will develop a coherent, dynamic infrastructure and support system that promotes a commitment among all educators to learn with and from one another to design/discover, implement, and share effective practices for preparing learners.

Objective D4.1: By the end of the grant period, South Carolina will expand its Communities of Professional Practice to include all educators (i.e., teachers, special area personnel, and school administrators) at all levels of experience.

Objective D4.2: By the end of the grant period, South Carolina will continuously design, broker, and customize resources to develop and/or enhance educator knowledge and skills to match the needs of the learners.

Objective D4.3: By the end of the grant period, South Carolina will provide a Professional Practices Network designed to provide learning support opportunities and recommendations from educators to educators.

Objective D4.4: By the end of the grant period, South Carolina will provide resources designed to personally and professionally reinvigorate our educators.

Goal E1 All of South Carolina's lowest performing schools identified for program participation will implement an appropriate reform plan model with support, training, and technical assistance provided by the SCDE, its partners, or competitively selected vendors.

Objective E1.1 By the end of year 1, appropriate reform plan/intervention models will be determined and implementation plans will be initiated for all identified Tier 1 schools.

Objective E1.2 By the end of year 2, appropriate reform plan/intervention models will be determined and implementation plans will be initiated for identified Tier 2 schools.

Objective E1.3 By the end of year 4, Tier 1 and Tier 2 schools will have participated in statewide TTA initiatives DATTA (7A's) and S^3 and TTA based on particular needs.

Objective E1.4 At the end of years 3 and 4, fidelity of implementation and progress toward improvement will be determined and adjustments made as indicated.

Objective E1.5 Annual reports and a final report (at the end of year 4) will be drafted and the public notified of the assessment of school intervention efforts.

Goal E2 South Carolina's lowest performing schools will participate in training and technical assistance and other supports to build capacity and sustain turnaround efforts.

Objective E2.1 At the end of year 1, professional development plans will be written and implemented to address needs identified for and by the school and LEA.

Objective E2.2 At the end of year 1, a turnaround partner will be chosen, a contract written, and procedures implemented as set forth in each intervention model.

Objective E2.3 By the end of year 4, students attending participating schools will demonstrate statistically significant increases in achievement.

Objective E2.4 By the end of Year 4, students attending participating high schools will demonstrate increases in their high school graduation rates, number of credits earned, number of STEM-related credits earned, and post-secondary enrollment rates.

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Appendix B1A
Common Core Standards Memorandum of Agreement

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

College and Career Ready

DRAFT
CONFIDENTIAL

Standards For Reading Informational and Literary Texts

Core Standards

To be college and career ready, students must:

1. Determine what the text says explicitly and use evidence within the text to infer what is implied by or follows logically from the text.
2. Support or question statements about the text by citing the text explicitly and accurately.
3. Assess the contributions that significant details as well as larger portions of the text make to the whole.
4. Summarize the ideas, events, or information in the text and determine the main ideas and themes.
5. Trace how events and ideas unfold in the text and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Draw on context to determine what is meant by words and phrases, including figurative language.
8. Analyze how word choice shapes the meaning and tone of the text.
9. Analyze how the organizational structure advances the argument, explanation, or narrative.
10. Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension.
11. Follow the reasoning that supports an argument or explanation and assess whether the evidence provided is relevant and sufficient.
12. Ascertain the origin and credibility of print and online sources when conducting research.
13. Analyze how two or more texts with different styles, perspectives, or arguments address similar topics or themes.
14. Apply knowledge and concepts drawn from texts to other texts, contexts, and circumstances.

Notes: The core standards are meant to apply to the different text types that students need to read for college and work. For example:
- "Trace how events and ideas unfold" applies to plot in literature and to a review of scientific procedures and explanations.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Standards For Reading Informational and Literary Texts

Required Range and Contexts

To be college and career ready, students must read texts of sufficient complexity, quality, and range:

Complexity: A crucial factor in students' readiness for college and careers is their ability to read and comprehend complex text independently. Students must be able to handle high levels of text complexity with regard to the sophistication of the language and content as well as the subtlety of the themes and issues explored. In college and careers, students will need to extract knowledge and information from reference materials, technical manuals, literature, and other texts (print and online) that are characterized by demanding and context-dependent vocabulary, subtle relationships among ideas and characters, a nuanced rhetorical style and tone, and often elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

Quality: The literary and informational texts chosen for study should be rich in content. Since certain works are products of exceptional craft and thought, all students should have access to these especially strong models of thinking and writing. This includes texts that have broad resonance and are referred to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. At the same time, reading substantive contemporary fiction engages students in the world and culture around them, just as reading thoughtful contemporary works in science and other disciplines enables students to reflect on pertinent issues in these disciplines. Attentive and wide reading of high quality texts builds the background knowledge and vocabulary essential to college and career level reading comprehension.

Range: Students also must demonstrate their capacity to read a variety of literary and informational texts and read deeply within fields of study in order to gain the knowledge base they need for college and career readiness.

Literature: When reading literature, students must demonstrate their capacity to pay special attention to the choices authors make about words and structures. Many literary effects depend on the order in which events unfold and the specific details used to describe characters and actions. Since these same strategies—order and use of detail—are equally critical in understanding the most demanding informational texts, reading literature helps students comprehend what they read in science, history and other subjects.

Informational Text: Because the overwhelming majority of college and workplace reading is non-fiction, students need to hone their ability to acquire information from nonliterary texts in mathematics and the social and natural sciences. When reading informational text, students must become attuned to different formats in which ideas are presented to access the knowledge contained in these texts. In order to be college and career ready, students will need to encounter complex non-fiction in their English courses as well as when reading in history, the sciences and other disciplines.

Standards for Writing

Core Standards

To be college and career ready, students must:

1. Select and refine a topic or thesis that addresses the specific task and audience.
2. Sustain focus on a specific topic or argument through careful presentation of essential content.
3. Create a logical progression of ideas and use transitions effectively to convey the relationships among them.
4. Support and illustrate arguments and explanations with relevant details and examples.
5. Develop and maintain a style and tone appropriate to the purpose and audience.
6. Choose words and phrases to express ideas precisely and concisely.
7. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
8. Represent and cite accurately the data, conclusions, and opinions of others.
9. Assess the quality of one's own writing and, when necessary, strengthen it through revision.

When **writing arguments**, students must also:

10. Establish a substantive claim, distinguishing it from alternate or opposing claims.
11. Link claims and evidence and ensure that the evidence is relevant and sufficient to support the claims.
12. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

When **writing to inform or explain**, students must also:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content.
15. Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. Correctness in writing is not an end in itself but rather a means to more effective communication. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation that clarifies meaning are of particular importance to formal writing.

Standards for Writing

Required Range and Contexts

To be college and career ready, students must adapt their writing to the:

Purpose: Students must be able to accomplish two main purposes with their writing:

Make an Argument: The ability to frame and defend an argument is particularly important to students' readiness for college and careers. The goal of making an argument is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence. In some cases, a student will make an argument to gain access to college or to a job, laying out their qualifications or experience. In college, a student might defend an interpretation of a work of literature or of history and, in the workplace, an employee might write to recommend a course of action. Students must frame the debate over a claim, presenting the evidence for the argument and acknowledging and addressing its limitations. This approach allows readers to test the veracity of the claims being made and the reasoning offered in their defense.

Inform or Explain: Writing to inform or explain requires students to integrate complex information from multiple sources in a lucid fashion, such as facts about a new technological application or a set of workplace procedures. To achieve coherence, students must illustrate the connections between ideas and events, such as cause and effect. Students also must organize their description or explanation in a manner appropriate to the context, responding to the specific needs of the reader by both covering the relevant ground and anticipating confusions that might arise. Writing is an opportunity for students to show what they know and share what they have seen, so it is essential that they check their facts and provide reliable information.

Audience: Students should write for a range of audiences and adapt their style and tone so that it is appropriate to the task and audience. Students must be able to take into consideration an audience's characteristics, such as its background knowledge, its interests, and its potential objections to an argument. Strong, effective writing can overcome or at least influence an audience's biases and address its limitations.

On-demand writing requirements of college and careers: Writers sometimes have the opportunity to take a piece of writing through multiple drafts, receiving feedback along the way, successively refining and polishing the text. Frequently, however, writers must produce high-quality text the first time and under a tight deadline, whether in response to a supervisor's request for information or to a prompt on an exam. To meet the special requirements of on-demand writing, writers must exhibit flexibility, concentration, and fluency.

Note on narrative writing

Narrative writing is an important component of making an argument and writing to inform or explain. Telling an interesting story effectively, faithfully describing the steps in a scientific process, or providing an accurate account of a historical incident requires skillfully using narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Standards for Speaking and Listening

Core Standards

To be college and career ready, students must:

1. Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience

2. Respond constructively to clarify points and to build on or challenge ideas.

3. Listen to complex information and understand what was said, identifying main ideas and supporting details.

4. Follow the progression of the speaker's message and evaluate the speaker's credibility and use of evidence.

Notes:

- Present information and findings clearly and persuasively: This includes conveying information concisely, taking into account audience background or prior knowledge of the selected topic, and ensuring that nonverbal cues such as gestures and eye contact contribute effectively to the delivery of the message.

- Register: This is the variety of language used in a particular setting. For example, a student should choose formal Standard English to deliver a presentation of research to an unfamiliar audience.

- Respond constructively: This can be accomplished by both a speaker and a listener. Responding constructively includes asking relevant questions, offering elaborations and answering questions, and using verbal and non-verbal cues to indicate or determine understanding, confusion, agreement, or disagreement.

- Evaluate the speaker's credibility and use of evidence: This includes distinguishing facts from opinions, determining bias and expertise, and assessing the speaker's supporting evidence.

Standards for Speaking and Listening

Required Range and Contexts

To be college and career ready, students must exhibit the Speaking and Listening Skills in the following contexts:

Formal and Informal:

Students are expected to exhibit the Speaking and Listening Skills in both formal and informal settings, adapting their language use accordingly. In particular, students should be able to use formal Standard English when called for in academic and workplace settings.

Group and One-to-One:

Students are expected to utilize the speaking and listening skills in both groups and one-to-one. The application of these skills may be different in varied settings. When communicating in a group and building on the ideas of others with group goals in mind, a student will have to respond constructively by taking turns, using non-verbal cues such as raising a hand. When communicating one-to-one, a student will be able to respond constructively in a more immediate manner such as by asking a question directly of the speaker.

Applications of the Core

Research

Note: *This section draws on the Reading, Writing, and Speaking and Listening standards to demonstrate important applications of the core to college and career readiness.*

The ability to conduct research independently, accurately, and effectively plays a fundamental role in college and the workplace. Research skills are critical tools for acquiring, extending, and sharing knowledge in academic and workplace settings, and students must be able to determine when and how to conduct and document research.

Research as described here is not limited to the formal, extended research paper; rather, these skills encompass a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from print and digital sources. These research skills equip students with the tools to engage in sustained inquiry as well as tackle short, focused research projects that typify many research assignments in college and the workplace. Research in the digital age offers new possibilities but also new or heightened challenges. For one, the explosion of information available electronically puts a premium on students being able to determine the origin and credibility of their sources.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. While the skills represented in many of the standards from Reading, Writing, and Speaking and Listening could be called on when performing research, the following encapsulate the core standards for this application:

Reading:

- Summarize the ideas, events, or information in the text and determine the main ideas and themes. (4)
- Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension. (10)
- Follow the reasoning that supports an argument or explanation and assess whether the evidence provided is relevant and sufficient. (11)
- Ascertain the origin and credibility of print and online sources when conducting research. (12)
- Apply knowledge and concepts drawn from texts to other texts, contexts, and circumstances. (13)

Writing:

- Select and refine a topic or thesis that addresses the specific task and audience. (1)
- Represent and cite accurately the data, conclusions, and opinions of others. (6)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (10)
- Link claims and evidence and ensure that the evidence is relevant and sufficient to support the claims. (11)
- Acknowledge competing information or arguments, defending or qualifying the initial claim as appropriate. (12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to develop an accurate picture of that information. (13)
- Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content. (14)
- Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions. (15)

Speaking and Listening:

- Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience. (1)

Applications of the Core

Media

Media skills play an increasingly important role in the gathering and sharing of ideas and information. At the core of media mastery are the same fundamental capacities as are required "offline" in traditional print forms: an ability to produce clear communications and an ability to access, understand, and evaluate complex materials and messages.

Media mastery also calls upon some skills unique to the online environment, ranging from being able to conduct digital-based research to exchanging and debating ideas in online discussions to interacting with new text forms. In the electronic world, reading and writing are closely intertwined, which affects both the processing of information as well as its production. Students should be able to create, collaborate on, and distribute media communications and must learn both to read closely and critically and to contribute effectively online through different media forms, such as blogs, wikis, and social networks.

While the skills represented in many of the standards from Reading, Writing, and Speaking and Listening could be called on in the interpretation and production of media, the following encapsulate the core standards for this application:

Reading:

- Summarize the ideas, events, or information in the text and determine the main ideas and themes. (4)
- Interpret data, graphics, and words in the text, and combine these elements of information to achieve comprehension. (10)
- Ascertain the origin and credibility of print and online sources when conducting research. (12)
- Analyze how two or more texts with different styles, perspectives, or arguments address similar topics or themes. (13)

Writing:

- Represent and cite accurately the data, conclusions, and opinions of others. (6)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to develop an accurate picture of that information. (13)
- Convey complex information clearly and coherently to the audience through careful selection, organization, and presentation of the content. (14)
- Demonstrate understanding of the content by getting the key facts right, covering the essential points, and anticipating reader misconceptions. (15)
-

Speaking and Listening

- Present information and findings clearly and persuasively, selecting an appropriate format, organization, and register for the purpose and audience. (1)
- Listen to complex information and understand what was said, identifying main ideas and supporting details. (3)
- Follow the progression of the speaker's message and evaluate the speaker's credibility and use of evidence. (4)

Reading Illustrative Texts at the Required Level of Complexity

Significance and Measurement of Text Complexity

Why Samples of Complex Texts?

Studies show that one concrete measure of readiness for college and careers is students' ability to read and comprehend complex text independently. Many students who do not encounter sufficiently challenging texts in high school struggle upon entering college. In the twenty-first century, students may change jobs often; they must therefore be able to read a range of complex texts to be ready for an ever-evolving workplace. While no sampling can do justice to the numerous ways in which different authors craft engaging and complex prose, the four selections below exemplify the kinds of passages students need to grapple with in high school to be ready to meet the challenges of college classrooms and workplaces.

- The first selection, from the Declaration of Independence, illustrates the kind of primary source materials students should be able to confront on their own in high school.
- The second passage, from Katherine Mansfield's short story, "Miss Brill," appears on several international reading lists and in many U.S. high school curricula.
- The third excerpt, by Sylvia Mader, comes from an entry-level college science text.
- The fourth text, taken from one of ACT's WorkKeys® assessments, represents one important type of real-world reading challenge: the business memo.

How Has Complexity Been Measured?

In addition to surveys of required reading in twelfth grade and the first year of college and consultations with experts in text complexity, two leading measurement systems were used to help make the selections below. While other measures of readability and text complexity have value, the two described below helped guide this initial work and confirmed that these four texts are suitable exemplars of the types of complex texts that students need to master to be ready for college and careers.

The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, that is, the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

Sample Text #1

from The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. --Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

Sample Text #2

***from* "Miss Brill," by Katherine Mansfield**

There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and gayer. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like some one playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music. Now there came a little "flutey" bit—very pretty! —a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

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The band had been having a rest. Now they started again. And what they played was warm, sunny, yet there was just a faint chill—a something, what was it? —not sadness—no, not sadness—a something that made you want to sing. The tune lifted, lifted, the light shone; and it seemed to Miss Brill that in another moment all of them, all the whole company, would begin singing. The young ones, the laughing ones who were moving together, they would begin, and the men's voices, very resolute and brave, would join them. And then she too, she too, and the others on the benches—they would come in with a kind of accompaniment—something low, that scarcely rose or fell, something so beautiful—moving—And Miss Brill's eyes filled with tears and she looked smiling at all the other members of the company. Yes, we understand, we understand, she thought—though what they understood she didn't know.

Sample Text #3

***from* Inquiry into Life, by Sylvia S. Mader, 12th edition. (McGraw Hill)**

A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

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The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

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Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Sample Text #4

Sample Business Memo

(ACT WorkKeys Reading for Information Test, Level 6 Sample Passage)

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole discretion of Molten Metals, Inc., and we will determine who is to be so empowered. Under President Duarte's leadership, all messages sent and received (even those intended as personal) are treated as business messages. Molten Metals, Inc. has the capability to and reserves the right to access, review, copy, and delete any messages sent, received, or stored on the company e-mail server. Molten Metals, Inc. will disclose these messages to any party (inside or outside the company) it deems appropriate. Employees should treat this server as a constantly reviewed, shared file stored in the system.

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Due to the reduced human effort required to redistribute electronic information, a greater degree of caution must be exercised by employees transmitting MM, Inc. confidential information using company e-mail accounts. Confidential information belonging to MM, Inc. is important to our independence and should never be transmitted or forwarded to persons or companies not authorized to receive that information. Likewise, it should not be sent or forwarded to other employees inside the company who do not need to know that information.

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MM, Inc. strongly discourages the storage of large numbers of e-mail messages for a number of reasons. First, because e-mail messages frequently contain company confidential information, it is good to limit the number of such messages to protect the company's information. Second, retention of messages fills up large amounts of storage space on the e-mail server and personal hard disks, and can slow down the performance of both the network and individual personal computers. Finally, in the event that the company needs to search the network server, backup tapes, or individual hard disks for genuinely important documents, the fewer documents it has to search through, the more economical the search will be. Therefore, employees are to delete as soon as possible any email messages they send or receive.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

July 16, 2009

Introduction and Overview of the Organization

Ten *Mathematical Principles* form the backbone of these standards. Each principle is accompanied by an explanation that describes the coherent view students are expected to have of a specific area of mathematics. With this coherent view, students will be better able to learn more mathematics and use the mathematics they know. The principles pull together topics previously studied and target topics yet to be learned in post-secondary programs.

Each principle consists of a statement of a Coherent Understanding of the principle, together with Core Concepts, Core Skills, and Explanatory Problems that exemplify and delimit the range of tasks students should be able to do.

These standards, like vectors, specify direction and distance for students to be ready for college and careers:

1. Direction—The Coherent Understanding

   The Coherent Understandings attempt to communicate the mathematical coherence of the knowledge students should take into college and careers. They are intended to tell teachers, 'This is how your students should see the mathematics in this area in order to aim them towards mastering it.'

2. Distance—The Concepts, Skills and Explanatory Problems

   Collectively, these statements and sets of problems define and clarify the level of expertise students should reach if they are to be prepared for success in college and career. They are

   a. statements of concepts students must know and actions students must be able to take using the mathematics; and

   b. examples of the problems and other assignments they must be able to complete.

In addition to the *Mathematical Principles*, the standards also contain a set of *Mathematical Practices* that are key to using mathematics in the workplace, in further education and in a 21st Century democracy. Students who care about being precise, who look for hidden structure and note regularity in repeated reasoning, who make sense of complex problems and persevere in solving them, who construct viable arguments and use technology intelligently are more likely to be able to apply the knowledge they have attained in school to new situations. These mathematical practices are described and tied to examples.

Taken together, the explanations of the mathematical principles, the associated concepts and skills and the mathematical practices form the College and Career Readiness Standards for Mathematics.

Overview of the Mathematical Principles

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations and are the foundation of algebra.

Expressions. Expressions use symbols and efficient notational conventions about order of operations, fractions and exponents to express verbal descriptions of computations in a compact form.

Equations. An equation is a statement that two expressions are equal, which may result from expressing the same quantity in two different ways, or from asking when two different quantities have the same value. Solving an equation means finding the values of the variables in it that make it true.

Functions. Functions describe the dependence of one quantity on another. For example, the return on an investment is a function of the interest rate. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Quantity. A quantity is an attribute of an object or phenomenon that can be measured using numbers. Specifying a quantity pairs a number with a unit of measure, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. Shapes, their attributes, and the relations among them can be analyzed and generalized using the deductive method first developed by Euclid, generating a rich body of theorems from a few axioms.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event. It allows for the quantification of uncertainty, describing the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. We often base decisions or predictions on data. The decisions or predictions would be easy to make if the data always sent a clear signal, but the signal is usually obscured by noise. Statistical analysis aims to account for both the signal and the noise, allowing decisions to be as well informed as possible.

College and Career Readiness Standards for Mathematics

Mathematical Practices

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically. The mathematical practices described below bind together the five strands of mathematical proficiency: procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.[a]

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls.[b] They learn that effort counts in mathematical achievement.[c] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[d]

1. They care about being precise.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies based on the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. They would never say "let v be speed and let t be elapsed time" but rather "let v be the speed in meters per second and let t be the elapsed time in seconds." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits are meaningless.

2. They construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others.

3. They make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for the entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4. They look for structure.

Mathematically proficient students look closely to discern a pattern or stand back to get an overview or shift their perspective, and they transfer fluently between these points of view. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3 They recognize the significance of an existing line in a geometric figure or add an auxiliary line to make the solution of a problem clear. They also can step back and see complicated things, such as some algebraic expressions, as single objects that they can manipulate. For example, they might determine that the value of $5 - 3(x - y)^2$ is at most 5 because $(x - y)^2$ is non-negative.[d]

5. They look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they are carrying them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract an equation of the line of the form $\frac{y-2}{x-1} = 3$. By noticing the telescoping in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$, they might derive the general formula for the sum of a geometric series. As they work through the solution to a problem, they maintain oversight over the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[d]

6. They make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, graphing calculators, spreadsheets, dynamic geometry or statistical software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding, attention to levels of precision and estimation to provide realistic levels of approximation and to detect possible errors.

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a) The term *proficiency* is used here as it was defined in the 2001 National Research Council report *Adding it up: Helping children learn mathematics*. The term was used in the same way by the National Mathematics Advisory Panel (2008).

b) Singapore standards

c) National Mathematics Advisory Panel (2008)

d) Cuoco, A. , Goldenberg, E. P., and Mark, J. (1996). *Journal of Mathematical Behavior*, 15 (4), 375-402; *Focus in High School Mathematics*. Reston, VA: NCTM, in press.

Number

Core Concepts · Students understand that:

A Standard algorithms are based on place value and the rules of arithmetic.

B Fractions represent numbers. Equivalent fractions have the same value.

C All real numbers can be located on the number line.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations and are the foundation of algebra.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing a method for naming large numbers. Subdividing in a similar way extends this to the decimal system for naming all real numbers and locating them on a number line. This system is the basis for efficient algorithms. Numbers represented as fractions, such as rational numbers, can also be located on the number line by seeing them as numbers expressed in different units (for example, 3/5 is three fifths).

Operations with fractions depend on applying the rules of arithmetic:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Multiplication by 1 and addition of 0 leave numbers unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Mental computation strategies are opportunistic uses of these rules, which, for example, allow one to compute the product $5\times177\times2$ at a glance, obtaining 1770 instantly rather than methodically working from left to right.

Sometimes an estimate is more appropriate than an exact value. For example, it might be more useful to give the length of a board approximately as 1 ft $4\frac{3}{4}$ in, rather than exactly as $\sqrt{2}$ ft; an estimate of how long a light bulb lasts helps in determining the number of light bulbs to buy. In addition, estimation and approximation are useful in checking calculations.

Connections to Expression, Equations and Functions. The rules of arithmetic govern the manipulations of expressions and functions and, along with the properties of equality, provide a foundation for solving equations.

Core Skills · Students can and do:

1 Use standard algorithms with procedural fluency.*

2 Use mental strategies and technology with strategic competence.**

3 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers and roots. Limit to square and cube roots. Include very large and very small numbers.

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on. Students should also be able to solve problems of the three basic forms: 25 percent of 12 is what? 3 is what percent of 12? and 3 is 25 percent of what? and understand how these three problems are related.

5 Use estimation to solve problems and detect errors.

6 Give answers to an appropriate level of precision.

* The term procedural fluency as used in this document has the same meaning as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** The term strategic competence as used in this document has the same meaning as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Expressions

Core Concepts · Students understand that:

A Expressions represent computations with symbols standing for numbers.

B Complex expressions are made up of simpler expressions.

C Rewriting expressions serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use symbols and efficient notational conventions about order of operations, fractions and exponents to express verbal descriptions of computations in a compact form.

For example, $p + 0.05p$ expresses the addition of a 5% tax to a price p. Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Heuristic mnemonic devices are not a substitute for procedural fluency, which depends on understanding the basis of manipulations in the rules of arithmetic and the conventions of algebraic notation. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the interpretation we give to negative and rational exponents is based on the extension of the exponent laws for positive integers to negative and rational exponents. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions and manipulate simple expressions with procedural fluency.

See Explanatory Problems.

2 Write an expression to represent a quantity in a problem.

3 Interpret an expression and its parts in terms of the quantity it represents.

See Explanatory Problems.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B Solving is a process of algebraic manipulation guided by logical reasoning.

C Completing the square leads to a formula for solving quadratic equations.

D Equations not solvable in one number system might be solvable in a larger system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal, which may result from expressing the same quantity in two different ways, or from asking when two different quantities have the same value. Solving an equation means finding the values of the variables in it that make it true.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers). Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

A formula expressing a general relationship among several variables is a type of equation, and the same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive steps.

Like equations, inequalities can involve one or more variables and can be solved in much the same way. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables can define functions, and questions about when two functions have the same value lead to equations. Graphing the functions allows for the approximate solution of equations. Equations of lines are addressed under Coordinates, and converting verbal descriptions to equations is addressed under Modeling.

Core Skills · Students can and do:

1 Understand a word problem and restate it as an equation.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. *See Explanatory Problems.*

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.*

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

*Exclusions of this sort are modeled after Singapore's standards, which contains similar exclusions and limitations to help define the desired level of complexity.

Functions

Core Concepts · Students understand that:

A A function describes the dependence of one quantity on another.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Common functions occur in parametric families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions describe the dependence of one quantity on another. For example, the return on an investment is a function of the interest rate. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Functions in school mathematics are often presented by an algebraic rule. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's speed in miles per hour; the rule $T(s) = 1000/s$ expresses this dependence algebraically and is said to define a function, whose name is T. The graph of a function is a useful way of visualizing the dependency it models, and manipulating the expression for a function can throw light on its properties. Sometimes functions are defined by a recursive process which can be modeled effectively using a spreadsheet or other technology.

Two important families of functions are characterized by laws of growth: linear functions grow at a constant rate, and exponential functions grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Functions may be defined by expressions. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions express relationships between quantities, they are frequently used in modeling.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

2 Describe the qualitative behavior of common types of functions using expressions, graphs and tables.

Use graphs and tables to identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; and periodicity. Explore the effects of parameter changes (including shifts and stretches) on the graphs of these functions using technology. Include linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, trigonometric, absolute value and step functions. *See Explanatory Problems.*

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; factored form to find horizontal intercepts; vertex form of quadratic functions to find maximums and minimums; and manipulations as described under Expressions. *See Explanatory Problems.*

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor. *See Explanatory Problems.*

5 Find and interpret rates of change.

Compute the rate of change of a linear function and make qualitative observations about the rates of change of nonlinear functions.

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same general kind (lengths, areas, speeds, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be measured using numbers. Specifying a quantity pairs a number with a unit of measure, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

For example, the length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has the value 186,000 miles per second. But the speed of light need not be expressed in second per hour; it may be expressed in meters per second or any other unit of speed. A speed of 186,000 miles per second is the same as a speed of meters per second. "Bare" numerical values such as 186,000 and do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be expressed in the same units, but even then it does not always make sense to add them. If a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions and Modeling. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using equations, functions and modeling.

Core Skills · Students can and do:

1 Use units consistently in describing real-life measures, including in data displays and graphs.

2 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same general kind expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

3 Use and interpret derived quantities and units correctly in algebraic formulas.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rate, such as points per game. *See Explanatory Problems.*

Modeling

Core Concepts · Students understand that:

A Models abstract key features from situations to help us solve problems.

B Models can be useful even if their assumptions are oversimplified.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How exact an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

The basic modeling cycle is one of (1) apprehending the important features of a situation, (2) creating a mathematical model that describes the situation, (3) analyzing and performing the mathematics needed to draw conclusions from the model, and (4) interpreting the results of the mathematics in terms of the original situation.

Connections to Quantity, Equations, Functions, Shape and Statistics. Modeling makes use of shape, data and algebra to represent real-world quantities and situations. In this way the Modeling Principle relies on concepts of quantity, equations, functions, shape and statistics.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get a problem started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations, inequalities and functions.

Include situations well described by a linear inequality in two variables or a system of linear inequalities that define a region in the plane; situations well described by linear, quadratic or exponential equations or functions; and situations that can be well described by inverse variation.

4 Model situations with common functions.

Include identifying a family that models a problem and identify a particular function of that family adjusting parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model data with statistics.

Include replacing a distribution of values with a measure of its central tendency; modeling a bivariate relationship using a trend line or a linear regression line.

6 Compare models for a situation.

Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

7 Interpret the results of applying the model in the context of the situation.

Include realizing that models do not always fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models.

Shape

Core Concepts · Students understand that:

A Shapes, their attributes, and their measurements can be analyzed deductively.

B Right triangles and the Pythagorean theorem are focal points in geometry with practical and theoretical importance.

C Congruent shapes can be superimposed through rigid transformations.

D Proportionality governs the relationship between measurements of similar shapes.

A Coherent Understanding of Shape. Shapes, their attributes, and the relations among them can be analyzed and generalized using the deductive method first developed by Euclid, generating a rich body of theorems from a few axioms.

The analysis of an object rests on recognition of the points, lines and surfaces that define its shape: a circle is a set of points in a plane equidistant from a fixed point; a cube is a figure composed of six identical square regions in a particular three-dimensional arrangement. Precise definitions support an understanding of the ideal, allowing application to the real world where geometric modeling, measurement, and spatial reasoning offer ways to interpret and describe physical environments.

We can also analyze shapes, and the relations of congruence and symmetry, through transformations such as translations, reflections, and rotations. For example, the line of reflective symmetry in an isosceles triangle assures that its base angles are equal.

The study of similar right triangles supports the definition of sine, cosine and tangent for acute angles, and the Pythagorean theorem is a key link between shape, measurement, and coordinates. Knowledge about triangles and measurement can be applied in practical problems, such as estimating the amount of wood needed to frame a sloping roof.

Connections to Coordinates and Functions. The Pythagorean theorem provides an important bridge between shape and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs.

Core Skills · Students can and do:

1 Use geometric properties to solve multi-step problems involving shapes.

Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius. *See Explanatory Problems.*

2 Prove theorems, test conjectures and identify logical errors.

Include theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones. *See Explanatory Problems.*

4 Construct shapes from a specification of their properties using a variety of tools.

Include classical construction techniques and construction techniques supported by modern technologies.

5 Solve problems about similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include applying sine, cosine and tangent to determine lengths and angle measures of a right triangle, the Pythagorean theorem and properties of special right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees. *See Explanatory Problems.*

7 Create and interpret two-dimensional representations of three-dimensional objects.

Include schematics, perspective drawings and multiple views.

Coordinates

Core Concepts · Students understand that:

A Locations in space can be described using numbers called coordinates.

B Coordinates serve as tools for blending algebra with geometry and allow methods from one domain to be used to solve problems in the other.

C The set of solutions to an equation in two variables is a line or curve in the coordinate plane and the solutions to systems of equations in two variables correspond to intersections of lines or curves.

D Equations in different families graph as different sorts of curves—such as straight lines, parabolas, circles.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be cast as equations, making algebraic manipulation into a tool for geometric proof and understanding.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? What features does the graph have for a rational function whose denominator can be zero? How is the geometric definition of a circle reflected in its equation?

Coordinates can also be applied to scale maps and provide a language for talking about direction and bearing. Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinates often have dimensions and units (such as lengths and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the shape of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining the parallelism or perpendicularity of lines. *See Explanatory Problems.*

Probability

Core Concepts · Students understand that:

A Probability expresses a rational degree of certainty with a number from 0 to 1 where probability of 1 means that an event is certain.

B When there are n equally likely outcomes the probability of any one of them occurring is $\frac{1}{n}$ and the probability of any combination of outcomes can be computed using the laws of probability.

C Probability is an important consideration in rational decision-making.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event. It allows for the quantification of uncertainty, describing the degree of certainty that an event will happen as a number from 0 through 1.

In some situations, such as flipping a coin, rolling a number cube or drawing a card, where no bias exists for or against any particular outcome, it is reasonable to assume that the possible outcomes are all equally likely. From this assumption the laws of probability give the probability for each possible number of heads, sixes or aces after a given number of trials. Generally speaking, if you know the probabilities of some simple events you can use the laws of probability to deduce probabilities of combinations of them.

An important method in such calculations is systematically counting all the possibilities in a situation. Systematic counting often involves arranging the objects to be counted in such a way that the problem of counting reduces to a smaller problem of the same kind.

In some situations it is not known whether an event has been influenced by outside factors. If we question whether a number cube is fair, we can compare the results we get by rolling it to the frequencies predicted by the mathematical model. It is this application of probability that underpins drawing valid conclusions from sampling or experimental data. For example, if the experimental population given a drug is categorized 20 different ways, a manufacturer's claim of significant results in one of the categories is not compelling.

Connections to Statistics and Expressions. The importance of randomized experimental design provides a connection with Statistics. Probability also has a more advanced connection with the Expression principle through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Use methods of systematic counting to compute probabilities.

2 Take probability into account when making decisions and solving problems.

3 Compute theoretical probabilities and compare them to empirical results.

Include one- and two-stage investigations involving simple events and their complements, compound events involving dependent and independent simple events. Include using data from simulations carried out with technology to estimate probabilities.

4 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus. short-run behavior (the law of large numbers) and the "high exposure fallacy" (e.g., more media coverage suggests increased probability that an event will occur, which fails to account for the fact that media covers mostly unusual events).

5 Compute probabilities from a two-way table comparing two events.

Include reading conditional probabilities from two-way tables; do not emphasize fluency with the related formulas.

Statistics

Core Concepts · Students understand that:

A Statistics quantifies the uncertainty in claims based on data.

B Random sampling and assignment open the way for statistical methods.

C Visual displays and summary statistics condense the information in large data sets.

D A statistically significant result is one that is unlikely to be due to chance.

A Coherent Understanding of Statistics. We often base decisions or predictions on data. The decisions or predictions would be easy to make if the data always sent a clear signal, but the signal is usually obscured by noise. Statistical analysis aims to account for both the signal and the noise, allowing decisions to be as well informed as possible.

We gather, display, summarize, examine and interpret data to discover patterns. Data distributions can be described by a summary statistic measuring center, such as mean or median, and a summary statistic measuring spread, such as interquartile range or standard deviation. We can compare different distributions numerically using these statistics or visually using plots. Data are not just numbers, they are numbers that mean something in a context, and the meaning of a pattern in the data depends on the context. Which statistics to compare, and what the results of a comparison may mean, depend on the question to be investigated and the real-life actions to be taken.

We can use scatter plots or two-way tables to examine relationships between variables. Sometimes, if the scatter plot is approximately linear, we model the relationship with a trend line and summarize the strength and direction of the relationship with a correlation coefficient.

We use statistics to draw inferences about questions such as the effectiveness of a medical treatment or an investment strategy. There are two important uses of randomization in inference. First, collecting data from a random sample of a population of interest clears the way for inference about the whole population. Second, randomly assigning individuals to different treatments allows comparison of the their effectiveness. Randomness is the foundation for determining the statistical significance of a claim. A statistically significant difference is one that is unlikely to be due to chance; effects that are statistically significant may, nevertheless, be small and unimportant.

Sometimes we model a statistical relationship and use that model to show various possible outcomes. Technology makes it possible to simulate many possible outcomes in a short amount of time, allowing us to see what kind of variability to expect.

Connections to Probability, Expressions, and Numbers. Inferences rely on probability. Valid conclusions about a population depend on designed statistical studies using random sampling or assignment.

Core Skills · Students can and do:

1 Identify and formulate questions that can be addressed with data; collect and organize the data to respond to the question.

2 Use appropriate displays and summary statistics for data

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of measures of center and spread to summarize data.

3 Estimate population statistics using samples.

Focus on the mean of the sample, and exclude standard deviation.

4 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution.

5 Evaluate reports based on data.

Include looking for bias or flaws in way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Explanatory Problems

[Note: The Explanatory Problems are incomplete in this draft. Explanatory Problems will eventually appear alongside their corresponding standards when the standards move to a two-page format.]

The purpose of the Explanatory Problems is to explain certain Core Skills and exemplify the kinds of problems students should be able to do. This feature of the College and Career Readiness Standards has been modeled on the standards of Singapore, Japan, and other high-performing countries—as well as the standards of states like Massachusetts whose standards include such problems.

Explanatory Problems have been provided for those Core Skills in which difficult judgments must be made about the desired level of mathematical complexity. For Number and Modeling, no Explanatory Problems were judged necessary to further clarify the Core Skills.

Please note that the explanatory problems are specific cases and do not fully cover the content scope of their corresponding Core Skills. Also please note that these problems are not intended to be classroom activities. They are best thought of as parts of the standards statements to which they correspond.

Number

No Explanatory Problems intended

Expressions

1 See structure in expressions and manipulate simple expressions with procedural fluency.

Explanatory Problems (a)

Perform manipulations such as the following with procedural fluency:

Expressions in (a) were taken from Japan COS, 2008

$(a+b)^2 = a^2 + 2ab + b^2$
$(a-b)^2 = a^2 - 2ab + b^2$
$(a+b)(a-b) = a^2 - b^2$
$(x+a)(x+b) = x^2 + (a+b)x + ab$

Explanatory Problems (b)

Problems in (b) were taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

Simplify $\frac{(x^4)^2}{x^2}$

Simplify $\frac{12x}{y} - \frac{3xy}{y^2}$

Explanatory Problem (c)

Problem (c) was taken from Singapore O Level January 2007 Exam

Expand fully $x\{1 - x(x+3)\}$

Additional Explanatory Problems to come

Expressions, continued

2 Write an expression to represent a quantity in a problem.

Explanatory Problems to come

Equations

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality. Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula.

Explanatory Problems to come

Functions

2 Describe the qualitative behavior of common types of functions using expressions, graphs and tables. Use graphs and tables to identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; and periodicity. Explore the effects of parameter changes (including shifts and stretches) on the graphs of these functions using technology. Include linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, trigonometric, absolute value and step functions.

Explanatory Problems to come

3 Analyze functions using symbolic manipulation. Include slope-intercept and point-slope form of linear functions; factored form to find horizontal intercepts; vertex form of quadratic functions to find maximums and minimums; and manipulations as described under Expressions.

Explanatory Problems to come

4 Use the families of linear and exponential functions to solve problems. For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

Explanatory Problems to come

Quantity

4 Use units as a way to understand problems and to guide the solution of multi-step problems. Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rate, such as points per game.

Explanatory Problems to come

Modeling

No Explanatory Problems intended

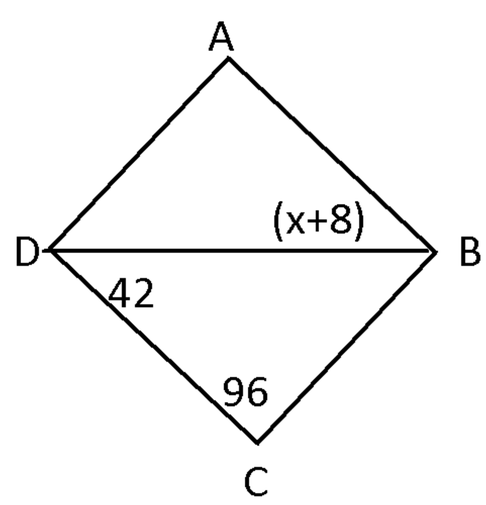
Shape

1 Use geometric properties to solve multi-step problems involving shapes. Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

ABCD is a rhombus. Find *x*. Angle measurements are in degrees.



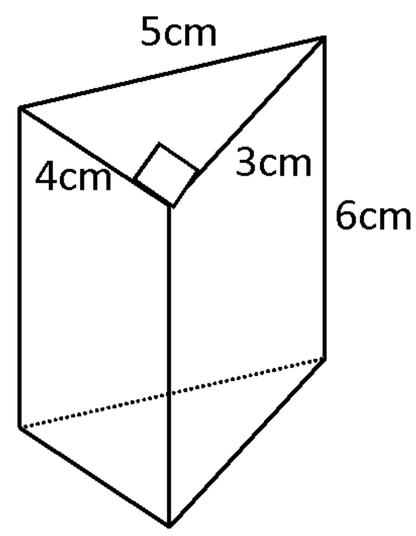
Shape, continued

3 Solve problems involving measurements. Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

The figure shows a solid prism. Its base is a right-angled triangle. Find its surface area.



6 Apply properties of right triangles and right triangle trigonometry to solve problems. Include applying sine, cosine and tangent to determine lengths and angle measures of a right triangle, the Pythagorean theorem and properties of special right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Explanatory Problem to come

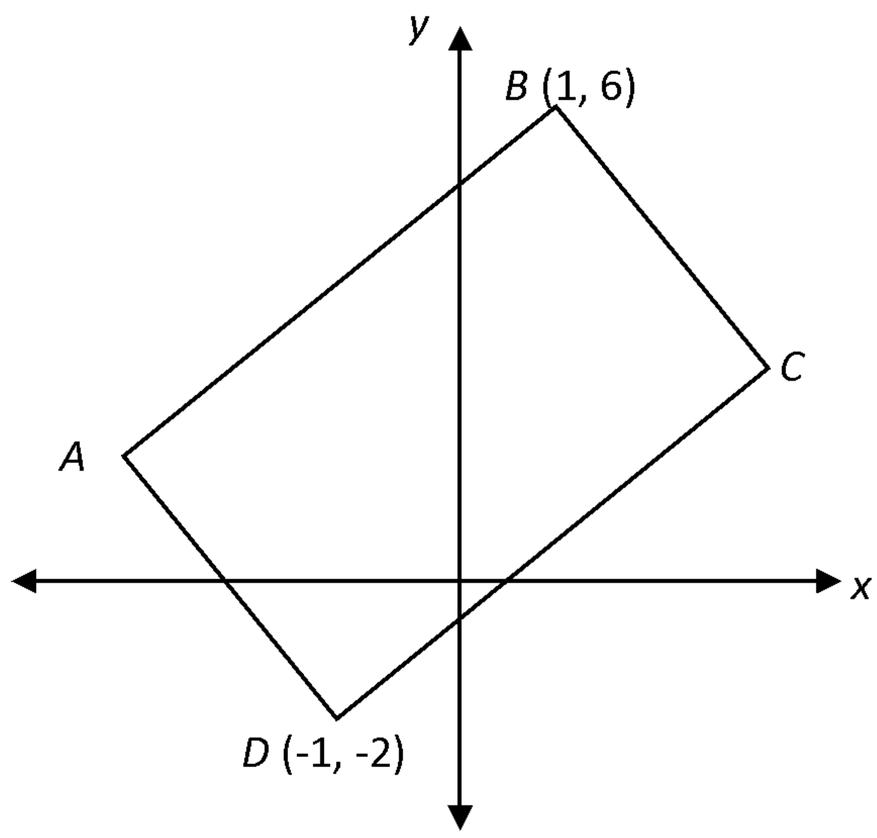
Coordinates

3 Use geometric properties to solve multi-step problems involving shapes. Include: measures of angles of a triangle sum to 180°; measures of vertical, alternate interior and corresponding angles are equal; measures of supplemental angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are equidistant from the segment's endpoints; and the radius of a circle is perpendicular to the tangent at the point of intersection of the circle and radius.

Explanatory Problem

This problem was taken from Hong Kong Secondary 3 Territory-Wide Assessment 2007

The figure below shows a rectangle ABCD. Find the length of the diagonal BD of the rectangle.



Probability

1 Use methods of systematic counting to compute probabilities.

Explanatory Problems to come

2 Take probability into account when making decisions and solving problems.

Explanatory Problems to come

Statistics

2 Use appropriate displays and summary statistics for data. Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of measures of center and spread to summarize data.

Explanatory Problems to come

5 Evaluate reports based on data. Include looking for bias or flaws in way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Explanatory Problems to come

How Evidence Informed Decisions in Drafting the Standards

The Common Core Standards initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations were included by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again, we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again, we found that states included

them, even though college faculty rated them lower in value. High performing countries included this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where it was most important. We decided that students should develop deep understanding and mastery of linear and simple exponential functions. They should also have familiarity (so to speak) with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected in this case, instead of (say) quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to have received enough attention under Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

In the pages that follow, the work group has identified a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions.

Sample of Works Consulted

I. National Reports and Recommendations

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E. *Guidelines for Assessment and Instruction in Statistics Education (GAISE) project* http://www.amstat.org/education/gaise/.

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H. *Mathematics and Democracy, The Case for Quantitative Literacy*, edited by Lynn Arthur Steen. National Council on Education and the Disciplines, 2001.

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II. College Readiness

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E. *Advanced Placement Calculus, Statistics and Computer Science Course Descriptions. May 2009, May 2010.* College Board, (2008).

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L. Achieve, Inc., Florida Postsecondary Survey, 2008.

M. Golfin, Peggy, et. al. CNA Corporation. (2005). *Strengthening Mathematics at the Postsecondary Level: Literature Review and Analysis*.

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X. Achieve, Inc., Virginia Postsecondary Survey, 2004.

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B. Achieve's Mathematics at Work, 2008. http://www.achieve.org/mathatwork

C. *The American Diploma Project Workplace Study*. National Alliance of Business Study, 2002.

D. Carnevale, Anthony and Desrochers, Donna. (2002). *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers*. http://www.edroundtable.state.in.us/pdf/adp/ADPWorkplaceStudy.pdf

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- Curriculum Guidelines for the Elective Subject Math (I) in Senior High Schools, as submitted to the APEC consortium. (Grades 12) Last retrieved July 13, 2009, from http://www.apecknowledgebank.org/file.aspx?id=1901

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H. India

- *The National Curriculum Framework.* (2005). (Grades 9-12). National Council of Educational Research and Training. Last retrieved July 13, 2009, from http://ncert.nic.in/html/pdf/schoolcurriculum/framework05/prelims.pdf
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ASSESSMENTS [Key international assessments with global reach]

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B. Trends in International Mathematics and Science Study (TIMSS), (2007).

C. International Baccalaureate, Mathematics Standard Level, (2006).

D. University of Cambridge International Examinations: General Certificate of Secondary Education in Mathematics, (2009).

E. EdExcel, General Certificate of Secondary Education, Mathematics, (2009).

F. Lundsgaard Hansen, Birthe and Vagn. Reference levels in School Mathematics, Education in Europe, National Presentation, Denmark, (2001). Last retrieved July 15, 2009, from http://www.emis.de/projects/Ref/doc_ems_pdf/EMS_NATIONAL_PRESENTATIONS/EMS_DENMARK.pdf

V. State Documents

A. California State Standards

B. Florida State Standards

C. Georgia State Standards

D. Massachusetts State Standards

E. Mathematics Curriculum Framework Revision Panel [Revised Progress Report]. Massachusetts Department of Elementary and Secondary Education, (2009). Last retrieved July 15, 2009, from http://www.doe.mass.edu/boe/docs/0509/item5_report.pdf.

F. Minnesota State Standards

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.
- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.

- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

PARTNERSHIP FOR
21ST CENTURY SKILLS

Benefits of Becoming a P21 Leadership State

Since 2002, the Partnership for 21st Century Skills (P21) has been working with states to reinvigorate learning to meet the demands of the 21st century. The Partnership's State Leadership Project is designed to foster and promote educational practices in states that have aligned their educational vision, focus and resources around 21st century learning. The objective of the State Leadership program is to develop a national network of states that have a plan to ensure that every child possesses 21st century skills.

By seeking to implement 21st century skills on a broad scale, P21 Leadership States are uniquely equipped to meet the needs of its citizens, communities and businesses for the challenges of the 21st century. The Partnership will work with state-based coalitions and policy leaders to build a state-wide agenda, coalition, and implementation plan. While implementation strategies may vary among states, a common goal – ensuring that every child possesses 21st century skills – is shared by every state. The P21 Leadership States are a dynamic network of states that are fundamentally aligning their methods of professional development, standards, curriculums and assessment with 21st century skills.

Benefits and Services Offered to P21 Leadership States

- Expertise, technical assistance, training and resources for raising standards and aligning curriculum, assessments, professional development, funding and public outreach
- Opportunities to share experiences and best practices through networking forums and online collaboration with other Leadership States
- Materials and messaging that support education funding
- National visibility
- Membership in P21 State Partnership Council
- Ability to participate in multi-state initiatives around 21st century skills
- Use of the P21 Framework which helps stakeholders quickly understand and organize for success

Requirements in Becoming a P21 Leadership State

States indicate their commitment to becoming a P21 Leadership State by:

- Demonstrating high-level support from the Governor, the State Superintendent of Education, the State Board of Education and education and business leaders in the state
- Committing to revising state standards and assessments to ensure that along with core content, 21st century skills are taught and assessed
- Developing and implementing a comprehensive 21st century skills professional

development plan that reaches practicing teachers, pre-service teachers, principals and superintendents

- Exhibiting a strong and wide base of support in the state and by establishing a 21st Century Skills Advisory Board

To become a P21 Leadership State, the state must submit an application, which is designed to help represent the state's *commitment* to 21st century skills and *organize* the effort to insure greater success. The application is submitted to P21 staff and the P21 State Partnership Work Group for review. After evaluation and approval by the committee, the application is presented to the P21 Strategic Council for approval.

Current P21 State Partners

Arizona
Iowa
Kansas
Illinois
Maine
Massachusetts
Ohio
North Carolina
New Jersey
South Dakota
Nevada
West Virginia
Wisconsin
Louisiana

The P21 Board

The P21 Board is comprised of leading corporations, non-profit organizations, education associations, and philanthropies. Members include:

American Association of School Librarians
Adobe Systems Incorporated
Apple
ASCD
Blackboard
Cable in the Classroom
Cisco Systems
Corporation for Public Broadcasting
Crayola
Dell
Education Networks of America
ETS
EF Education
Ford Motor Company Fund
Gale, Cengage Learning
Hewlett Packard
Intel Corporation
JA Worldwide®
K12
KnowledgeWorks Foundation
Learning Point Associates
LEGO Group
Lenovo
McGraw-Hill
Measured Progress
Microsoft Corporation
National Education Association
Nellie Mae Education Foundation
netTrekker
Oracle Education Foundation
Pearson
Project Management Institute Education Foundation
Quarasan!
Sesame Workshop
Scholastic Education
Sun Microsystems
The Walt Disney Company
Verizon Wireless

Application to Be Recognized as a "21st Century Skills Leadership State"

Thank you for considering submission of an application to be recognized as a "P21 Leadership State." The Partnership's State Leadership Project is designed to foster and promote educational practices in states that have aligned their educational vision, focus and resources around 21st century learning. The objective of the State Leadership program is to develop a national network of states that have a plan to ensure that every child possesses 21st century skills.

By seeking to implement education that supports systemic 21st century skills development, P21 Leadership States are uniquely equipped to meet the needs of its citizens, communities and businesses for the challenges of the 21st century. The Partnership will work with state-based coalitions and policy leaders to build a state-wide agenda, coalition, and implementation plan. While implementation strategies may vary among states, a common goal – ensuring that every child possesses 21st century skills – is shared by every state.

This application is designed to help you represent your *commitment* to 21st century skills and *organize* your effort to insure greater success. The application includes the following sections:

- General Instructions on Completing the Application
- Tips on Developing a Successful Application
- Outline of the Approval Process
- Response Sections
    - Key Contact Information
    - Critical Requirements Check List
    - Executive Summary
    - Background
    - Description of Your Approach in the following areas (half to one page response to each):
        - Standards
        - Professional Development
        - Assessments
        - Outreach/Participation
        - Resources
        - Equity
        - Economic and Workforce Development
        - Evaluation/Demonstration
    - Work plan
    - Your Questions, Needs, and Issues
    - Description of P21 Advisory Committee
    - Letters of Support
    - Relevant Attachments
- Addendum 1 – Work plan template and sample activities

General Instructions on Completing the Application

1. Review the entire application before starting to draft a response.
2. Each "response" section has a text box or spreadsheet template (work plan) to facilitate a response. (Feel free to delete the text box if it is easier.)
3. Brevity is appreciated. Responses to sections can be as short as half a page. Focus on highlighting some of the proposed activities and improvements.
4. Ideally, you will spend most of the application preparation time drafting a work plan that will help to jump start your effort.
5. All commitments in the application are assumed to be proposed (e.g. "best effort.") We realize that successful implementation will depend upon many unknowns. Do not be afraid to be bold.
6. Contact Kevin Wesolowski (kwesolowski@eleuminategroup.com) or Helen Soulé (hsoule@21stcenturyskills.org) at anytime for assistance.

Keys to a Successful Application

- Develop an outcomes-based vision to which all existing educational improvement programs and initiatives can be aligned.
- Link the effort to economic and workforce development goals.
- Contact individuals from other Leadership States (contact information available from P21) to discuss their approaches and key learnings.
- Replicate successful approaches from other states and highlight innovative approaches from your state that will help to advance the cause.
- Engage diverse stakeholder groups during the application process. These could include: elected officials, education agencies (SEA, regional, districts), education associations (teachers, librarians, administrators, etc.); business groups (Chambers; Education reform); Post-secondary (university, community college); parent and community groups: etc.
- Leverage support from P21 staff and members
- Make the application only as long as you need to help organize for success
- Start by brainstorming a dynamic and aggressive implementation strategy – regardless of funding. Then prioritize activities based on urgency and complexity (e.g. required funding; potential issues; scope; etc.)
- Highlight existing examples of 21st century teaching, schools, standards, assessment, etc. in the "Background" section of the application. (It is our desire to honor and build on your momentum.)
- Demonstrate an equitable approach by highlighting how this effort will serve the needs of diverse children living in poverty.

Outline of the Approval Process

Once an application has been submitted, it is reviewed by P21's State Leadership Committee for recommendation to the entire P21 Strategic Council. The entire approval process can occur in less than 60 days. Once the Strategic Council approves the application, P21 staff works with the state-assigned P21 liaison to identify an event/date in the state that provides the best opportunity to launch the effort.

Response Sections

Key Contact Information
Please provide contact information for at least the Governor (and/or representative); State Education Chief; State Board Chair; and key state legislators.

Primary Contact Information
Please provide the name, title, address, phone and e-mail for the primary contact from the state.

Critical Requirements Check List
Submission of this application indicates your commitment to meet at least the following requirements of being a 21st Century Skills Leadership State.

- ✓ Sustain high level state leadership support including the Governor and the Chief State Schools Officer.
- ✓ Address all grades (at least prek-12) and all subject areas including vocational education.
- ✓ Establish a State Based Advisory Committee which includes leaders from a broad cross section of stakeholders including education organizations (preK12 and post secondary), the business community, government, the arts, parents, students, foundations, and civic organizations.
- ✓ Identify a P21 State Liaison who will serve as single-point of contact to interface with P21.
- ✓ Document and share best practices and progress milestones.
- ✓ Engage a third party evaluator(s) to provide objective feedback on progress.
- ✓ Attend P21 meetings and conference calls. This includes sending at least 3-5 representatives to P21's annual Institute.21 conference where each Leadership State team presents best practices.
- ✓ Within the first year, work with P21 to develop a more detailed work plan with milestones that can be used to objectively assess progress. The plan should also include a resource and funding strategy.
- ✓ Within three years, insure that at least:
    - Every educator in the state has had at least one significant 21st century skills professional development opportunity.
    - Update state standards to include 21st century skills.
    - Introduce at least one significant assessment of 21st century skills.

Executive Summary
After responding to the sections below, briefly summarize your proposed approach (approximately one page.)

Background
Briefly highlight existing programs, districts, and schools that have begun to exhibit 21st century teaching and learning. Also, identify major state educational and workforce development programs that need to be better informed by/aligned with 21st century skills concepts.

Description of Your Approach in the following areas:
Experience of our existing state partners indicate that the following key change levers must be addressed in order to succeed – content standards; professional development; assessments; outreach/participation; and resources. Please briefly describe (one page or less per section) your specific approach in each of these areas. Also, please identify several measurable objectives in each area that you hope to achieve in the next 2-3 years.

- Content Standards – *21st century skills need to be highlighted within existing standards and new content area standards may need to be developed. Please describe your approach.*

- Professional Development – *Extensive professional development is required to provide teachers with the insights and tools to support 21st century teaching and learning. Please identify how you will modify existing professional development and develop new programs.*

- Assessments – *Assessments are more important then ever to inform teachers and other stakeholders – including students. Please identify different assessments – from formative to summative and exam to demonstration projects – that you will encourage to insure the mastery of 21st century skills.*

- Outreach/Participation – *All stakeholders must support this effort. How will you engage businesses, parents, elected officials and others to support the cause?*

- Resources – *An effort of this scale requires significant investment of time and money. How will you realign existing resources and seek additional funding to support the goal?*

- Equity – *How will you ensure that all students in your state have equitable access to 21st century teaching and learning? How will you enable access to 21st century technology?*

- Workforce and Economic Development – *How will you ensure that the 21st century skills outcomes are aligned with the 21st century employment requirements in your state? What are some key workforce and economic development initiatives with which you can align? Are there collaborative funding opportunities?*

- Evaluation and Demonstration – *How will you demonstrate progress? Who will provide and objective evaluation of your results?*

Proposed work plan
Develop a draft work plan covering 12 to 36 months highlighting what activities you will perform to get the effort started. (After approval, P21 will work with you to refine and help execute the plan.) See attachment I for a sample work plan with examples of activities that our current Leadership States are pursuing.

Your Questions, Needs, and Issues
A benefit to joining the partnership is assistance from P21 and other Leadership States. Please identify several areas in particular that you want to explore.

Description of P21 Advisory Committee
Briefly describe your committee including leadership, membership, and process. The committee should include a broad cross section of stakeholders including education organizations (preK12 and post secondary), the business community, government, the arts, parents, students, foundations, and civic organizations.

Letters of Support
Please include letters of support form at least the Governor and Chief State School Officer. Additional letters from legislative leaders, state board members, district superintendents, business leaders, association directors, etc are also helpful.

Relevant Attachments
Please attach any summary documents that will help P21 to appreciate your states unique perspective.

Addendum 1 - SAMPLE PLAN FORMAT AND ACTIVITIES

Area Activity (examples)	*Target Completion Date*	*Owners*	*Indicators of Success*
Overall Management			
Form work group(s)			
Convene advisory committee and establish regular meetings.			
Standards			
Research best practices from other states (and countries.)			
Compare you current standards with leading states to identify gaps.			
Update core content standards (or develop "guidelines" to inform standards			
Professional Development			
Research best practices from other states (and countries.)			
Audit current professional development program to identify if they are or can be leveraged.			
Identify an ideal professional development overview, identify gap between ideal and actual, and prioritize changes to close the gap.			
Ensure that teacher education licensing includes 21st century skills competency in teacher education program accreditation criteria.			
Assessments			
Research best practices from other states (and countries.)			
Implement a high school graduation requirement/project to be graded based on a 21st century skills rubric.			
Outreach/Participation			
Research best practices from other states (and countries.)			
Form advisory committee (with monthly/quarterly meetings			
Brief key legislative leaders.			
Resource			
Develop a short and long range funding plan			
Equity			
Identify leaders from at least one urban district to serve on the advisory panel.			
Request that an urban district accelerate deployment of 21st century teaching and learning.			
Economic and Workforce Development			
Audit existing initiatives and identify gaps.			
Evaluation/Demonstration			
Develop a 21st century Learning certification for schools to identify and acknowledge schools.			

Appendix B1D
Partnership for 21st Century Skills and Application to be Recognized

Common Core Standards Initiative Participants

Alabama	Arizona	Arkansas	California	Colorado
Connecticut	Delaware	District of Columbia	Florida	Georgia
Hawaii	Idaho	Illinois	Indiana	Iowa
Kansas	Kentucky	Louisiana	Maine	Maryland
Massachusetts	Michigan	Minnesota	Mississippi	Missouri
Montana	Nebraska	Nevada	New Hampshire	New Jersey
New Mexico	New York	North Carolina	North Dakota	Ohio
Oklahoma	Oregon	Pennsylvania	Puerto Rico	Rhode Island
South Carolina	South Dakota	Tennessee	Utah	Vermont
Virgin Islands	Virginia	Washington	West Virginia	Wisconsin
Wyoming				

48 states
2 territories
District of Columbia

Description of Legal Process for Adopting Standards

In South Carolina, the State Board of Education has, pursuant to its general duties, the authority to set standards in schools. S.C. Code Ann. § 59-5-60 (2004) states: "[the State Board shall have the power to] (3) Adopt minimum standards for any phase of education as are considered necessary to aid in providing adequate educational opportunities and facilities." The specific process for standards adoption is set forth in the Education Accountability Act, S.C. Code Ann. §59-18-300 *et seq.* (Supp. 2009). The specific sections of that act that outline the standards option process are presented as follows:

"**SECTION 59-18-300.** Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level."

"**SECTION 59-18-350.** Cyclical review of state standards and assessments; analysis of assessment results.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education

Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year."

As set forth above, the responsibility for review and approval of standards is a joint responsibility of the State Board of Education and the Education Oversight Committee. Adoption of core area standards requires two readings by the State Board of Education. The typical process for approval is to have first reading by the State Board; approval by the Education Oversight Committee; and second reading by the State Board.

Appendix B1F
ELA Standards Alignment and National Common Core Standards Math

READING STANDARDS	
Common Core	**SC Standards**
1. Determine both what the text says explicitly and what can be inferred logically from the text.	4-1.1 Compare/contrast ideas within and across literary texts to make inferences.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.	4-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.	4-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.	4-2.1 Evaluate theses within and across informational texts.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.	4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.	4-1.2 Evaluate the impact of point of view on literary texts. 4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, pun and paradox.). 4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
8. Analyze how specific word choices shape the meaning and tone of the text.	4-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts. 4-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text. 4-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.	4-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text. 4-2.5 Evaluate the impact that text elements have on the meaning of a given informational text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.	4-2.6 Evaluate information from graphic features (for examples, charts and graphs in information texts).
12. Extract key information efficiently in print and online using text features and search techniques.	4-6.7 Use a variety of print and electronic reference materials.

	4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
13. Ascertain the origin, credibility, and accuracy of print and online sources.	4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.	4-1.2 Evaluate the impact of point of view on literary texts. 4-1.5 Analyze the effect of author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts. 4-2.3 Evaluate informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). 4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.	4-1.1 Compare/contrast ideas within and across literary texts to make inferences. 4-1.7 Evaluate an author's use of genre to convey theme. 4-2.2 Compare/contrast information within and across texts to draw conclusion and make inferences.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.	4-1.8 Read independently for extended periods of time for pleasure. 4-2.8 Read independently for extended periods of time to gain information.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.	4-1.8 Read independently for extended periods of time for pleasure. 4-2.8 Read independently for extended periods of time to gain information
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.	4-2.1 Evaluate theses within and across informational texts. 4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences. 4-2.6 Evaluate information from graphic features (for example, charts and graphs in informational texts). 4-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.

SPEAKING/LISTENING STANDARDS	
Common Core	**SC Standards**
1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.	4-6.5 Create written words, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
2. Present information, findings, and supporting evidence clearly and concisely.	4-6.2 Use direct quotation, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.	4-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentation, and visual presentations.
4. Demonstrate command of formal Standard English when appropriate to task and audience.	4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.	
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.	
7. Ask relevant questions to clarify points and challenge ideas.	
8. Respond constructively to advance a discussion and build on the input of others.	

WRITING STANDARDS	
Common Core	**SC Standards**
1. Establish and refine a topic or thesis that addresses the specific task and audience.	**4-4.3** Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). **4-6.1** Clarify and refine a research topic.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
3. Sustain focus on a specific topic or argument.	**4-6.1** Clarify and refine a research topic.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.	**4-5.4** Create **persuasive essays** (for example, editorials, essays, speeches, or reports) that address a specific **audience** and use logical **arguments** supported by facts or expert opinions.
5. Create a logical progression of ideas or events, and convey the relationships among them.	FIRST PART CAN BE CAPTURED, BUT NOT SECOND.
6. Choose words and phrases to express ideas precisely and concisely.	**4-6.4** Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.	**4-4.2** Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.	**4-5.5** Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and **audience**.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.	**4-4.4** Use grammatical conventions of written **Standard American English** to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage. **4-4.6 Edit** for the correct mechanics and usage of written **Standard American English** including • internal and end of sentence punctuation, • commas to indicate • appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination,

	• relationship between and among clauses, • placement of modifiers, and • shifts in construction.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources. **4-6.3** Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. **4-6.8** Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.	**4-4.5 Revise** writing to improve clarity, **tone**, **voice**, content, and the development of ideas.
12. Use technology as a tool to produce, edit, and distribute writing.	**4-6.6** Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. **4-6.7** Use a variety of print and electronic reference materials.
When **writing to inform or explain**, students must also do the following:	
13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.	**4-6.5** Create written works, oral and auditory presentations, and visual presentations that are designed for a specific **audience** and purpose.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.	**4-6.2** Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources
When **writing arguments**, students must also do the following:	
16. Establish a substantive claim, distinguishing it from alternate or opposing claims.	CANNOT MATCH SECOND HALF
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.	**4-5.4** Create **persuasive essays** (for example, editorials, essays, speeches, or reports) that address a specific **audience** and use logical **arguments** supported by facts or expert opinions.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.	CANNOT FIND A MATCH

National Common Core Standards Alignment SC Mathematics Standards

Standard for Mathematical Practice	**Related Topics in S. C. Academic Standards for Mathematics**
Core Practices • Attend to precision. • Construct viable arguments. • Make sense of complex problems and persevere in solving them. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. • Make strategic decisions about the use of technological tools.	The core practices align to the mathematical processes that are the foundation for the S. C. Academic Standards for Mathematics. These are embedded and woven throughout the S. C. Academic Standards for Mathematics. Attending to precision is addressed throughout measurement standards/indicators throughout grades K-12. Selecting and using appropriate tools, including technological tools, is also addressed throughout grades K-12.
Standards for Mathematical Content	**Related Topics in S. C. Academic Standards for Mathematics**
• **Number**. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra. **Core Concepts** Students understand that: A. The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line. B. Quantities can be compared using division, yielding rates and ratios. C. A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value. D. Place value and the rules of arithmetic form the foundation for efficient algorithms. **Core Skills** Students can and do: 1. Compare numbers and make sense of their magnitude. 2. Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently. 3. Use mental strategies and technology to formulate, represent and solve problems. 4. Solve multi-step problems involving fractions and percentages. 5. Use estimation and approximation to solve problems.	Content standards related to number are addressed throughout grades K-12. • comparing sets of objects, • recognizing the effect of computation, • representing place value within specified ranges, • recalling basic computation facts, • estimating items in a set, • understanding equal groupings as they relate to addition, subtraction, multiplication and division, • generating strategies and applying algorithms to compute accurately and fluently with all kinds of numbers, • rounding numbers to specified place values, • symbolically comparing number quantities, including percentages, • applying strategies and procedures to find equivalent forms of numbers, • understanding the concept of odd and even numbers, • understanding the concept of prime and composite numbers, • understanding the concepts of exponents and powers of ten, • understanding the concepts of all subsets of complex numbers; • applying procedures to approximate square and cube roots;

• **Quantity**. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.
Core Concepts
Students understand that:
A. The value of a quantity is not specified unless the units are named or understood from the context.
B. Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.)
C. Quantities can be multiplied or divided to create new types of quantities, called derived quantities.
Core Skills
Students can and do:
1. Know when and how to convert units in computations.
2. Use and interpret quantities and units correctly in algebraic formulas.
3. Use and interpret quantities and units correctly in graphs and data displays.
4. Use units as a way to understand problems and to guide the solution of multi-step problems.
	Content standards related to quantity are addressed throughout grades K-12.
	• representing quantities in word form,
	  • telling time and using a calendar,
	  • making nonstandard measurements and identifying measuring devices, and
	• determining the value of a collection of coins,
	• generating and using common referents for measurements,
	• using thermometers to measure temperature
	• making change,
	• using appropriate tools and units to measure,
	• matching *a.m.* and *p.m.* to familiar situations,
	• using equivalencies to convert units of measure within the U.S. Customary System;
	• applying strategies and procedures to determine elapsed time;
	• using a protractor to measure angles,
	• using equivalencies to convert units of measure within the metric system,
	• applying strategies and formulas to determine perimeter and area,
	• applying strategies and formulas to determine volume,
	• applying strategies and formulas to approximate circumference and area of a circle,
	• applying strategies and procedures to estimate and determine perimeters and areas of irregular shapes,
	• understanding the meaning of absolute value;
	• applying strategies and formulas to determine the surface area and volume of three-dimensional shapes;
	• using one-step unit analysis to convert between and within U.S. Customary System and the metric system; and
	• using multistep unit analysis to convert between and with the U.S. Customary System and the metric system;

• **Expressions**. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value. **Core Concepts** Students understand that: A. Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number. B. Complex expressions are made up of simpler expressions. C. The rules of arithmetic can be applied to transform an expression without changing its value. D. Rewriting expressions in equivalent forms serves a purpose in solving problems. **Core Skills** Students can and do: 1. See structure in expressions. 2. Manipulate simple expressions. 3. Define variables and write an expression to represent a quantity in a problem. 4. Interpret an expression that represents a quantity in terms of the context.	Content standards related to expressions are addressed throughout grades K-12. • translating patterns into rules, • translating among letters, symbols, and words to represent quantities in a simple mathematical expression or equation; • applying procedures to find the value of an unknown in a simple whole-number equation; • applying order of operations, • applying procedures to find the value of an expression; • applying procedures and order of operations to simplify expressions ,

• **Equations**. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. **Core Concepts** Students understand that: A. An equation is a statement that two expressions are equal. B. The solutions of an equation are the values of the variables that make the resulting numerical statement true. C. The steps in solving an equation are guided by understanding and justified by logical reasoning. D. Equations not solvable in one number system may have solutions in a larger number system. **Core Skills** Students can and do: 1. Understand a problem and formulate an equation to solve it. 2. Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality. 3. Rearrange formulas to isolate a quantity of interest. 4. Solve systems of equations. 5. Solve linear inequalities in one variable and graph the solution set on a number line. 6. Graph the solution set of a linear inequality in two variables on the coordinate plane.	Content standards related to equations are addressed throughout grades K-12. • Using equations to model problem situations, • using inverse operations to solve equations, • using equations to model problem situations, • using inverse operations to solve inequalities; • solving systems of equations and inequalities; • solving linear inequalities graphically; • graphing solution sets of systems of equations and inequalities; • applying procedures to find the value of an unknown in an equation;

• **Functions**. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models. **Core Concepts** Students understand that: A. A function is a rule, often defined by an expression, which assigns a unique output for every input. B. The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane. C. Functions model situations where one quantity determines another. D. Common functions occur in families where each member describes a similar type of dependence. **Core Skills** Students can and do: 1. Recognize proportional relationships and solve problems involving rates and ratios. 2. Describe the qualitative behavior of common types of functions using graphs and tables. 3. Analyze functions using symbolic manipulation. 4. Use the families of linear and exponential functions to solve problems. 5. Find and interpret rates of change.	Content standards related to functions are addressed throughout grades K-12. • using proportions to determine unit rates, • using a scale to determine distance, • understanding how patterns relate to computation • applying procedures to solve multistep equations; • classifying relationships between two variables as either linear or nonlinear; • identifying the coordinates of the x- and y-intercepts of a linear equation; • understanding slope as a constant rate of change; • applying the Pythagorean theorem;
• **Modeling**. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions. **Core Concepts** Students understand that: A. Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems. B. Even very simple models can be useful. **Core Skills** Students can and do: 1. Model numerical situations. 2. Model physical objects with geometric shapes. 3. Model situations with equations and inequalities. 4. Model situations with common functions. 5. Model situations using probability and statistics. 6. Interpret the results of applying a model and compare models for a particular situation.	Content standards related to modeling are addressed throughout grades K-12. • Construct a model to represent numerical situations. • Construct a model of physical objects with geometric shapes. • Construct an algebraic model for situations involving equations and inequalities. • Construct function models for problem situations and make decisions based on the model • model situations using probability and statistics. • Determine probability of an event by using a geometric model • Interpret the results of applying a model • Compare different models of problem situation and make conjectures.

• **Shape**. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. **Core Concepts** Students understand that: A. Shapes and their parts, attributes, and measurements can be analyzed deductively. B. Congruence, similarity, and symmetry can be analyzed using transformations. C. Mathematical shapes model the physical world, resulting in practical applications of geometry. D. Right triangles and the Pythagorean Theorem are central to geometry and its applications, including trigonometry. **Core Skills** Students can and do: 1. Use multiple geometric properties to solve problems involving geometric figures. 2. Prove theorems, test conjectures and identify logical errors. 3. Construct and interpret representations of geometric objects. 4. Solve problems involving measurements. 5. Solve problems involving similar triangles and scale drawings. 6. Apply properties of right triangles and right triangle trigonometry to solve problems.	Content standards related to shape are addressed throughout grades K-12. • identifying two- and three-dimensional shapes, • representing basic two-dimensional shapes, • classifying two-dimensional shapes as polygons or nonpolygons, • identifying line symmetry, • classifying based on attributes, • identifying multiple lines of symmetry, • predicting results of combing and subdividing two-dimensional shapes, • understanding the attributes of circles; • classifying polygons; • classifying lines, line segments, and angles; • predicting the results of one or more transformations; • generating strategies to determine perimeters of polygons; • analyzing quadrilaterals; • analyzing shapes for rotational symmetry, • using a protractor to measure angles, • applying formulas to determine perimeter and area, • applying strategies and formulas to determine volume, • applying properties of right triangles and right triangle trigonometry to solve problems, • constructing two-dimensional shapes with rotational symmetry, • classifying shapes as similar or congruent and justify conjectures, • identifying pairs of angles that are complementary or supplementary, • applying strategies and formulas to approximate circumference and area of a circle, • applying strategies and procedures to estimate and determine perimeters and areas of irregular shapes, • translating between two- and three-dimensional representations of compound figures; • creating tessellations with transformations and explaining the angle-measure relationships among shapes that tessellate; • applying the Pythagorean theorem; • applying strategies and formulas to determine the surface area and volume of three-dimensional shapes;

• **Coordinates**. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving. **Core Concepts** Students understand that: A. Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates. B. Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other. C. The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves. **Core Skills** Students can and do: 1. Translate fluently between lines in the coordinate plane and their equations. 2. Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs. 3. Use coordinates to solve geometric problems.	Content standards related to coordinates are addressed throughout grades K-12. • using positional and directional words to describe location and movement, • representing location of points in all four quadrants, • identifying the coordinates of the *x*- and *y*-intercepts of a linear equation; • using ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; • applying a dilation on a square, rectangle, or right triangle in a coordinate plane and analyzing the effect;

• **Probability**. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. **Core Concepts** Students understand that: A. Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence. B. The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies. C. The laws of probability govern the calculation of probabilities of combined events. D. Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness. **Core Skills** Students can and do: 1. Compute theoretical probabilities by systematically counting points in the sample space. 2. Interpret probabilities of compound events using concepts of independence and conditional probability. 3. Compute probabilities of compound events. 4. Estimate probabilities empirically. 5. Identify and explain common misconceptions regarding probability. 6. Adapt probability models to solve real-world problems.	Content standards related to probability are addressed throughout grades K-12. • understanding when the probability of an event is 0 or 1. • analyzing possible outcomes for a simple event. • concluding why the sum of the probabilities of the outcomes of an experiment must equal 1. • applying procedures to calculate the probability of complementary events. • applying procedures to calculate the interquartile range and the probability of mutually exclusive events. • applying procedures to compute the odds of a given event and make decisions. • applying procedures to compute conditional probabilities and make decisions • construct sample spaces for events and compute theoretical probabilities •

• **Statistics**. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. **Core Concepts** Students understand that: A. Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions. B. Visual displays and summary statistics condense the information in data sets into usable knowledge. C. Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic. D. The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions. **Core Skills** Students can and do: 1. Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question. 2. Use appropriate displays and summary statistics for data. 3. Interpret data displays and summaries critically; draw conclusions and develop recommendations. 4. Draw statistical conclusions involving population means or proportions using sample data. 5. Evaluate reports based on data.	Content standards related to statistics are addressed throughout grades K-12. • organizing data in graphic displays and interpreting data. • using survey questions to generate data and making predictions based on data. • creating survey questions to collect data • inferring trends and making predictions based on data sets • applying a procedure to find the range of a data set; • comparing the benefits of multiple representations of a given data set; • interpreting data in graphic displays with increments greater or equal to one; and • applying procedures to calculate the measures of central tendency and other summary statistics, • solving problems related to means or proportions of data sets • apply knowledge of normal distribution and standard deviations to solve problems

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and South Carolina ("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Signature _____ Date 1-6-10

Jim Rex _____ State Superintendent
Print Name Title

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium

Official State Designee _____ Date _____

Print Name _____ Title _____

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

MOSAIC

Multiple Options for Student Assessment and Instruction Consortium

Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and __South Carolina_____("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: **The consortium states will adopt the Common Core Standards.** Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: **The consortium states will develop and build professional development materials around the instructional integration of Common Core standards.** This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: **The consortium states will have access to a computerized system that will provide opportunities for districts to** load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the "total package" consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: "Total Package"** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.

- **Level Two: "Partner"** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)

- **Level Three: "Associate"** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.

2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Jim Rex _____ 1-6-10 _____
Signature Date

Jim Rex _____ State Superintendent _____
Print Name Title

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

_____ _____
Official State Designee Date

_____ _____
Print Name Title

Please email this signed page by January 5, 2010 to

lynette.russell@dpi.wi.gov **and** **pat.roschewski@nebraska.gov**
or fax to

(Fax) 608.266.8770 **and** **(Fax) 402.471.4311**

****PLEASE email this signed page only by January 5, 2010****

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and _South Carolina_____("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments.** Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>.** Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning and schooling</u>. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Jim Rex
Signature

1-6-10
Date

Jim Rex
Print Name

State Superintendent
Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

ASSESSMENT CONSORTIUM
MEMORANDUM OF AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, South Carolina and Virginia (collectively the "Participating States" or "Assessment Consortium").

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding ("Common Core Standards"); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA. In particular, the Lead State shall:

a. Direct and oversee meetings of the Assessment Consortium and set the agendas.

b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.

c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum, However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.

d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.

e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.

f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state's use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby.

e. Counterparts. This Contract maybe executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF COLORADO

By:_____

Name:_____
Title:_____
Date:_____

STATE OF FLORIDA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF ILLINOIS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF INDIANA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF LOUISIANA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF MASSACHUSETTS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF MINNESOTA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF NORTH CAROLINA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF OHIO

By:_____

Name:_____
Title:_____
Date: _____

COMMONWEALTH OF PENNSYLVANIA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF SOUTH CAROLINA

By:_____

Name: Jim Rex
Title: State Superintendent of Education
Date: January 13, 2010

COMMONWEALTH OF VIRGINIA

By:_____

Name:_____
Title:_____
Date:_____

Appendix B2B – South Carolina's Participation in Assessment Consortia

South Carolina has successfully demonstrated its commitment to developing accessible, valid assessments and has implemented high-quality assessments as a member of consortia:

- English Language Development Assessment (ELDA) – Development of the ELDA was a collaborative effort of member states in the LEP State Collaborative on Assessment and Student Standards (SCASS), the Council of Chief State School Officers (CCSSO), and was partially funded by a grant from the US Department of Education. The first statewide administration of ELDA in South Carolina took place in the spring of 2005 and involved all LEP students in grades 3-12. ELDA for grades K-2 was subsequently developed and was administered statewide for the first time in spring 2006.
- Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS) – South Carolina received a grant to develop an alternate assessment based on modified achievement standards (AA-MAS) for students with disabilities who do not qualify to take the alternate assessment (AA-AAS), yet continue to score below proficient even after receiving grade-level instruction and accommodations. South Carolina is partnering with Wyoming and South Dakota in this endeavor.
- Test of Emerging Academic English: Listening and Speaking (TEAELS) – The South Carolina Department of Education partnered with the Minnesota Department of The Minnesota Department of Children, Families & Learning (CFL) and the Nevada Department of Education on a 2003 Enhanced Assessment Instruments grant from the U.S. Department of Education to complete the TEAELS project. IT tools were used to develop an authentic, contextually based listening and speaking assessments as well as a web-based framework for on-going staff development to help teachers interpret scores from state assessments.
- Adding Value to Accommodations Decision-Making (AVAD) – South Carolina received a 2006 Enhanced Assessment Instruments grant (EAG) award for the AVAD project. The project period extends from October 1, 2006 to March 31, 2010. Project partners include the Assessing Limited English Proficient (LEP) and Assessing Special Education Students (ASES) SCASS groups. In addition to the Selection Taxonomy for English Language Learner Accommodations (STELLA) and the Accommodations Selection Process (AccSelPro), developed through collaboratives for which South Carolina was the lead state, final deliverables include prototypes of computer-delivered access-enhanced science items.
- South Carolina received grants to study making items more accessible for diverse learners (2004 Enhanced Assessment Instruments grant extending from October 1, 2004 to May 31, 2007). Partners included Maryland State Department of Education, the Pennsylvania Department of

Education, the Minnesota Department of Education, and the Oregon Department of Education. The initiative included: training teachers to develop higher quality classroom assessments; studying standard and non-standard accommodations, score reports, and growth standards for students with disabilities; approaching standard setting for alternate assessment from a new perspective by combining judgmental and empirical approaches to develop growth standards to complement performance status-based standards; producing unique score reports based on focus group input from families, educators, and expert advisory groups; and using empirical methodology to determine whether or not the use of accommodations alters the construct being measured in English language arts and mathematics for grades 3-8.

- South Carolina recently received a grant to develop a biology end of course examination.

S³ Curriculum

S³ Curriculum

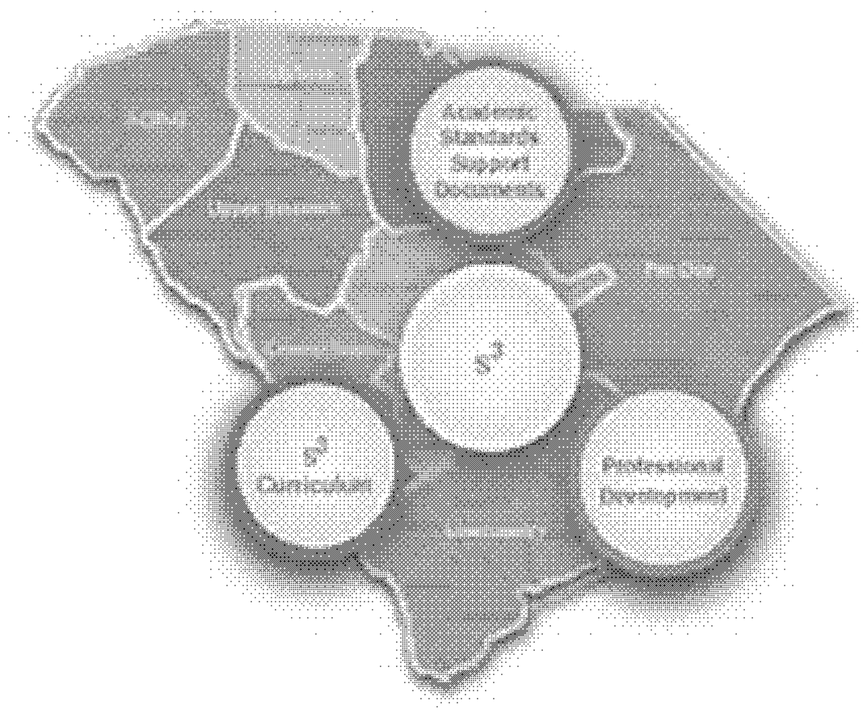
Written by Robin Nelson
Saturday, 16 July 2011 17:48

Welcome to the S³ Curriculum Page!

The Standards Support System (S³)

The Standards Support System initiative brings together in one place three key elements of a standards-based instructional support system: standards and supporting documents, curriculum, and professional development services.

The S³ Curriculum was developed so that any district, school, or classroom teacher has access to curriculum in English language arts, mathematics, science, and social studies that is aligned with the South Carolina standards.



The curricula on this page have been produced by the Office of Standards and Support in order to ensure that all teachers have the resources to provide their students with high-quality standards-aligned curriculum in English Language Arts, mathematics, science, and social studies.

You have access to elementary curricula in English language arts, mathematics, science, and social studies. The Standards Support System initiative is ongoing. The materials you download are a work in progress. Improvements and additions to the set of materials will be made as often as needed.

The S³ Curriculum meets the requirements of Marzano's "guaranteed and viable curriculum in that it provides teachers with written curriculum materials that include a prioritized scope and sequence, an instructional planning guide that provides instructional resources, instructional strategies, and example assessments.

We want your feedback

Please use the feedback form to help us improve the S³ Curriculum materials. It's easy. Just click on the Subject dropdown and then do the same for the Grade or Course menu. Type your comments, corrections, or comments into the textbox. When you are finished click the Submit button. We will be looking for your feedback!

Menu of Services
- Assessment and Planning for Improvement
- Assessment for Learning
- iCoach SC
- Middle High School Project
- S³ Curriculum
  - S³ Curriculum Feedback
- SC Algebra Project

S³ Curriculum
- K-8 English Language Arts
- English I
- English II
- K-8 Mathematics
- Algebra I
- Biology
- Physical Science
- K-8 Social Studies
- American History and the Constitution

Event Registration
- S³ Curriculum Workshop Registration
- Curriculum Implementation Institute Registration

School: _____ District: _____ Date: _____

Implementation Assessment Team Members: _____

CATEGORY 1. Stability of student population and staff (district and school levels):					
LEVELS OF IMPLEMENTATION (Compare from beginning of initiative to present)					
	Highly Unstable	Unstable	Transitioning	Stable	Highly Stable
1.1 Student population remains about the same *year-to-year* in *regards to size and* demographics. *FARM= "free and reduced meals"	(0 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(1-2 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(3-4 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(5-6 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.	(7 Of 7 characteristics) ***Year-to-year***: ☐ School has same attendance boundaries. ☐ Population growth rates are constant. ☐ School serves same grade levels. ☐ School serves roughly the same percentage of FARM* students. ☐ School serves roughly the same percentage of ELL students. ☐ School serves roughly the same percentage of special needs students. ☐ School serves roughly the same percentage of students for each represented ethnicity group.
1.2 Teachers remain in the school. Low teacher turnover allows the coach to work with the same group of teachers one year to the next.	☐ ___ of ___ teachers, or **0-64%** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **65-74%** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **75-84%** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **(85-92%)** of teachers, remain in this school since the coaching initiative began.	☐ ___ of ___ teachers, or **(93-100%)** of teachers, remain in this school since the coaching initiative began.

CATEGORY 1 (continued). Stability of student population and staff (district and school levels):			
1.3 The coach continues in the role of coach at this school.	**Year One** ☐ The coach serves the school throughout year one. There has been no personnel change in this position.	**Year Two** ☐ The year-one coach continues to serve the school throughout year two. There has been no personnel change in this position.	**Year Three** ☐ The year-one and -two coach continues to serve the school throughout year three. There has been no personnel change in this position.
1.4 The coach is consistently present at the school (e.g., no excessive periods of absence due to professional, personal, health or other reasons).	**Year One** The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.	**Year Two** The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.	**Year Three** The coach was absent from the school ____ *days for the following reasons:* ☐ ____ days for professional development. ☐ ____ days for personal or health reasons. ☐ ____ days for **long-term** disability or pregnancy. ☐ ____ days for other reasons.
1.5 Principals and district administration remain the same over the course of the coaching initiative.	**Year One** ☐ Superintendent ☐ *Associate Superintendent for Curriculum* and Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)	**Year Two** ☐ Superintendent ☐ *Associate Superintendent for Curriculum and* Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)	**Year Three** ☐ Superintendent ☐ *Associate Superintendent for Curriculum* and Instruction (if applicable) ☐ District Content Area Coordinator (if applicable) ☐ Principal ☐ *Assistant Principal (if applicable)* ☐ School-based Curriculum Coordinator (CRT or equivalent) (if applicable)
Evidence for Category 1 (Stability of student population and staff):			

CATEGORY 2. Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
2.1 Administrators focus on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.** (User's Manual Note: may need to discuss/ define: personal goals for learning; a culture of coaching)	☐ Administrators create personal goals for learning. ☐ Administrators begin using data to create goals for his or her work to support the coach and teachers. ☐ Administrators converse with the coach and teachers about developing goals for student achievement.	☐ Administrators pursue personal goals for *learning.* ☐ Administrators work with the coach in various contexts to support accelerating student achievement in classrooms. ☐ Administrators continue dialogue with the coach and teachers about envisioning/ developing goals for accelerating student achievement.	☐ Administrators assess & reflectively refine *personal goals for* learning. ☐ Administrators work with coach and an *expanding group of* teachers focused on learning to accelerate student achievement. ☐ Administrators participate in the PLC's assessment and reflective refinement of goals for accelerating student achievement.	☐ Administrators routinely assess and refine *personal goals for* learning. ☐ Administrators work with the coach and all *teachers in various* contexts to focus on learning to accelerate student achievement. ☐ Administrators participate in the PLC's routine review of student achievement and goals for accelerating student achievement.	☐ Administrators recursively assess and *refine personal goals* for learning. ☐ Administrators commit to sustaining a culture of coaching *focused on* accelerating student achievement. ☐ Administrators are collaborators in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.
2.2 Coach focuses on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Coach creates personal goals for learning. ☐ Coach begins using data to create goals for his or her own coaching work with teachers. ☐ Coach begins conversations with administration and teachers about envisioning/developing goals for accelerating student achievement.	☐ Coach pursues personal goals for learning. ☐ Coach coaches teachers in various contexts to accelerate student achievement. ☐ Coach continues dialogue with administration and teachers about envisioning/developing goals for accelerating student achievement.	☐ Coach assesses and reflectively refines personal goals for learning. ☐ Coach coaches an *expanding* group of teachers in various contexts to accelerate student achievement. ☐ Coach facilitates the PLC's continued review of student achievement and envisioning/ developing goals for accelerating student achievement.	☐ Coach routinely assesses and refines personal goals for learning. ☐ Coach coaches *ALL* teachers in various contexts to accelerate student achievement. ☐ Coach participates in the PLC's routine review of student achievement and goals for accelerating student achievement.	☐ Coach recursively assesses and refines personal goals for learning. ☐ Coach sustains a culture of coaching focused on accelerating student achievement. ☐ Coach is a collaborator in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.

CATEGORY 2 (continued). Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
2.3 Teachers focus on learning (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Teachers assess their instruction in light of student achievement data. ☐ Teachers identify areas of instruction needing improvement. ☐ Teachers begin conversations with coach & administrators about envisioning/ developing goals for accelerating student achievement.	☐ Teachers create personal goals for learning. ☐ Teachers begin working with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers continue conversations with the coach & administration about accelerating student achievement.	☐ Teachers asses and reflectively refine personal goals for learning. ☐ An expanding group of teachers work with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers expand conversations to the PLC about accelerating student achievement. Dialogue includes insights and experiences using new strategies and interventions, new data, new questions, and new plans/goals.	☐ Teachers routinely asses and refine personal goals for learning. ☐ All teachers routinely work with the coach in various contexts, including trying strategies and interventions, to accelerate student achievement in classrooms. ☐ Teachers routinely have conversations with the wider PLC about accelerating student achievement. Dialogue includes insights and experiences using new strategies and interventions, new data, new questions, and new plans/goals.	☐ Teachers recursively assess and refine personal goals for learning. ☐ Teachers sustain a culture of coaching focused on accelerating student achievement. ☐ Teachers are collaborators in a school community where **ALL** members share a common vision for refining / achieving goals for accelerating student achievement.
2.4 Community members **focus on learning** (pedagogy, content, assessment, standards, change, adult learning, relationships, communication, and coaching) **to envision/develop goals for accelerating student achievement.**	☐ Still needs to be developed based upon community response/ critical. (User's Manual Note: May need to discuss/ define community members: Families, SIC, Business Partners, DSS, etc.)	☐	☐	☐	☐

CATEGORY 2 (continued). Shared mission and vision: everyone in the school (principal, coach, teachers, and community members) shares the same goal to accelerate student achievement and the same vision for meeting those goals.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Evidence for Category 2 (Missions and Vision):					

CATEGORY 3: Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.1 Administrators understand and commit to the key elements of the coaching initiative **including the** role and duties of the coach and administrators. [User's Manual Note: may used to discuss/ define: key elements of coaching initiative; role and duties of the coach and administrators; direct coaching support; strategies to develop/support coaching; full implementation; and/or Standard Operation of Procedures [SOP]] Possible def. for role of coach: one who mediates thinking and who supports them in self-directed learning and data driven decision making to accelerate student achievement.	☐ Administrators are aware of the key elements of the coaching initiative including ... ○ the role and duties of administrators. ○ the role and duties of the coach. ☐ Administrators are aware that the coach's time is to be spent on direct coaching support. ☐ Administrators are aware that the role of the coach is supportive rather than evaluative. ☐ Administrators seek strategies to develop coaching in the school.	☐ Administrators commit to coaching by... ○ allocating resources needed for coaching. ○ allocating time for coaching in the master schedule ○ setting expectation that teachers will be coached. ○ setting expectation that teachers will engage in PLC. ☐ Administrators ensure the coach's time is spent on direct coaching support. ☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators implement strategies to develop coaching in the school.	☐ Administrators commit to coaching by ... ○ expanding resources needed for coaching. ○ Re-evaluating/refining master schedule to support coaching ○ setting expectation that all teachers will be coached. ○ setting expectation that all teachers will actively engage in the PLC. ☐ Administrators ensure the coach's time is spent on direct coaching support. ☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators refine strategies that support coaching in the school.	☐ Administrators commit to coaching by standardizing... ○ allocation of resources needed for coaching. ○ refinement of master schedule to support coaching. ○ intervention to ensure all teachers are being coached. ○ intervention to ensure all teachers actively engage in the PLC. ☐ Administrators ensure the coach's time is spent on direct coaching support. ☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators ensure full implementation of coaching in the school.	Administrators have a documented SOP of the school's coaching initiative to ensure ... ○ ongoing allocation of resources needed for coaching. ○ ongoing refinement of master schedule to support coaching. ○ ongoing expectation that new staff will be coached. ○ ongoing expectation that all new staff will actively engage in the PLC. ☐ Administrators ensure the coach's time is spent on direct coaching support. ☐ Administrators protect the coach from serving in an evaluative role. ☐ Administrators ensure full implementation of coaching continues in the school even as personnel change.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.2 Coach understands and commits to the key elements of the coaching initiative including the role and duties of the coach. (MANUAL NOTES – may need to discuss/ define forums for professional dialogue; coaching relationship which means trusting and non-evaluative) *CONCERN: if we have a content specific coach we don't have the exemplary column say ALL teachers in the school – it may be only all the teachers within "an identified content area"	☐ Coach is aware of the key elements of the coaching initiative including his or her role and duties as the coach. ☐ Coach is aware that his/her time is to be spent on direct coaching support. ☐ Coach seeks strategies to develop coaching in the school. ☐ Coach provides requested data to S2MART Center staff.	Coach promotes coaching by … ○ coordinating the acquisition and use of needed resources. ○ with administrators, establishing the master schedule to support coaching. ○ *considering the* master schedule in planning personal schedule. ○ fostering relationships with teachers. ○ establishing forums for professional dialogue. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ The coach implements strategies to develop coaching in the school. ☐ Coach provides requested data to S2MART Center staff.	Coach promotes coaching by … ○ expanding and refining the use of resources. ○ with administrators, refining the master schedule to support coaching. ○ *considering the* master schedule in refining personal schedule. ○ establishing coaching relationships with a growing number of teachers in the school. ○ encouraging and including an expanding number of teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that support coaching in the school. ☐ Coach reflects on/ provides requested data to S2MART Center staff.	Coach routinely promotes coaching by … ○ assessing/advocating for the use of current and new resources. ○ with administrators, refining the master schedule to support coaching. ○ *considering the master* schedule in refining personal schedule. ○ maintaining coaching relationships with all/ content * teachers. ○ actively engaging all teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that support coaching in the school. ☐ Coach reflects on/ provides requested data to S2MART Center staff.	☐ Coach assists administrators in documenting the SOP of the school's coaching initiative to ensure… ○ ongoing allocation of resources. ○ ongoing refinement of master schedule. ○ *ongoing expectation that* new staff will be coached. ○ ongoing expectation that all new staff will actively engage in the PLC. ☐ Coach advances coaching by … ○ sustaining/establishing a coaching relationship with all/content * teachers. ○ engaging all teachers in the PLC. ☐ Coach ensures that his/her time is spent on direct coaching support. ☐ Coach refines strategies that sustain coaching in the school. Coach reflects on/ provides requested data to S2MART Center staff.

CATEGORY 3: (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.3 Teachers understand *and commit to the* key elements of the coaching initiative including the role and duties **of the coach and** teachers. (MANUAL NOTES: may need to do/say define: role and duties of teachers; inviting the coach may need to be spelled out in the manual—invitation is in anticipation of working in a coaching relationship)	☐ Teachers are aware of *the key elements of the* coaching initiative including ... ○ the role and duties of teachers. ○ the role and duties of the coach.	Teachers support coaching by ... ○ developing collegial relationships with the coach. ○ Inviting the coach into the classroom. ○ assessing their own strengths and needs. ○ developing personal goals. ○ identifying needed resources. ○ participating in forums for professional dialogue.	Teachers support coaching by ... ○ establishing a coaching relationship with the coach. ○ seeking opportunities to be coached. ○ Assessing and refining instruction. ○ Refining personal goals. ○ expanding and refining the use of resources. ○ actively engaging in the PLC.	Teachers routinely works with the coach to ... ○ enhance the coaching relationship with coach and colleagues. ○ Schedule opportunities to be coached. ○ examine their data and self- assess. ○ Continue refining personal goals. ○ expanding and refining the use of resources. ○ actively engage and/or facilitate dialogue in the PLC.	☐ Teachers support the *administrator* and coach in documenting the SOP of their school's coaching initiative, as needed. ☐ Teachers advance coaching by ... ○ sustaining/establishing a coaching relationship with the coach. ○ Teachers routinely coach one another. ○ examining their data and self- assessing. ○ continuing to refine personal goals. ○ expanding and refining the use of resources. ○ actively engage and/or facilitate dialogue in the PLC .
	☐ Teachers are aware that their time is to be spent on teaching & learning. ☐ Teachers provide requested data to the coach.	☐ Teachers ensure that their time is spent on teaching and learning. ☐ Teachers seek strategies to improve instruction in the classroom. ☐ Teachers provide requested data to the coach.	☐ Teachers ensure that their time is spent on teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide requested data to the coach and reflect collaboratively.	☐ Teachers ensure efficient use of their time in teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide data to the coach and reflect collaboratively.	☐ Teachers ensure efficient use of their time in teaching and learning. ☐ Teachers seek and refine strategies to improve instruction in the classroom. ☐ Teachers provide data to the coach and reflect collaboratively

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Commitment to Coaching Initiative					
3.4 Other initiatives do not compete for resources with the coaching program. (May need to add a row specific to competing STATE/DISTRICT initiatives/mandates.)	☐ School studies the impact of its programs and initiatives on instructional improvement. ☐ School identifies the programs and initiatives that are ineffective and interfere with coaching.	☐ School begins the process of removing programs and initiatives that are ineffective and interfere with coaching.	☐ School eliminates programs and initiatives that are ineffective and interfere with coaching.	☐ School identifies a protocol for assessing proposed programs and initiatives that impact coaching before they are implemented. ☐ School implements only the programs and initiatives that complement coaching.	☐ School consistently uses the protocol to assess proposed programs and initiatives that impact coaching prior to implementation. ☐ School consistently implements only the programs and initiatives that complement coaching.

Evidence for Category 3 (Fidelity to the Coaching Initiative—Commitment to Coaching):

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
3.5 Administrators *purposefully* implement learning from iCoach training sessions and meetings	☐ Administrators *participate in all training* sessions and meetings provided by S2MART Centers SC. ☐ Administrators dialogue with the coach and the coaching specialist about new learning. ☐ As appropriate, administrators share *new information with* the school community. ☐ Administrators, with the assistance of the coach and S^2MART Center SC *staff, facilitate writing* the school plan for coaching to incorporate new learning.	☐ Administrators actively *prepare for and engage* in training sessions and meetings. ☐ Administrators continue dialogue with the coach and the coaching specialist about new learning. ☐ As appropriate, administrators share *new information with* the school community. ☐ Administrators, with the assistance of the coach and S^2MART Center SC *staff, begin* implementing appropriate new learning.	☐ Administrators actively *prepare for and engage* in training sessions and meetings. ☐ Administrators continue dialogue with the coach *and coaching specialist* about new learning. ☐ As appropriate, administrators share *new information with* the school community. ☐ Administrators, in consultation with the coach, extend the *implementation of* appropriate new learning. Assistance from the coaching specialist is sought as needed. ☐ *Administrators and the* coach reflectively amend the school plan for coaching.	☐ Administrators actively *prepare for and engage* in training sessions and meetings. ☐ Administrators continue dialogue with the coach, *and as needed, the* coaching specialist about new learning. ☐ As appropriate, administrators share *new information with* the school community. ☐ Administrators, in collaboration with the coach, gather evidence *about the effectiveness* of new learning and practices. ☐ *Administrators, the* coach and teachers use data to appropriately amend the school plan for coaching.	☐ Administrators and *school community* develop a system to sustain continuous learning. ☐ Administrators and school community *conduct a needs* assessment to determine adult learning needs. ☐ The administrators and school community use *the needs assessment* to guide new implementation. ☐ Administrators and the school community *collect data to provide* evidence about the effectiveness of new implementation plan. ☐ *Administrators and* coach guide the school community in making refinements to the school plan for coaching.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
3.6 The coach purposefully implements learning (about implementing a coaching initiative) **from iCoach training sessions and meetings**	☐ Coach participates in all training sessions and meetings provided by S2MART Centers-SC. ☐ Coach dialogues with the administrators and the coaching specialist about new learning. ☐ Coach, with the assistance of administrators and S²MART Center SC staff, facilitates writing the school plan for coaching to incorporate new learning.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach continues dialogue with the administrators and the coaching specialist about new learning. ☐ Coach begins dialogue with teachers about new learning. ☐ Coach, with the assistance of administrators and S²MART Center SC staff, begins implementing appropriate new learning.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach continues dialogue with the administrators and coaching specialist about new learning. ☐ As appropriate, coach continues dialogue about new learning in PLC. ☐ Coach, in consultation with the administrator, extends the implementation of appropriate new learning. Assistance from the coaching specialist is sought as needed. ☐ Coach and administrators reflectively amend the school plan for coaching.	☐ Coach actively prepares for and engages in training sessions and meetings. ☐ Coach dialogues with administrators and as needed, the coaching specialist, about new learning. ☐ As appropriate, coach expands dialogue about new learning in PLC. ☐ Coach gathers evidence about the effectiveness of new learning and practices. ☐ Coach, administrators, and teachers use data to appropriately amend the school plan for coaching.	☐ With the school community, coach helps develop a system to sustain continuous learning. ☐ With the school community, coach helps conduct a needs assessment to determine adult learning needs. ☐ With the school community, coach uses the needs assessment to guide new implementation. ☐ With the school community, coach collects data to provide evidence about the effectiveness of new implementation plan. ☐ ☐ With administrators, coach guides the school community in making refinements to the school plan for coaching.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.					
LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Implementing Learning					
Evidence for Category 3 (Fidelity to the Coaching Initiative—Implementing Learning):					

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Differentiating Support for Implementation					
3.7 *Administrators use* data to drive differentiated support* for teachers to build capacity. (See MANUAL notes below.)	☐ Still needs to be developed based upon community responsiveness review	☐	☐	☐	☐
3.8 The coach uses data to drive differentiated support* for teachers. *MANUAL NOTE: differentiated support includes distribution of time and balancing support functions within coaching; building capacity/self-direction.	☐ Coach begins collecting teacher data (teacher-contact, coaching role and journal reflections, etc.) to differentiate support for teachers.	☐ Coach continues to collect teacher data. ☐ Coach uses school data to begin implementing differentiated support for teachers.	☐ Coach continues to collect teacher data. ☐ As appropriate, coach and teacher analyze teacher data to identify areas for differentiated support. ☐ Coach uses school data and teacher input to plan for differentiated support. ☐ Coach provides differentiated support based upon plan. ☐ Coach reflects upon differentiated support toward new plans.	☐ Coach and teachers collect teacher data. ☐ As appropriate, coach supports teachers in analyzing their data to identify areas for differentiated support. ☐ Coach continues to differentiate teacher support based upon individual need. ☐ Coach consistently assesses teachers' progress in improving instruction. ☐ Coach consistently assesses his or her coaching toward improving instruction/acceleration student achievement.	☐ Coach and teachers collect teacher data. ☐ Coach facilitates teachers' use of teacher data to develop self-directed learners. ☐ *Coach continues to* differentiate teacher support based upon individual need. ☐ Coach consistently assesses teachers' progress in improving instruction. ☐ Coach consistently assesses his or her coaching toward improving instruction/acceleration student achievement.

CATEGORY 3 (continued): Fidelity to the Coaching Initiative: The iCoach Initiative is supported by the community with understanding, commitment, advocacy, data and resources. Other initiatives generated by state, district, principal, coach, and teachers do not interfere with a focus on coaching to improve instruction and accelerate student achievement.

LEVELS OF IMPLEMENTATION					
	Getting Started	**Progressing**	**Refining & Expanding**	**Exemplary**	**Sustaining**
Differentiating Support for Implementation					
Evidence for Category 3 (Fidelity to the Coaching Initiative—Using Data to Differentiate Instruction):					

South Carolina
Department of Education

Together, we can.

iCOACH SC
2009–10

Proposal for Participation
Information Package

Deadline for Receipt of Applications
April 22, 2009
4:30 p.m.

Dr. Jim Rex
State Superintendent of Education

Contact Information
John Holton
Office of Standards and Support
South Carolina Department of Education
1429 Senate Street, 801–B
Columbia, South Carolina 29201
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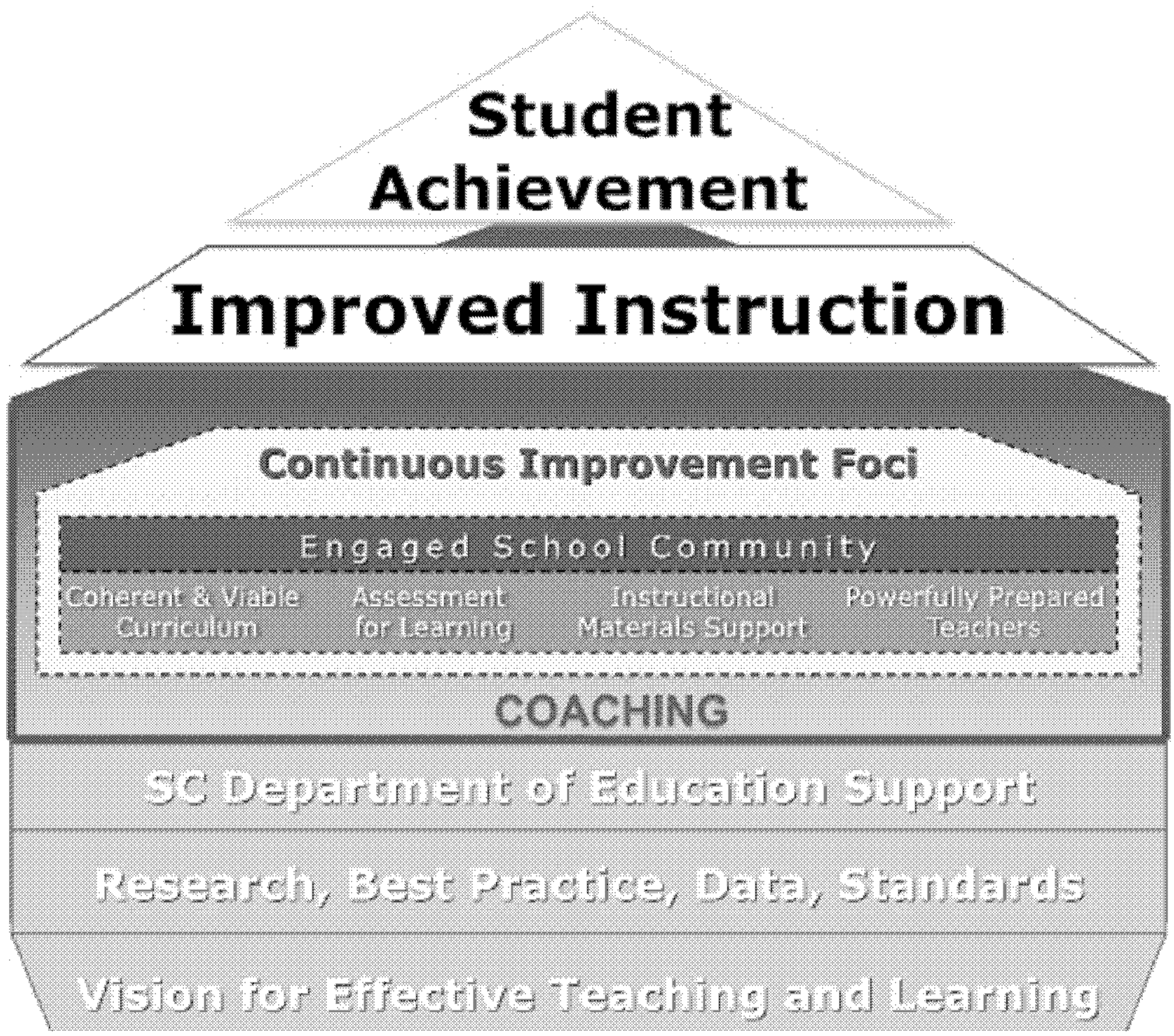
PART I: General Information

A. Introduction/Background

The South Carolina Department of Education (SCDE) has created an intensive staff development effort designed to increase academic achievement by improving instruction through the creation of self-directed and self-supporting schools. The iCoach SC initiative is a school-wide program to enhance the teaching of the South Carolina Academic Standards adopted by the State Board of Education in the areas of English language arts, mathematics, and science. The iCoach SC initiative will support teachers and administrators as they develop the knowledge base needed to make informed and effective curricular and instructional decisions.

The iCoach SC initiative will be consistent with the Theory of Action for Instructional Improvement. The iCoach will support teachers to bring about improvements in classrooms that will positively impact student achievement. The work of the iCoach will be based on a coherent and viable curriculum, assessment for learning, instructional materials support, and powerfully prepared teachers within an engaged school and community.



During the three years, iCoaches will work toward becoming self-directed, self-supported coaches. They will develop

- consciousness of their new roles as instructional coaches,
- craftsmanship in coaching,
- efficacy with content and SC Academic Standards,
- flexibility with approaches leading to improvement, and
- interdependence with members of the school community.

The iCoaches and school communities will work collaboratively on supporting instruction through development of

- a coherent and viable curriculum,
- assessment for learning,
- instructional materials support and,
- powerfully prepared teachers.

By the end of Year 3 and beyond, the school will be a self-directed, self-supported community of learners that have a

- shared vision,
- collaborative, trusting and sharing relationship,
- stance on school reform based on inquiry, action, and experimentation,
- results-driven approach, and
- focus on continuous improvement.

B. Eligible Applicants

Eligible applicants include public schools that contain grades pre-k through twelve.

C. Program Components

The iCoach Model

A well-trained iCoach (literacy, mathematics, or science) works full-time in a single school.

- The iCoach and principal work from a plan that is consistent with the district's strategic plan and the school's improvement plan.
- The iCoach works with all of the teachers in the identified content area of need in the school.
- The iCoach focuses on increasing the capacity of the teachers to make their own instruction more effective.

A fully-implemented model provides schools a cost-effective strategy to provide on-going, job-embedded professional learning.

- Teacher professional learning takes place *in the classroom* and on school time.
- The content of the embedded professional learning is focused on key questions which make a difference in classroom instruction:

  –Is instruction carefully planned to ensure it meets appropriate grade-level standards?
  –Are the curriculum materials being used appropriately?

–Are assessments accurately aligned to SC Academic Standards?
–Are teachers looking for evidence that students understand what they are learning and using that evidence to adjust their instruction as necessary?

Schools with iCoaches receive relevant and responsive professional support from the Office of Standards and Support at SCDE and the iCoach specialists.

- The iCoach is supported through virtual and face-to-face meetings.
- The iCoach, principal, district contact person, and Standards and Support staff meet regularly to ensure coordination and support.
- Once a month the coach receives additional preparation in coaching and pedagogical content knowledge from Learning Community Meetings (LCM).

An increase in academic achievement is the result of systemic work on the part of the school principal, the iCoach, the faculty, the district, and the South Carolina Department of Education. A fully-implemented collaborative partnership is key to the success of the iCoach SC initiative.

It is vital that continuing and substantial contact be maintained among the staff and the iCoaches, the principals, and the district contacts. The training will foster the coaches' connections to the iCoach SC team and to their peers. This will provide a support system for addressing concerns/problems and a mechanism for sharing successes.

D. Financial Obligations

Each year, the district and/or school will be responsible for the cost of the training and support services, transportation expenses, lodging, and per diem expenses associated with the participation of the iCoach, principal, and district personnel to attend all institutes, meetings, etc. Continuation with iCoach SC will be reviewed at the end of each one-year contract. The iCoach, the school, the district, and the SCDE are under no further obligation to continue iCoach SC.

For the 2009–10 school year,

- the participating school district agrees to pay the sum of $17,500 for all training and support services.
- the district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 1=not less than 205 contract days).

For the 2010–11 school year,

- the participating school district agrees to pay the sum of $12,500 for all training and support services.
- the district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 2=not less than 195 contract days).

For the 2011–12 school year,

- The participating school district agrees to pay the sum of $12,500 for all training and support services.
- The district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 3=195 contract days).

Districts may use funds such as K–5 Enhancement, PDSI, Title I, Title II Part A, or other funds available and appropriate to the support the coach's salary and/or training cost. The SCDE will provide training

and support as long as the school continues to abide by the terms of the Memorandum of Agreement (MOA).

E. Stipulations Regarding Participation

School participants will continue based on progress toward meeting objectives, for up to three years. The SCDE reserves the right to withdraw assistance if it is determined that the school or district is not engaging the coach in a manner consistent with the roles and responsibilities as outlined in the Memorandum of Agreement.

F. Required Reporting

The SCDE will periodically require participants to submit student achievement data, data to assess the effectiveness of the coaching program, and other documentation deemed necessary for participation in and implementation of the iCoach initiative.

G. Review and Selection Process

Each application will be read by two readers. These readers have been selected as reviewers based on their expertise and will be required to complete a Non-conflict of Interest form. No reader will review an application from his or her service area. Applicants will be notified (in writing) concerning the status of their applications no later than May 1, 2009. Applicants may obtain copies of the reviewers' comments and score sheets upon request.

H. Scoring of Required Information

The proposals will be reviewed and scored based on the matrix below. The scoring rubric is included.

Narrative Sections	Points Available
School and District Narrative Response	**60**
Section 1: Services of iCoach	15
Section 2: School Coaching Needs/Expected Outcomes	15
Section 3: Administrative Team Support and Leadership	15
Section 4: School and District Plans for Professional Learning	10
Section 5: School Report Card Data	05
iCoach Narrative Response	**40**
Section 6: iCoach Narrative and Information	
Background Experiences	10
Working with Adult Learners	10
Teaching English language arts, Mathematics or Science	10
Working as an iCoach	10
TOTAL	**100**

I. Deadline and Submission Procedures

1. Only complete proposal packets will be reviewed or considered.
2. Only proposals that adhere to all of these guidelines and directions will be reviewed.
3. Proposals will not be returned. Please keep a copy for your records.

4. An original and two copies of the proposal must be submitted.
5. The original proposal must include all signatures in blue ink. Stamped signatures will not be accepted.
6. Proposals that are faxed or e-mailed will not be accepted.
7. Do not enclose the proposal in a notebook, binder, or folder.
8. Staple the original and each of the two copies in the upper left corner and clip all three together with the original on top.
9. Proposals must be received in Room 801-B of the SCDE no later than 4:30 p.m., April 22, 2009. Postmarks have no bearing with respect to this deadline.
10. Proposals should be addressed to

John Holton
South Carolina Department of Education
1429 Senate Street, Room 801-B
Columbia, South Carolina 29201

PART II: PROPOSAL OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered.

A. Proposal Overview

☐ Cover Page

☐ Table of Contents (including page number for each item)

☐ Proposal Narrative

- ☐ Section 1: Services of iCoach
- ☐ Section 2: School Coaching Needs/Expected Outcomes
- ☐ Section 3: Administrative Team Support and Leadership
- ☐ Section 4: School and District Plans for Professional Learning
- ☐ Section 5: School Report Card Data
- ☐ Section 6: iCoach Narrative and Information

☐ iCoach Narrative and Information

B. Application Narrative Format

Length of District and School Narrative:	maximum of 8 pages for Sections 1-5
Length of iCoach Narrative:	maximum of 6 pages (Section limits listed in narrative section)
Required Font/Font Size:	Verdana 11

Margins:	1" on all sides
Page Numbers:	top right or bottom right
Spacing:	double-space all text; charts and tables may be single spaced

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. School and District Narrative
This section is to be completed by the district contact, school principal, and iCoach applicant.

Section 1. Services of iCoach
(15 points available)

Consider the iCoach SC guidelines found in the Memorandum of Agreement (MOA) and explain the details of how the services of the **iCoach** will be provided in your school. How will the school provide for common planning times and coaching opportunities within the school day?

Section 2: School Coaching Needs/Expected Outcomes
(15 points available)

Based on the analysis of your school's PACT data and any other relevant disaggregated data, describe the instructional improvement needs of your school. How will the iCoach (literacy, mathematics or science) address these needs in the identified content area?

Section 3: Administrative Team Support and Leadership
(15 points available)

Explain the administrative team's role in supporting the implementation of the iCoach SC in the school. How will the administration

- honor scheduled professional learning time, meeting times, etc.?
- ensure that the iCoach's role and trust are protected?
- include the iCoach in decision and policy-making processes, when appropriate?

Section 4: School and District Plans for Professional Learning
(10 points available)

Clearly describe the plans for professional learning within the school and district and their relationship to the school improvement plan.

- Describe programs and support personnel provided to the school within the last five years (e.g., CSOS, ERTL, MSU, SCRI, SCRF, TSOS) and reflect on the impact of each.
- Explain how these programs connect to each other and to the overall improvement plan. These programs or support personnel may be state, regional, district, or school initiatives.
- How will the iCoach SC initiative be integrated into your comprehensive plan?

Section 5: School Report Card Data
(5 points available)

Provide a narrative from the school report card data including the school ratings as well as any other pertinent information.

Section 6: iCoach SC Personal Narrative
(40 total points available)
This section is to be completed by the iCoach SC Applicant based on the content area (English language arts, mathematics, or science).

a. Background Experiences *(Not to exceed 700* words or ***two*** *pages)*

Describe two professional learning opportunities you have experienced recently related to the content area for which you are applying. How has each of these influenced your own teaching with regard to key elements that you think should be part of all teaching methodology? (10 points)

b. Working with Adult Learners *(Not to exceed* 350 words or ***one*** *page)*

Describe some strategies you might use in working with teachers to improve student learning in your school. What do you perceive are the differences between working with adult learners and working with students? (10 points)

c. Teaching English language arts, Mathematics or Science *(Not to exceed* 350 words or ***one*** *page)*

Describe some specific knowledge and skills that a content-area teacher might utilize to increase student learning. (10 points)

d. Working as an iCoach *(Not to exceed* 350 words or ***one*** *page)*

What questions are you asking yourself about coaching? What assets do you have that might contribute to your effectiveness as a coach? What are some challenges you anticipate that you will face as a coach? (10 points)

D. iCoach Information

(To be completed by the iCoach)

Check the content area coach position for which you are applying.

☐ Literacy ☐ Mathematics ☐ Science

NAME: _____ SS#: - -
Last *First* *Middle*

MAILING ADDRESS: _____ SC _____
Street *City* *State* *Zip Code*

PHONE: (____) – _____ (____) – _____ E-MAIL (home):
Home including Area Code *Work* E-MAIL (school):

Total Years of Experience:___ Most Recent Degree: _____ ____
Present Employer: _____ (____) – _____
District

_____ (____) _____ (____) – _____
School *School Phone #* *Fax #*

WORK EXPERIENCE SUMMARY

Number of years: **Elementary:___**	Number of years: **Middle: ___**	Number of years: **High:___**

SOUTH CAROLINA PROFESSIONAL CERTIFICATES AND PROFESSIONAL INVOLVEMENT

Credential number:	Areas of certification: **Include a copy of your professional certificate with your application.**
National Board Certification: ☐ Yes (Date:) Area: _____ ☐ No	Highest Degree Earned: _____
Professional Organizations:	

PROFESSIONAL POSITIONS

Provide the following information regarding your three most recent positions:

Current Position: _____

School: _____District: _____
Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities: _____

Previous Position: _____ School: _____ District: _____
Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities: _____

Reason for leaving: _____

Previous Position: _____ School: _____ District: _____
Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities: _____

Reason for leaving: _____

REFERENCES

Provide contact information for three professional references:

Name: Position:
Telephone: (___) - _____E-mail:

Name: Position:
Telephone: (___) - _____E-mail:

Name: Position:
Telephone: (___) - _____E-mail:

AFFIRMATION OF STATEMENTS

I hereby affirm that all of my statements in this proposal are true and accurate.

_____ _____

Applicant's Signature Date

REVIEWER'S SCORING RUBRIC	Points
Section 1: Services of iCoach	
▪ The narrative clearly explains how the iCoach's services will be utilized and addresses classroom, conference, meeting, and planning time. (11-15 points) ▪ The narrative somewhat explains how the iCoach's services will be utilized.(6-10 points) ▪ The narrative is vague or does not fully describe how the iCoach's services will be utilized. (0-5 points)	____/15
Section 2: School Coaching Needs	
• The narrative provides a thorough analysis of PACT or any other relevant data that clearly describe the instructional needs of the school and how the selected iCoach will address these needs. (11-15 points) • The narrative somewhat explains the data and the services of the iCoach. (6-10 points) • The narrative is vague and does not fully explain the data and the services of the iCoach. (0-5 points)	____/15
Section 3: Administrative Team Support and Leadership	
▪ The narrative clearly describes how the administration will fully support the iCoach and the implementation of the model. (11-15 points) ▪ The narrative somewhat describes how the administration will support the iCoach. (6-10 points) ▪ The narrative is vague or does not adequately describe administrative support. (0-5 points)	____/15
Section 4: School and District Plan for Professional Learning	
▪ The narrative includes a clear description of the professional learning plans for the school and district in relation to the school improvement plan. (7-10 points) ▪ The narrative somewhat describes the school's plan for professional learning.(4-6 points) ▪ The narrative is vague and does not fully describe the school's plan for professional learning. (0-3 points)	___/10
Section 5: School Report Card Data	
▪ The narrative contains school report card data that indicates a need for participation. (5 points) ▪ The narrative does not contain school report card data. (0 points)	___/05
Section 6: iCoaching Narrative and Information	
Background Experiences	___/10
▪ The narrative clearly describes two professional learning experiences and adequately conveys how these have influenced the applicant's teaching methodology. (7-10 points) ▪ The narrative somewhat describes professional learning opportunities but fails to adequately convey their influence on the applicant's teaching methodology. (4-6 points) ▪ The narrative is vague. (0-3 points)	
Working with Adult Learners	___/10
▪ The narrative includes a description of knowledge of research-based instructional improvement strategies to assist teachers to improve student learning of ELA, mathematics/science in the school. Activities address curriculum, instruction, and	

assessment. The narrative describes ongoing professional development activities that clearly link changing teacher behaviors to student achievement. (7-10 points) ▪ The narrative describes ongoing professional development activities that may link changing teacher behaviors to student achievement. (4-6 points) ▪ The narrative describes professional development activities that may link changing teacher behaviors to student achievement. (0-3 points)	
Teaching English language arts, Mathematics or Science	__ _/10
▪ The narrative includes evidence that the applicant understands the academic standards and has extensive content and pedagogical knowledge to ensure a high level of student interest and student achievement. (7-10 points) ▪ The narrative includes evidence that the applicant understands the academic standards and has moderate content and pedagogical knowledge to ensure a high level of student interest and student achievement. (4-6 points) ▪ The narrative includes evidence that the applicant understands the academic standards and has minimal content and pedagogical knowledge to ensure a high level of student interest and student achievement. (0-3 points)	
Working as an iCoach	__ _/10
▪ The narrative includes a clear description of the applicant's strengths and what is envisioned as possible challenges as an iCoach. (7-10 points) ▪ The narrative includes a moderate description of the applicant's strengths and what is envisioned as possible challenges as an iCoach. (4-6 points) ▪ The narrative is vague. (0-3 points)	

Application Cover Page

DISTRICT & SCHOOL INFORMATION

Check the content area coach position for which you are applying:
☐Literacy ☐Mathematics ☐Science

iCoach nominee:			
District:			
School where coach will be assigned:			
School address:			
Principal:		Telephone:	( ) -
E-mail:			
District office contact:		Telephone:	( ) -
E-mail:			

TARGETED SCHOOL BASELINE DATA

Number of students per grade:

K___ 3___ 6___ 9 ___ 12___
1___ 4___ 7___ 10___
2___ 5___ 8___ 11___

Number of teachers teaching ELA, mathematics or science per grade:

K___ 3___ 6___ 9 ___ 12___
1___ 4___ 7___ 10___
2___ 5___ 8___ 11___

	Performance Level	PACT, HSAP, or EOC percentages for ELA, mathematics, or science. Please complete the information reflecting the content area for which you are applying				
		2004	2005	2006	2007	2008
Grade	Below Basic					
	Basic					
	Proficient					
	Advanced					
Grade	Below Basic					
	Basic					
	Proficient					
	Advanced					
Grade	Below Basic					
	Basic					
	Proficient					
	Advanced					

Please attach HSAP or EOC scores if applicable.

Memorandum of Agreement (MOA)
FOR iCOACH SC INITIATIVE

Through this Memorandum of Agreement, the South Carolina Department of Education (SCDE), the iCoach, the School, and the School District named herein agree to abide by the following conditions to implement iCoach SC:

A. The work of the iCoach will be consistent with the SCDE Office of Standards and Support's vision to improve student knowledge and understanding of the identified content area (English language arts, mathematics or science).

B. The work of the iCoach will help increase student achievement by focusing the school's actions on the elements of the Theory of Action for Instructional Improvement:

- coherent and viable curriculum
- assessment for learning
- instructional materials support
- powerfully prepared teachers

Roles and Responsibilities of the iCoach

The work of the iCoach is to develop the instructional capacity and professional learning of the school faculty. The iCoach will assist teachers in the use of effective instructional strategies to address the South Carolina Curriculum Standards. The iCoach will

- meet regularly with teachers, individually and in groups;
- collaborate with school and district administrators and instructional leadership team members;
- engage teachers in planning, observing, and reflecting upon instruction;
- facilitate professional learning experiences;
- work with content-area teachers to hone specific strategies;
- facilitate co-teaching and demonstration lessons;
- work with teachers and the instructional leadership team in effectively using data to inform instruction; and
- assist teachers with using standards-based materials and emerging strategies from research and best practices.

The work of the iCoach will be consistent with the iCoach SC Theory of Action for Instructional Improvement.

Guidelines for the Work of an iCoach

The purpose of the iCoach is to help raise student achievement by empowering teachers. Activities that promote this end should be encouraged. Activities that fragment the iCoach's focus should not be allowed.

1. The iCoach is assigned to a specific school and should spend time working with teachers in the assigned school.

2. If the teachers have rotating duties such as bus, lunch, or hall duty, the iCoach may volunteer to share those duties so long as they do not interfere with instructional improvement efforts. The iCoach's teaching position is filled by a faculty member hired as a replacement. The iCoach's position does not, therefore, increase the duty assignments on other teachers.

3. The iCoach may co-teach classes with teacher colleagues if the goal is to promote good teaching practices. Co-teaching includes planning, observing, and reflecting.

4. The iCoach must be available to participate with their colleagues during planning sessions, team meetings, and other professional learning opportunities. The iCoach must have time during the school day for professional reading, reflective journaling, and other iCoach assignments.

5. The iCoach is obligated to attend *all* scheduled iCoach SC meetings. These sessions are part of the iCoach's job. Requests for exceptions need to be approved by the Office of Standards and Support.

6. The role of the iCoach **does not** include the following:

    - serving as the principal designee
    - assuming district-level responsibilities
    - training other coaches
    - evaluating teachers or serving on teacher evaluation teams
    - gathering data for teacher evaluations
    - disciplining students in an administrative capacity
    - taking primary responsibility for the collection and preparation of student data, developing or preparing the school budget
    - serving as a substitute teacher
    - taking primary responsibility for the instruction of a specifically assigned group of students
    - performing clerical duties outside the primary job performance criteria

Collaboration

The coaching initiative will work most effectively as a partnership that includes the school, the district, and the SCDE. Successful coaching depends on effective collaboration, specifically the following:

A. The iCoach will
    - work in a manner consistent with the Theory of Action for Instructional Improvement.
    - attend all iCoach SC scheduled meetings, including two, week–long South Carolina Coaching Institutes(SCCI) as follows:
        1. SLE1.1, **July 20-24, 2009,**
        2. SLE1.2, **August 3-7, 2009,** and
        3. Learning Community Meetings throughout the school year (schedule to be determined).
    - complete and submit all assignments and updates in a timely manner.
    - assist in the implementation of all iCoach SC directives.

B. The school district will
    - work with the SCDE to ensure effective use of the services of the iCoach.

- ensure that the district contact attends the obligatory meetings.
- ensure that the principal attends the obligatory meetings.
- ensure that the iCoach attends the obligatory meetings.
- provide the space and resources (to include a personal computer with internet access to be used exclusively by the iCoach) necessary for the coach to function effectively in his or her position.
- provide the iCoach with *adequate* opportunities during the school day for coaching teachers (i.e., planning, observing, reflecting).
- provide data to assess the effectiveness of the coaching program at the request of the SCDE.

C. The school will
- work with the SCDE to ensure effective use of the services of the iCoach.
- provide the space and resources necessary for the iCoach to function effectively in his or her position.
- provide the iCoach with *adequate* opportunities for embedded professional learning opportunities.
- provide data to assess the effectiveness of the coaching program at the request of the SCDE.

D. The SCDE will
- hold regional meetings regarding the iCoach's, school's, and district's participation in the iCoach SC Initiative.
- monitor and assess the effectiveness of iCoach SC.
- provide the training, leadership, and coordination needed for the iCoach to develop the instructional capacity of the school faculty.
- work with the district, the school, and the iCoach to develop, implement and revise as needed a school plan for coaching.
- assist with data analysis as needed.

Stipulations Regarding the iCoach SC

A. Financial Obligations

Each year the district and/or school will be responsible for transportation expenses, lodging, and per diem expenses associated with the participation of the iCoach, principal, and district personnel to attend all institutes, meetings, etc.

Continuation with iCoach SC will be reviewed at the end of each one-year contract. The iCoach, the school, the district, and the SCDE are under no further obligation to continue iCoach SC.

For the 2009–10 school year,
- the participating school district agrees to pay the sum of $17,500 for all training and support services.
- the district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 1=not less than 200 contract days)

For the 2010–11 school year,
- the participating school district agrees to pay the sum of $12,500 for all training and support services.

- the district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 2=not less than 195 contract days)

For the 2011–12 school year,

- the participating school district agrees to pay the sum of $12,500 for all training and support services.
- the district and/or school will be responsible for the salary and fringe benefits of the iCoach (Year 3=not less than 195 contract days)

B. Employment Status

- The iCoach will remain an employee of the school district.
- The iCoach will adhere to the school district's calendar. Required attendance at iCoach SC meetings may require exceptions to this calendar.

C. Return to Regular Employment

- The iCoach has no legal right to continue in iCoach SC beyond the one-year contract term.
- At the end of the contract period, the iCoach shall be allowed to return to his or her regular position with the district, with the same teaching or administrative contract status as when he or she left, including credit for time accrued as an iCoach, but without assurance regarding the particular school or the position to which he or she may be assigned.
- The school year that the iCoach spends in the program shall be applied as a regular teaching year for all purposes such as seniority, pay increases, and retirement unless otherwise agreed upon by the iCoach and the district.

D. Ethics Laws

The iCoach is bound by the state ethics laws and is encouraged to become familiar with those laws.

Termination of the Agreement

A. Funding Unavailable

Partial funding for iCoach SC comes from state appropriations. In the event that these funds are no longer available, this agreement will be terminated.

B. Termination

- Termination by the iCoach

If the iCoach terminates his or her contract during the school year, the district may report the action to the State Board of Education as a breach of contract pursuant to S.C. Code Ann. § 59-25-530 (1990). The iCoach may be subject to the provisions of that section, which include suspension of the teaching certificate for up to one year. The district may not send a substitute to continue in the iCoach SC initiative.

- Termination by the SCDE

The SCDE may terminate this agreement if the school or district does not assign the iCoach in a manner that is consistent with the roles and responsibilities designated by the SCDE. The SCDE may also terminate this agreement if the iCoach performs in a manner that is inconsistent with the roles and responsibilities for iCoaches designated by the SCDE. The SCDE's determination is final and may not be appealed.

- Termination of Contract for Cause

Any disciplinary action the district takes against the iCoach will be in accordance with the particular district's personnel policies and procedures. The iCoach is entitled to the protections of the Employment and Dismissal Act. Any right to a hearing will be at the district level. If the district wishes to continue the employment of the iCoach as a teacher, the district may do so.

If the contract of the iCoach is terminated for cause by the district, SCDE shall have no further obligation with regard to this agreement.

C. Forfeiture of Training and Support Fees

All iCoach SC training and support fees will be forfeited by the school and district upon termination of this agreement for any cause identified in Part B above. There shall be no further obligation by any party to continue iCoach SC in the school or district after termination.

D. Notice of Termination

- If hand delivered or electronically delivered, notice of termination shall become effective on the date specified on the notice letter.
- If the letter is mailed, notice of termination shall become effective on the date of the notice letter.
- If the school district is sending notice of termination to SCDE, that notice shall be delivered to the following:

John Holton
South Carolina Department of Education
1429 Senate Street, Room 801-B
Columbia, South Carolina 29201

Amendments

This memorandum constitutes the whole agreement between the parties, and no prior representatives, negotiation, or agreements by any party shall affect the construction and operation of this agreement. This agreement may be amended only by a written instrument signed by all parties.

The following individuals, as the parties or the representatives of the parties named in this Memorandum of Agreement, have read and agree to all stipulations as set forth therein:

Signature	Printed Name	Title	Date
		iCoach	
		School Principal	
		District Superintendent	
	John Holton	SCDE iCoach SC Coordinator	
	Jim Rex	State Superintendent of Education	

Application Deadline: April 22, 2009
Must be received in SCDE Office by 4:30 p.m.

Achievement: Mathematics

The first three columns of numbers in this table show the progress of eighth-grade students on the NAEP mathematics test. The last column shows the progress of the states that made the greatest gains over the same period for the same student group. From 2000 to 2007, Massachusetts posted the largest gains for Latino, Asian, and white students and the second largest for African-American students, proving it is possible to make significant gains for all students.

Is NAEP performance improving?

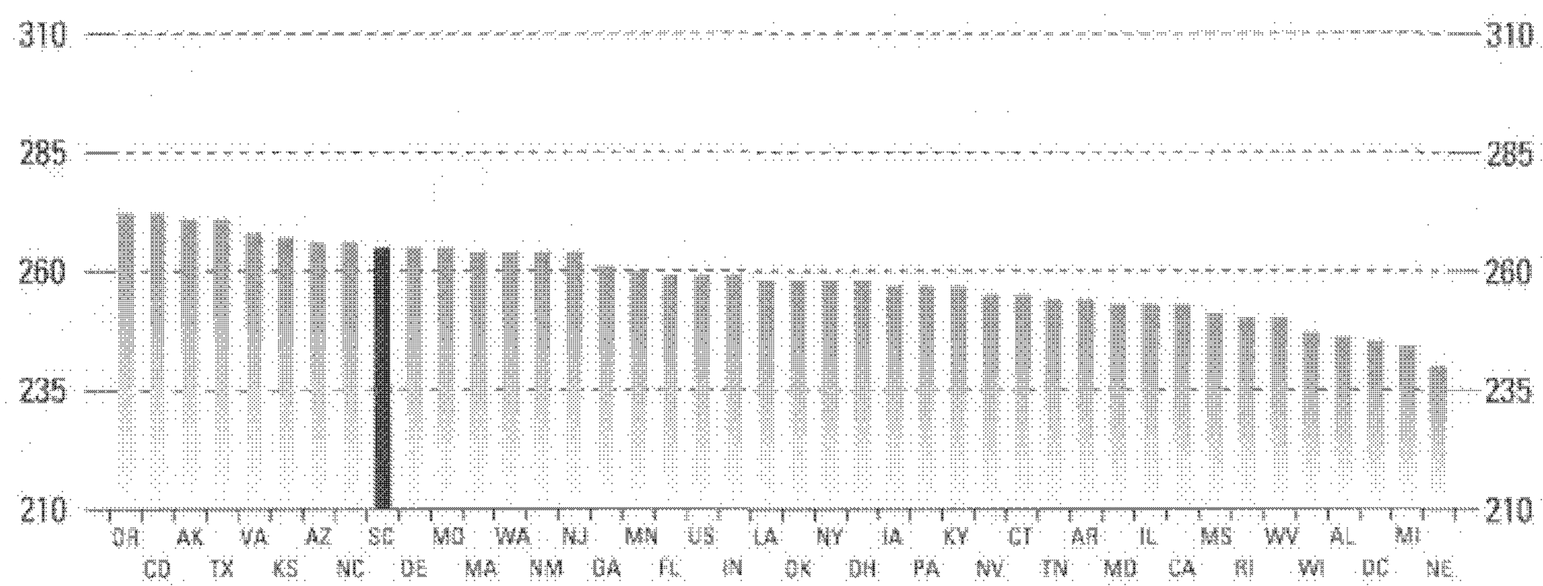
Grade 8 Mathematics

	NAEP Scale Score		Change from 2000-2007	
	2000	2007	State Change	Biggest Gainers
African American	247	265	18	27 (AR)
Asian	N/A	N/A	N/A	23 (MA)
Latino	N/A	272	N/A	24 (MA)
Native American	N/A	N/A	N/A	21 (ND)
White	277	293	16	21 (MA)
All	265	282	17	19 (MA)

Comparing NAEP results across states reveals that some states are far more successful than others in educating students of color. These next two charts compare the performance of eighth-graders from the largest populations of color in your state with the same populations in other states.

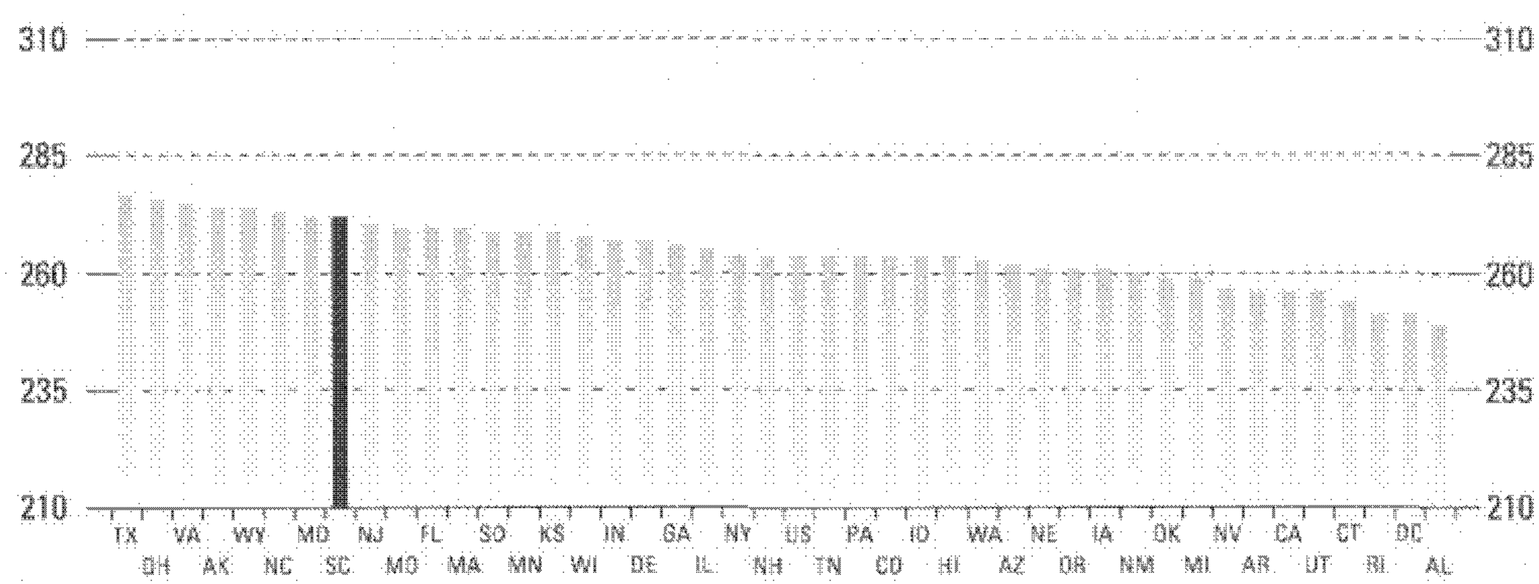
How does the mathematics performance of African-American students compare across states?

2007 Grade 8 Mathematics Average Scale Score



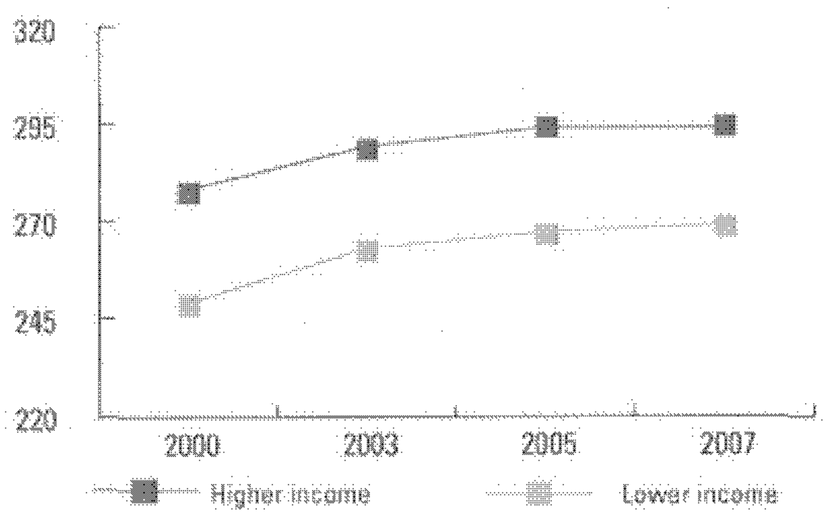
How does the mathematics performance of Latino students compare across states?

2007 Grade 8 Mathematics Average Scale Score



Is South Carolina closing the gap?

NAEP Grade 8 Mathematics



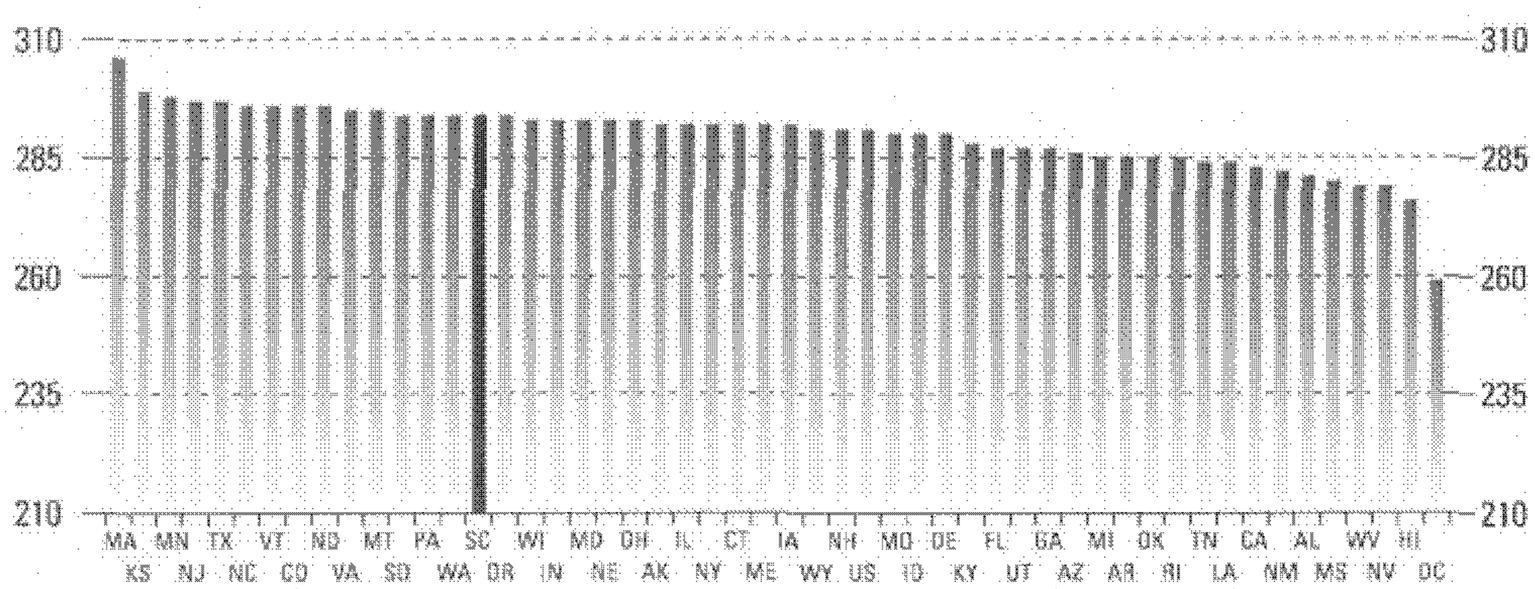
	Score Gap		
	2000	2003	2007
Gap Between Lower Income and Higher Income Students	29	26	25

(Lower income students are eligible for free or reduced-price lunch. Higher income students are not.)

Just as the charts on page 7 illustrate the gaps in mathematics achievement among eighth-graders of different ethnic backgrounds, this chart does the same for higher income and lower income students.

How does the mathematics performance of higher income students compare across states?

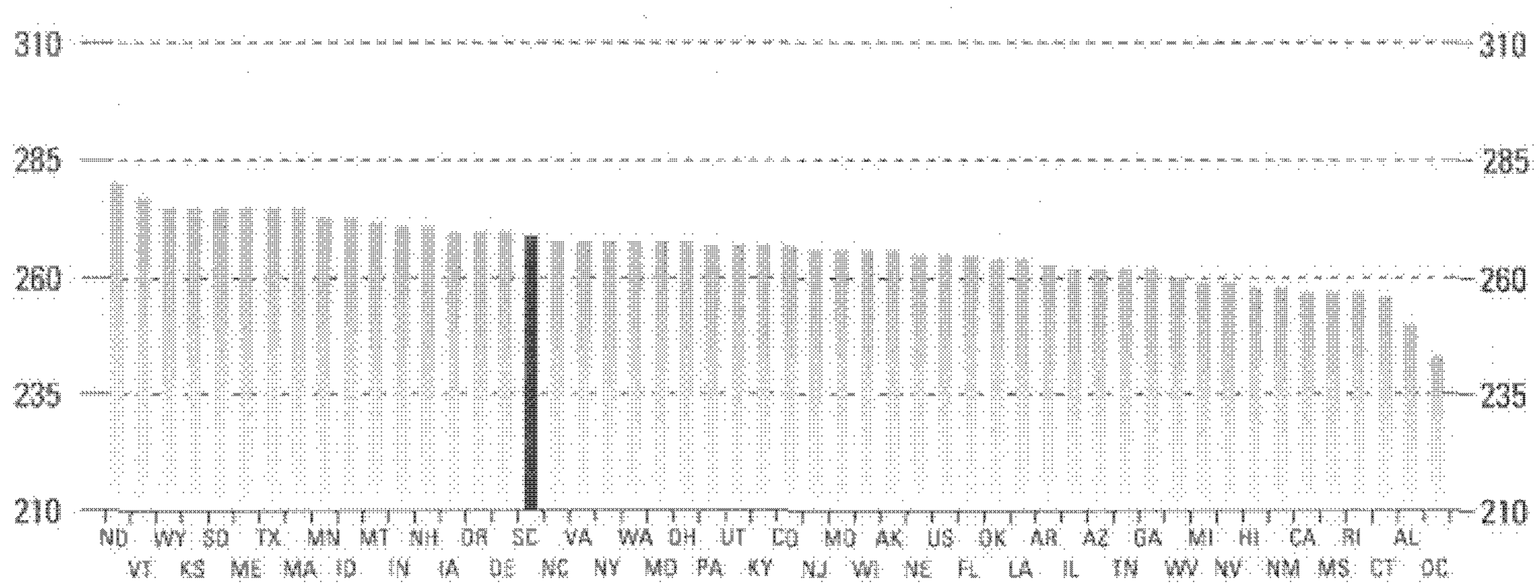
2007 Grade 8 Mathematics Average Scale Score



The next two charts display the states from highest to lowest according to the mathematics achievement of eighth-graders from higher income and lower income families.

How does the mathematics performance of lower income students compare across states?

2007 Grade 8 Mathematics Average Scale Score



The Turnaround Challenge

Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools

By Andrew Calkins, William Guenther, Grace Belfiore, and Dave Lash

New Research, Recommendations, and a Partnership Framework for States and School Districts

Prepared through a grant from the Bill & Melinda Gates Foundation

Mass Insight
Education & Research Institute

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Profiles of Four School District Strategies for Under-Performing Schools

Chicago, Miami-Dade, New York City, Philadelphia

HPHP Schools in Action: Lessons from High-Performing, High-Poverty High Schools

Five Schools Drawn from Mass Insight's *Building Blocks* Effective Practice Research

Poverty's "Perfect Storm" Impact on Learning and the Implications for School Design

An Expanded Analysis

Resources for Advocacy and Research on School Turnaround

An Annotated Bibliography of Turnaround Resources

***The Turnaround Challenge* and its Supplemental Report can be downloaded from the web at www.massinsight.org.**

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3.4 The Third C: Clustering for Support

It's not just about autonomy. Failing schools need intensive network support.

Clustering for Support: Organizing turnaround for effectiveness and efficiency in school clusters by need, type, or region. Educators engaged in turnaround need particularly strong support networks, located either within their district or (in low-capacity districts) across district lines. These mini-district clusters, created in conjunction with district leaders and turnaround partners, provide specialized support to schools engaging in turnaround under special operating conditions established by the state.

3 'C's of Effective Turnaround

CLUSTERING FOR SUPPORT

Schools need networks. They need them for reasons of both efficiency and effectiveness. Regular public schools, of course, have been organized into district networks for better than a hundred years. Even notoriously independent charter schools have begun to organize networks of like-minded schools, and charter management organizations are creating new schools in clusters – witness KIPP Academies' recent announcement of its goal to open a total of 42 schools in Houston.

Failing schools have been failed by their networks. By NCLB's definition, schools in restructuring have failed to meet their goals for at least six years. The presence of failing schools in a district does not necessarily mean that the district is incapable. (Boston, the Broad Prize winner for urban school district effectiveness in 2006, has more than two dozen schools in which more than half of the students have failed either English/Language Arts or math over multiple years.)

But *something* needs to change, fairly dramatically, in order for schools that have been failing for six years to turn around. In our three 'C's model, we have argued that the operating conditions need to change, and that various capacity challenges need to be addressed. We are convinced that another, equally important part of the answer lies in a third C: *clustering for support*. In other words: intentionally organizing for school turnaround at the network level.

Clustering for Efficiency

As Irving Hamer, the educator who created the 39-school Improvement Zone in Miami-Dade under Superintendent Rudy Crew, has continually reminded us in his role as an advisor on this project, turnaround "is past the time for onesies and twosies." The number of schools in need is too great – and the advantages of clustering are too compelling.

Effective turnaround at scale requires a transparent, deliberate blending of "loose" and "tight" in implementation and design.

Virtually all of the most far-reaching district turnaround efforts underway today are using some sort of cluster approach. (See Attachment A and the Supplemental Report for profiles of the initiatives in Miami-Dade, New York, Chicago, and Philadelphia.) The clustering is often tied together with each district's "portfolio" of intervention strategies, involving different forms of school management: one *turnaround cluster being organized* by the teachers' union, other clusters being managed by universities or other intermediary organization, and other clusters managed by a turnaround office within the district itself.

State intervention efforts, on the other hand, appear to have largely refrained from clustering. Many states offer staff and leadership development programs to selected high-need districts and schools; many provide guidance and change coaches to schools in Restructuring or Corrective Action. But few take a more managed approach to creating networks of schools along strategic lines: **vertically** (focusing on successful transitions for students from their elementary through their high school years), or **horizontally** (by type – for example, urban middle schools or alternative high schools for at-risk students and dropouts). Organization of the work can take several forms, as shown in Figure 3E:

- **Cluster Example 1**: across a larger *number of districts, each of which* has just one or two chronically under-performing schools, or where the state wants to encourage implementation of particular school models and approaches – for example, grade 6-12 academies.

FIGURE 3E

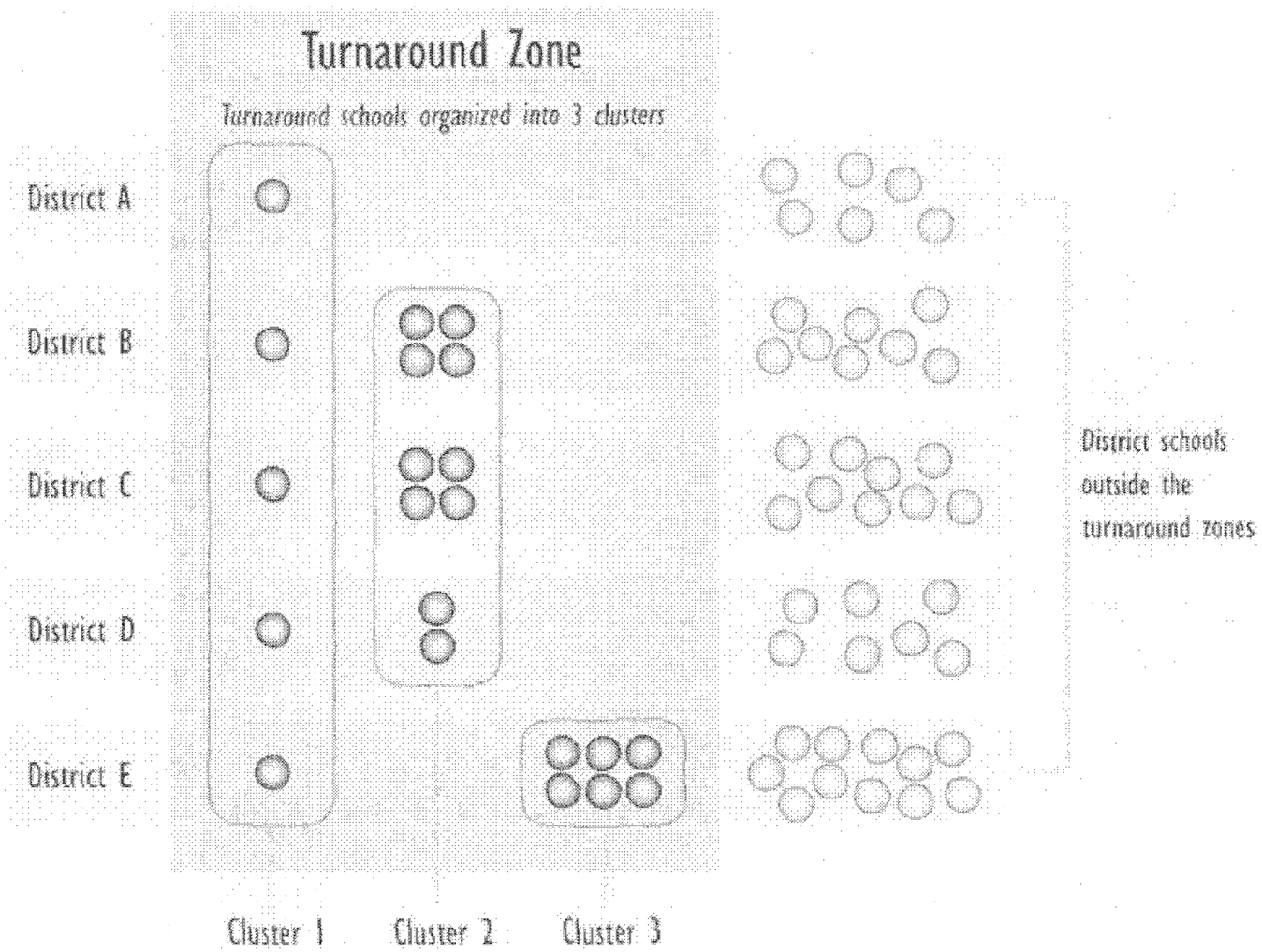
How Different Clusters Support the Work of Turnaround Differently

Clusters are small (5- to 20-school) reform networks organized with intention around a common attribute: school type, student need, reform approach, geography, or feeder patterns. The cluster organizer (which could be a district or a turnaround partner) adjusts its support in part around the nature of that attribute.

This graphic presents three possible clusters. They can be loosely grouped as "horizontal" (schools by type) or "vertical" (schools by feeder patterns).

- **Cluster 1 (horizontal)** could serve a set of specialty schools – grade 6-12 academies, middle college schools, Montessori elementaries – across several districts
- **Cluster 2 (horizontal)** could serve middle schools in three contiguous, small-city school districts
- **Cluster 3 (vertical)** could represent a special turnaround "carve-out" or zone within a large urban district, serving schools at all K-12 levels and potentially following district feeder patterns

We could find no research that points to an optimum size for school clusters. New York City caps its school cohorts at 25. In the words of one advisor to this project: they should be large enough to be an enterprise, and small enough to be successful.



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- **Cluster Example 2**: two to four districts, organized and supported by the state, where combined turnaround work makes sense because of geographic proximity or because the work focuses on schools that share particular attributes.
- **Cluster Example 3**: within single districts conducting turnaround on behalf of a cohort of under-performing schools (or multiple cohorts, in districts pursuing a portfolio of different approaches with different governance and/or management structures).

Clustering for Effectiveness

Effective turnaround at scale requires a transparent, deliberate blending of "loose" and "tight" in implementation and design. The loose/tight dynamic has come under some study in recent years, most notably in a report funded by the Bill & Melinda Gates Foundation and prepared by leaders from the foundation, NewSchools Venture Fund, and the Bridgespan Group, a Boston-based non-profit. (Colby et al, 2005) "Loose" refers to latitude in management or design, with decisions being made out in the field; "tight" in this context means more centralized control. Questions of looseness and tightness can be applied across the full range of school management and design dimensions (see Figure 3F) – as, in fact, they always are by districts on behalf of their schools, in quite often a fairly constant source of organizational tension.

The loose/tight dynamic deserves much deeper study, as it is a linchpin of reform across clusters of schools. There is no one right "blend" that will serve every circumstance; higher-capacity schools and districts deserve and sometimes even get broader latitude (or looseness) to make their own decisions, while clusters of some kinds of schools – new 6-12 academies, for example – might insist on tighter control while implementing a new model.

Applying the loose/tight dynamic in the turnaround context presents an immediate contradiction in terms. The changes in operating conditions outlined earlier in this report are necessary to allow the people closest to the work to have a strong say in how it is done. The HPHP schools vividly demonstrate the importance of school-based decision-making authority and school-wide commitment to reform. But leaving all decision-making authority up to the schools – as in the charter model – makes little sense in a turnaround context. Turnaround requires a careful balance that doesn't undercut the power of site-based decision-making but provides strong support, backed by shared authority, for the work from the cluster-network provider and the state.

FIGURE 3F

"Loose" vs. "Tight" Across Eight Dimensions of School Management and Design

	Overall Design & Approach	Curriculum	Recruiting/ Hiring	Staff Development / Evaluation	Budgeting	Scheduling	Performance Assessment	Back-Office Services
Loose cluster	School	School	Cluster/ School	School	School	School	School	School
Blended cluster	Shared	Shared	Cluster/ School	Shared	School	School	Shared	Shared
Tight cluster	Cluster	Cluster	Cluster	Shared	Shared	Shared	Shared	Shared

The essential question is: which functions are best left to the site and which are best organized by the network? Edmonton, Oakland, New York City, Chicago, and Philadelphia, among others, are all conducting experiments on this question. There is no one best answer – more likely, different answers for different contexts – but for schools undergoing turnaround, the difference between a loose, blended, and generally tightly managed cluster might look like this, in extremely simplified form.

MEMORANDUM

TO: Submitters for the Adoption List of Formative Assessments

FROM: Elizabeth Jones, Director
Office of Assessment

DATE: June 3, 2008

RE: 2008–09 Call for Submissions

Enacted in March 2006, Act 254 amended S. C. Code Ann. § 59-18-310 to read:

> By March 31, 2007, the State Board of Education shall create a statewide adoption list of formative assessments aligned with the state content standards and satisfying professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2007–08 school year, with funds appropriated by the General Assembly, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

In accordance with Act 254, the South Carolina Department of Education (SCDE) is inviting submissions for the 2008–09 Adoption List of Classroom and Interim Formative Assessments in English language arts (ELA) and mathematics for grades one through nine.

The adoption list will include products that provide feedback for improving instruction and learning. These may include, but are not limited to, items or item banks; interim or benchmark assessments; formative classroom assessments; and/or instructional strategies such as questioning techniques, metacognitive techniques, and peer assessment methodologies. Professional development strategies such as teacher learning communities may also be submitted. Submissions will be accepted from publishers, independent or public companies, school districts, or any other entity.

Materials will be submitted and evaluated in two stages. During Stage One, a panel of measurement experts will use the enclosed evaluation criteria to appraise submitted products. Products that are not assessments will not be evaluated on criteria specific to test items.

1429 Senate Street Columbia, SC 29201 ***Phone*** 803.734.8500 ***Fax*** 803.734.3389 ***Web*** www.ed.sc.gov

A submission must meet all requirements specified in the Instructions for Submission. If any documentation is missing, the submission will be disqualified. The instructions, a timeline, and forms for submissions are enclosed.

Products meeting the criteria for Stage One will receive directions for submission for Stage Two review. Publishers who submitted products other than assessments or item banks must submit a one-page description of their product. Publishers of test items, forms, or item banks will be asked to submit all test items accompanied by the results of an alignment study that indicates the state standard and indicator to which each item aligns. The academic standards can be accessed on the SCDE Web site at http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/.

After the final adoption list is approved by the South Carolina Board of Education, one-page descriptions and alignment information will be posted on the Office of Assessment Web site. Alignment information will include the number and percentage of items that are aligned to the indicators and standards, the number and percentage of items that are not aligned with the indicators and standards, and the number and percentage of indicators and standards for which there are no items.

For questions or additional information, contact Susan Creighton at screight@ed.sc.gov or 803-734-8534.

Enclosures: Calendar
Intent to Submit
Stage One Instructions for Submission
Stage One Submission Form
Evaluation Criteria

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(C)(1)	Appendix C1A	Documentation of South Carolina Compliance with 12 Essential Elements of America COMPETES Act	C-1
(C)(1)	Appendix C1B	Information Regarding SLICE 2013 to address Element 4: *The capacity for K–12 education to communicate with higher education data systems*	C-6
(C)(1)	Appendix C1C	College Freshman Report State and LEA Summary 2007–2008	C-7
(C)(2)	Appendix C2A	Screen Shots of the Existing Interface for Individual Graduation Plans	C-11
(C)(2)	Appendix C2B	Screen Shots for Web-based Public Interface	C-12
(C)(3)	Appendix C3A	Information about ePortfolio System	C-13
(C)(3)	Appendix C3B	Information about LEARN Consortium	C-18

Appendix C1A
Documentation of South Carolina's Compliance with 12 Elements of America COMPETES Act.

Since 2006, the SCDE has been a leader in national efforts to create and use statewide longitudinal data systems (SLDS) for public education. The SCDE has already implemented several key SLDS components as part of systems and other data projects at the state level and as part of the FY 2006 SLDS grant:

- Led the nation in developing strategies to create and use statewide unique student identification numbers; the SCDE's Student Unique Numbering System (SUNS), based on Schools Interoperability Framework (SIF) functionality, is a model used in other states and large districts around the country
- Implemented SIF architecture in every school district in South Carolina
- Defined and implemented a state-level technical architecture as a foundation for developing the SLDS
- Upgraded SCDE's data network security infrastructure by implementing Novell's Identity Manager software and transitioned to district-level control for assigning and maintaining role-based access for school and district staff
- Designed, developed, and implemented an enterprise data dictionary
- Improved ED*Facts* reporting capabilities by establishing processes, procedures, and programs needed to improve the quality of data submitted to USED
- Completed the structure of and stored data in the educational data warehouse within the State's Data Warehouse in the Office of Research and Statistics; the warehouse contains
    - three years of Student Information System data
    - three years of state standardized assessment test data (grades 3–8)
    - three years of South Carolina High School Exit Exam data
    - three years of teacher employment and credential data
    - one year of student Individual Graduation Plan data
- Developed a public interface to the data warehouse so that diverse education stakeholders can access and analyze aggregated and disaggregated data
- Developed a data integration system to help identify middle and high school students who may be at risk for dropping out of school or for unsuccessful educational experiences
- Developed and implemented an online system for electronic individual graduation plans (*E-IGP*) for middle and high school students to use in planning secondary academic and career goals
- Developed and implemented an electronic transcript system (*e-Transcript*) that sends individual student transcripts from K–12 schools to institutions of higher education (IHEs) (Postsecondary Electronic Standards Council (PESC)-compliant); provisions are in place to enable *e-Transcript*s between K–12 schools and among/between IHEs
- Integrated systematic collection and maintenance of K–12 student-level data from the statewide K–12 Student Information System (SIS) with data from statewide assessments, individual student graduation planning, teacher certification and credential system, and other sources to track the following enrollment, demographic, and participation data:
    (1) entry, exit, and transfer into and out of programs
    (2) completers and dropouts
    (3) student-level transcripts, including courses completed and grades earned
    (4) student-level results from college readiness tests.

Required Data System Elements: South Carolina's existing SLDS meets 10 of 12 data system elements required by the America COMPETES Act, as described below.

Element 1: *A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal/State law).*

- Met.
- In addition, the SCDE's student unique numbering system (SUNS) has assigned student identification numbers to all students in public K–12 schools since the 2005–06 school year, with a 99% rate of assignment since spring 2007. This unique identifier is now a part of every student's K–12 record. In January 2009, of 714,060 students about whom data were collected, 711,682 had received state-assigned SUNS numbers.
- Currently, SUNS is not integrated with the state's early childhood or postsecondary systems. SLICE 2013 will include the SUNS identifier in the e-Transcript data file so that that it can be captured by the receiving college or university. This mechanism will facilitate the sharing of student data and performance results among and between P-12 and postsecondary systems. SLICE 2013 will extend the unique student identifier system to the early childhood environment and facilitate the inclusion of the unique student identifier in higher education student records.
- The SCDE also works with ORS to create unique research identifiers that can be used for data analysis without identifying individual students. An automated "de-identification" system will be created for the researcher/policymaker interface to ensure secure, authorized access to information from student-level data for research. Queries will generate data reports across years, datasets, and data elements. Before generating the results, the system will create a unique identifier that will link and present the requested data so that individual students may never be identified.

Element 2: *Student-level enrollment, demographic, and program participation information.*

- Met.
- South Carolina's schools and districts use a statewide student information system in which data elements are defined for the collection and reporting of enrollment, demographic, and program participation information.
- SLICE 2013 creates a system for the sharing of P-12, postsecondary, workforce, and social services data.
- K–12, early childhood, postsecondary education, workforce, and health and human services agencies maintain the enrollment, demographic, and program participation data required for their specific programs. SLICE 2013 will create the integrated governance and mechanisms by which these disparate databases can share information across the complete P-20 and workforce environments.

Element 3: *Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.*

- Met.
- K–12, early childhood, IHEs, workforce, and health and human services agencies maintain the specific entry, exit, transfer, dropout, and completion data required for their programs. SLICE 2013 will create the governance and mechanisms by which these disparate databases can exchange information across the complete P-20 and workforce environments.
- The Curriculum Management System enable all schools and districts to identify curriculum re-entry points for students who leave school and return at a later time.

Element 4: *The capacity for K–12 education to communicate with higher education data systems.*

- Not met. Please see additional information in Appendix C1B.

- In South Carolina, P-12 and postsecondary data are not currently linked by any mechanism. A primary objective of SLICE 2013 is the integration of P-12 and postsecondary data.
- The current SLDS has incorporated the standards of the Schools Interoperability Framework Association (SIFA) and the PESC to promote linkage and connectivity through standard data structures and formats within P-20 data environments. Our focus has been limited to the K–12 environment and the electronic submission of transcripts from K–2 to postsecondary institutions. SLICE 2013 will integrate data collection and reporting requirements across the P-20 environment and into workforce data sets. SLICE 2013 also extends these efforts across state boundaries. Full integration with agencies outside K–12 and with other states (outside the scope of the original SLDS project) is an integral part of SLICE 2013.
- The SCDE has taken steps to collaborate with higher education, including two- and four-year colleges. Already, the SCDE has deployed the Docufide electronic high school transcript system statewide. South Carolina's *e-Transcript* allows high school students to have transcripts electronically transmitted free-of-charge to participating IHEs in South Carolina. At least 30 of 33 public IHEs have joined the Docufide network. Nineteen school districts are already registered to use the *e-Transcript* system. In yet another initiative, the SCDE is collaborating with the South Carolina Commission on Higher Education (CHE), South Carolina's coordinating board for higher education, and the State Technical College System to develop strategies that will assist students in their efforts to prepare for success in postsecondary education.
- SLICE 2013 involves a collaboration that includes P-12 and postsecondary systems and will create a way to achieve meaningful sharing of P-12 and postsecondary data.
- P-12 and IHEs will use national database services (such as the National Student Clearinghouse) to track students who move out of state, as well as those who move within the state.
- P-12 and higher education will enhance their data systems to include matching workforce data that are available from the SC Employment Security Commission; such matching will allow all institutions to research issues that link education, workforce, and the economy.
- P-12 education and higher education institutions will adopt and include SIFA, PESC, and NCES data standards.

<u>Element 5</u>: *A state data audit system assessing data quality, validity, and reliability.*

- Met.
- The SCDE also collects data electronically from South Carolina public schools six times each school year. The SCDE has developed validation processes and reports for much of the data collected. Demographic data, activity (course) code data, and teacher information are edited at the time of collection. Validation reports provide schools and districts with summary counts of the types and numbers of data errors. Beginning with the 2008–09 school year, the SCDE made available to all districts the ability to transmit data solely for error checking prior to the beginning of each collection period. Error reports are sent to districts so that corrections can be made in the Student Information System before the next collection. During the course of the school year, the SCDE tracks the changes in the number of errors detected. The SCDE data validation system showed the following changes in error counts from September 2007 to June 2008:
    - Student demographics errors decreased from 159,873 to 7,223
    - Activity code errors decrease from 17,134 to 16,585
    - Teacher demographics errors decreased from 49,115 to 20,686.
- SLICE 2013 adds data validation scripting at the point of entry into the statewide Student Information System (SIS). This method of validating data will ensure that errors in essential K–12 data elements are "trapped" (identified) at entry for correction.
- P-12 and higher education will collaborate on strategies and joint efforts to improve the quality, validity, and reliability of the data that will be shared.

Element 6: *Yearly test records of individual students.*

- Met.
- The proposed Curriculum Management System (CMS) is a statewide system for collecting local assessment results (to augment existing annual statewide assessment test results) that will further inform policy and planning for educational reform. The SCDE will use CMS data for statewide identification of standards presenting the greatest challenge for student mastery for statewide deployment of interventions and strategies for schools to address those standards.
- CMS expands access to assessment results beyond the statewide assessment program and college readiness results.
- Additional data will include WorkKeys and interest inventories for determining career and college interests.

Element 7: Information on students not tested, by grade and subject.

- Met.
- Based on recommendations in the Data Quality Campaign's essential elements document, SLICE 2013 includes strategies to collect additional data about untested students, including the reason why a student was not tested.

Element 8: A teacher identifier system with the ability to match teachers to students.

- Met.
- In the current SLDS, teachers are uniquely identified within their individual districts. South Carolina needs a system that will uniquely identify all other educators (administrators, counselors, etc.) who work with students. Similar to the state's unique student ID system, SLICE 2013 will generate a statewide unique educator identifier that will follow educators across districts.

Element 9: *Student-level transcript information*

- Met.
- The SCDE has deployed the Docufide electronic high school transcript system statewide. South Carolina's *e-Transcript* allows high school students to have transcripts electronically transmitted free-of-charge to participating IHEs in South Carolina. At least 30 of 33 public IHEs have joined the Docufide network. Nineteen school districts are already registered to use the *e-Transcript* system.
- Higher education plans to capture the unique student ID from the electronic transcript and to make that ID part of each student's record at each IHE.
- Higher education has also implemented an electronic system for sending to SCDE transcripts of students who have completed teacher preparation programs.

Element 10: *Student-level college readiness test scores*

- MET.
- SCDE collects and stores student results from the SAT and the ACT.

Element 11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

- Not met (see additional information in Appendix C1C).
- The state-mandated *College Freshman Report* transmitted from IHEs to high schools covers the first semester following a student's graduation from high school; however, no mechanism exists to track students through the end of their first year in college or through completion of a program of study. By integrating P-12 and postsecondary data into a P-20 system, South Carolina will be

able to examine data related to transition to college, enrollment in remedial coursework, and postsecondary progress and success.

Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

- Met. (For additional information, please see Appendix C1D
- South Carolina's P-12 and IHEs are currently piloting the South Carolina Course Alignment Project that seeks to align high school exit courses with entry-level college courses so that high schools can become more successful at preparing learners for postsecondary education.
- SLICE 2013 creates links between each district's student information system and CMS so that course information for high school students will include information about the course's rigor and preparation for college-level academic work. Such information may help students select more rigorous courses.

Appendix C1B
Information Regarding SLICE 2013 to address Element 4:
The capacity for K -12 educators to communicate with higher education data systems

SLICE 2013 is a statewide longitudinal data system (SLDS) to support instruction and learning across the pre-kindergarten-to-postsecondary educational spectrum (P- 20). The South Carolina Longitudinal Information Center for Education (SLICE 2013)—will create the foundation for integrating K–12 data systems with early childhood data systems, other human service systems, postsecondary data systems, and workforce data systems.

SLICE 2013 also addresses the 12 required elements of a P-20 education data system under the America COMPETES Act through collaboration with institutions and agencies of the higher education system in South Carolina. Our outcomes form the foundation of an educational data system that supports and informs all learners and constituents. The 10 outcomes are:

1. Establish data governance structures to include P-12, higher education, workforce agencies, health and human services agencies, and other child care agencies in South Carolina.
2. Facilitate and create P-20 data exchanges among educational agencies and institutions within the state and among other states so that data may inform policy and practice.
3. Expand the existing SLDS educational data warehouse to include new data sources and new interfaces.
4. Integrate educator data into the SLDS to facilitate assessment of educator performance and to inform teachers of their impact on student performance.
5. Implement further data quality controls within the statewide student information system so that data are complete, correct, and meaningful.
6. Integrate assessment data from sources other than statewide testing into the data warehouse to facilitate teacher planning at the learner level and to foster differentiated instruction.
7. Implement a unique program identification numbering system (P-ID) so that educational programs throughout the state can be evaluated for effectiveness.
8. Implement a statewide curriculum management system (CMS) to manage South Carolina's default curriculum and common core curriculum, integrate learning standards into curriculum and planning, analyze assessment results related to learner performance, and facilitate educator planning to improve learner performance.
9. Implement a unique educator ID numbering system (ED ID) to identify teachers, administrators, counselors, media specialists, and other educators who work with students.
10. Create and provide accessible training for all agency partners and stakeholder groups.

SLICE 2013 is critical to South Carolina's efforts to reform its education system so learners are successful in the P–20 environment and the workplace. SLICE 2013 provides two important products: (1) The resources for South Carolina to take educational information technology to the next levels—analysis and application of data in addressing educational needs and issues, and (2) strategies and resources that can be replicated in other states. SLICE 2013 provides high-quality data to inform the actions of educators and policymakers in their efforts to address the distribution of effective teachers and education leaders, the use of rigorous standards and assessments, and the transformation of struggling schools – all of which are critical factors in improving learner performance. In addition, SLICE 2013 integrates data to provide broader analyses of the impact of P-20 efforts on the statewide economy.

Appendix C1C
College Freshman Report State and LEA Summary 2007 -2008

SUMMARY OF ALL 2007-08 SOUTH CAROLINA HIGH SCHOOL COMPLETERS ENROLLED IN 2008-09 COLLEGE FRESHMAN CLASSES IN SOUTH CAROLINA AND OTHER STATES

	NUMBER	PERCENT
TOTAL HIGH SCHOOL COMPLETERS	38712	
HIGH SCHOOL COMPLETERS WHO ENTERED:		
FRESHMAN CLASS	25880	66.9
4-YEAR COLLEGE	15473	40.0
2-YEAR COLLEGE	1740	4.5
TECHNICAL COLLEGE DEGREE PROGRAM	8667	22.4
IN-STATE COLLEGES	23514	90.9
OUT-OF-STATE COLLEGES	2366	9.1
TECHNICAL COLLEGE DIPLOMA/CERTIFICATE	935	2.4
OTHER SCHOOLS	256	0.7
GAINFUL EMPLOYMENT	5297	13.7
ARMED FORCES	1281	3.3
OTHER ACTIVITIES	5063	13.1

COURSE TITLE	TOTAL COURSES PASSED	TOTAL COURSES FAILED	TOTAL COURSES NO CREDIT	PERCENTAGE OF COMPLETED COURSES PASSED
AGRICULTURE	233	4	4	98.3
ART AND MUSIC	6247	424	397	93.6
BUSINESS	1890	224	181	89.4
ELEMENTARY AND SECONDARY EDUCATION	824	72	46	92.0
ENGLISH AND LANGUAGE ARTS	16648	1842	1731	90.0
FOREIGN LANGUAGES	3174	168	197	95.0
HEALTH OCCUPATIONS	883	73	47	92.4
MATHEMATICS AND COMPUTER SCIENCE	16660	2735	2097	85.9
MILITARY SCIENCE	288	6	15	98.0
NATURAL SCIENCE	11211	1045	895	91.5
PHYSICAL AND HEALTH EDUCATION	2727	120	97	95.8
SOCIAL SCIENCES AND SOCIAL STUDIES	14710	1515	1207	90.7
OTHER SUBJECTS	16642	1216	1130	93.2
TOTAL	92137	9444	8044	90.7

2007-08 S. C. HIGH SCHOOL COMPLETERS ENROLLED IN 2008-09 COLLEGE FRESHMAN CLASSES

SCHOOL DISTRICT	ABBEVILLE		ABBEVILLE		ABBEVILLE		AIKEN	
HIGH SCHOOL	ABBEVILLE HIGH SCHOOL		CALHOUN FALLS HIGH		DIXIE HIGH SCHOOL		AIKEN HIGH SCHOOL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL HIGH SCHOOL COMPLETERS---------	99	-	36	-	73	-	306	-
HIGH SCHOOL COMPLETERS WHO ENTERED:								
FRESHMAN CLASS----------	85	85.9	17	47.2	49	67.1	267	87.3
4-YEAR COLLEGE----------	34	34.3	8	22.2	32	43.8	173	56.5
2-YEAR COLLEGE----------	0	-	0	-	0	-	6	2.0
TECHNICAL COLLEGE DEGREE PROGRAM---	51	51.5	9	25.0	17	23.3	88	28.8
IN-STATE COLLEGES----------	77	90.6	17	100.0	47	95.9	238	89.1
OUT-OF-STATE COLLEGES----------	8	9.4	0	-	2	4.1	29	10.9
TECHNICAL COLLEGE DIPLOMA/CERTIFICATE	0	-	0	-	0	-	0	-
OTHER SCHOOLS----------	3	3.0	0	-	0	-	0	-
GAINFUL EMPLOYMENT----------	8	8.1	10	27.8	15	20.5	28	9.2
ARMED FORCES----------	3	3.0	1	2.8	1	1.4	11	3.6
OTHER ACTIVITIES----------	0	-	8	22.2	8	11.0	0	-

COURSE TITLE	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT
AGRICULTURE----------	0	0	0	0	0	0	0	0	0	1	0	0
ART AND MUSIC----------	13	1	0	0	0	0	13	0	1	60	2	0
BUSINESS----------	2	1	0	0	0	0	1	0	0	13	1	0
ELEMENTARY AND SECONDARY EDUCATION--	3	0	0	0	0	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS----------	71	2	4	0	0	0	40	1	5	189	13	11
FOREIGN LANGUAGES----------	1	0	0	0	0	0	6	0	2	32	3	2
HEALTH OCCUPATIONS----------	3	0	0	0	0	0	0	0	0	2	0	0
MATHEMATICS AND COMPUTER SCIENCE----	54	5	5	0	0	0	49	1	4	146	22	18
MILITARY SCIENCE----------	0	0	0	0	0	0	6	0	1	0	0	0
NATURAL SCIENCE----------	32	4	0	0	0	0	19	0	6	108	9	9
PHYSICAL AND HEALTH EDUCATION-------	9	0	0	0	0	0	12	0	0	21	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	38	1	4	0	0	0	26	0	4	166	10	16
OTHER SUBJECTS----------	28	1	2	0	0	0	36	2	4	114	4	0
TOTAL----------	254	15	15	0	0	0	208	4	27	853	64	56
PERCENTAGE OF COMPLETED COURSES PASSED BY FRESHMEN----------	94.4			-			98.1			93.0		

2007-08 S. C. HIGH SCHOOL COMPLETERS ENROLLED IN 2008-09 COLLEGE FRESHMAN CLASSES

SCHOOL DISTRICT	AIKEN		AIKEN		AIKEN		AIKEN	
HIGH SCHOOL	AIKEN PERFORMING ARTS		MIDLAND VALLEY HIGH		NORTH AUGUSTA HIGH		RIDGE SPRING-MONETTA	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL HIGH SCHOOL COMPLETERS	8	-	203	-	263	-	56	-
HIGH SCHOOL COMPLETERS WHO ENTERED:								
FRESHMAN CLASS	4	50.0	129	63.5	229	87.1	30	53.6
4-YEAR COLLEGE	4	50.0	74	36.5	168	63.9	15	26.8
2-YEAR COLLEGE	0	-	5	2.5	9	3.4	0	-
TECHNICAL COLLEGE DEGREE PROGRAM	0	-	50	24.6	52	19.8	15	26.8
IN-STATE COLLEGES	4	100.0	114	88.4	200	87.3	28	93.3
OUT-OF-STATE COLLEGES	0	-	15	11.6	29	12.7	2	6.7
TECHNICAL COLLEGE DIPLOMA/CERTIFICATE	0	-	2	1.0	5	1.9	0	-
OTHER SCHOOLS	0	-	3	1.5	2	0.8	0	-
GAINFUL EMPLOYMENT	3	37.5	28	13.8	23	8.7	14	25.0
ARMED FORCES	0	-	7	3.4	4	1.5	2	3.6
OTHER ACTIVITIES	1	12.5	34	16.7	0	-	10	17.9

COURSE TITLE	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT
AGRICULTURE	0	0	0	4	0	0	0	0	0	3	0	0
ART AND MUSIC	1	1	0	13	3	2	31	2	2	2	1	0
BUSINESS	0	0	0	5	0	2	15	2	1	0	0	0
ELEMENTARY AND SECONDARY EDUCATION	0	0	0	0	0	0	2	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS	2	2	0	76	8	12	188	15	11	16	0	2
FOREIGN LANGUAGES	0	0	0	4	0	0	31	1	1	1	0	0
HEALTH OCCUPATIONS	0	0	0	2	0	0	10	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE	1	2	0	77	11	12	145	15	14	14	1	2
MILITARY SCIENCE	0	0	0	0	0	0	0	0	0	0	0	0
NATURAL SCIENCE	2	1	0	56	6	5	129	3	11	5	1	2
PHYSICAL AND HEALTH EDUCATION	0	1	0	17	0	0	14	4	2	7	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES	5	3	0	88	8	5	170	7	6	13	0	1
OTHER SUBJECTS	2	0	0	64	2	0	147	10	16	13	0	1
TOTAL	13	10	0	406	38	38	882	59	64	74	4	8
PERCENTAGE OF COMPLETED COURSES PASSED BY FRESHMEN	56.5			91.4			93.7			94.9		

2007-08 S. C. HIGH SCHOOL COMPLETERS ENROLLED IN 2008-09 COLLEGE FRESHMAN CLASSES

SCHOOL DISTRICT	AIKEN		AIKEN		AIKEN		ALLENDALE	
HIGH SCHOOL	SILVER BLUFF HIGH		SOUTH AIKEN HIGH		WAGENER-SALLEY HIGH		ALLENDALE-FAIRFAX	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL HIGH SCHOOL COMPLETERS---------	150	-	280	-	45	-	82	-
HIGH SCHOOL COMPLETERS WHO ENTERED:								
FRESHMAN CLASS----------	68	45.3	206	73.6	22	48.9	49	59.8
4-YEAR COLLEGE----------	49	32.7	154	55.0	13	28.9	38	46.3
2-YEAR COLLEGE----------	0	-	3	1.1	0	-	0	-
TECHNICAL COLLEGE DEGREE PROGRAM---	19	12.7	49	17.5	9	20.0	11	13.4
IN-STATE COLLEGES----------	54	79.4	182	88.3	22	100.0	45	91.8
OUT-OF-STATE COLLEGES----------	14	20.6	24	11.7	0	-	4	8.2
TECHNICAL COLLEGE DIPLOMA/CERTIFICATE	7	4.7	0	-	1	2.2	0	-
OTHER SCHOOLS----------	1	0.7	0	-	2	4.4	0	-
GAINFUL EMPLOYMENT----------	59	39.3	9	3.2	10	22.2	10	12.2
ARMED FORCES----------	6	4.0	4	1.4	5	11.1	1	1.2
OTHER ACTIVITIES----------	9	6.0	61	21.8	5	11.1	22	26.8

COURSE TITLE	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT	PASSED	FAILED	NO CREDIT
AGRICULTURE----------	0	0	0	1	0	0	0	0	0	0	0	0
ART AND MUSIC----------	10	0	0	44	3	0	4	0	1	1	3	1
BUSINESS----------	6	0	0	2	0	2	1	0	0	2	0	2
ELEMENTARY AND SECONDARY EDUCATION--	4	0	0	1	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS----------	63	0	6	157	11	9	14	1	2	29	11	1
FOREIGN LANGUAGES----------	4	0	0	28	1	1	2	0	1	6	1	0
HEALTH OCCUPATIONS----------	0	0	0	15	0	0	0	0	0	1	0	0
MATHEMATICS AND COMPUTER SCIENCE----	49	3	5	170	11	22	10	3	0	20	9	4
MILITARY SCIENCE----------	0	0	0	3	0	0	0	0	0	0	0	0
NATURAL SCIENCE----------	26	2	0	119	3	5	14	4	2	9	10	0
PHYSICAL AND HEALTH EDUCATION-------	3	0	0	6	1	0	3	1	0	3	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	42	2	2	192	6	7	13	3	2	29	17	1
OTHER SUBJECTS----------	39	1	2	123	5	18	9	4	0	24	3	2
TOTAL----------	246	8	15	861	41	64	70	16	8	124	54	11
PERCENTAGE OF COMPLETED COURSES PASSED BY FRESHMEN----------	96.9			95.5			81.4			69.7		

Appendix C2A
Screen Shots of the Existing Interface for Individual Graduation Plans

SOUTH CAROLINA

Personal Pathways to success™ Empowering all students to shape our future™

Financial Support for Personal Pathways to Success provided by Student Loan®

MY CAREER PLANNER | CAREER PLANNING | COLLEGE PLANNING | PAYING FOR COLLEGE | NEWS & EVENTS

- Home
- Take inventories or enter their results
- Explore the 16 career clusters
- Get descriptions of careers or majors
- View my Individual Graduation Plan
- Plan for education or training after high school
- Prepare for getting a job
- View my portfolio
- Search for Jobs
- Search for ELOs
- Logout

Hi, **Calvin**. This is a friendly site that will help you learn about the many different opportunities you have for your future. Here are some of the things you can do here:

To Do List	Last Modified On
Take or use results of inventories or tests to learn more about yourself	10/13/2009 1:40:00 PM
Get in-depth information about the 16 career clusters	10/9/2009 7:26:00 PM
Get information about specific careers and majors	8/20/2008 8:59:00 AM
View your Individual Graduation Plan	7/19/2009 2:17:00 PM
Plan for education or training after high school	4/2/2009 9:30:00 AM
Plan for getting a job	10/9/2009 7:07:00 PM
Continue to build your electronic portfolio	3/5/2009 6:13:00 AM

ASSESSMENTS TO BE COMPLETED

Kuder® Career Search with Person Match — Finish

Partners committed to the on-going work of *Personal Pathways to Success*:

South Carolina Department of Education | SC Technical College System | South Carolina Commission on Higher Education

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SOUTH CAROLINA

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Financial Support for Personal Pathways to Success provided by Student Loan®

- Administrator Home
- IGP Administration
- Administer IGPs
- IGP Reports
- Administer Curriculum Templates
- View Zone Status
- Administer Security
- Search for Jobs
- Search for ELOs
- Employers
- Kuder Administration
- Quick Reports
- Advanced Reports
- Find a Student/Client
- Post/Send a Message
- Download Directory Information
- Batch Code Information
- Portfolio Customization
- Develop Your Future
- Resources
- Other Administration
- My Organization and Contact Information
- Update Profile
- Logout

e-IGP Reports

Organization Site:

Public School Districts

Locked Primary e-IGP Summaries
- eIGP Post-Secondary Plans
- Completed e-IGP
- Missing e-IGP
- Declared Cluster
- Declared Major
- In Attendance

Curriculum Information
- Areas of Study
- Curriculum Mapping
- Majors Offered
- Active/Inactive Courses
- Course Modifier Information
- Planned Enrollment
- Planned Enrollment - College Credit Courses

Zone Status
- Status
- Exceptions

Student Details
- Counselor & Planning Notes
- Student's Declared Cluster/Major
- Students Missing e-IGP
- Student's Planned Enrollment - College Credit Courses
- Student's Planned Enrollment - All Courses
- ELO Planned Activities
- Student User Name
- Duplicate SUNS

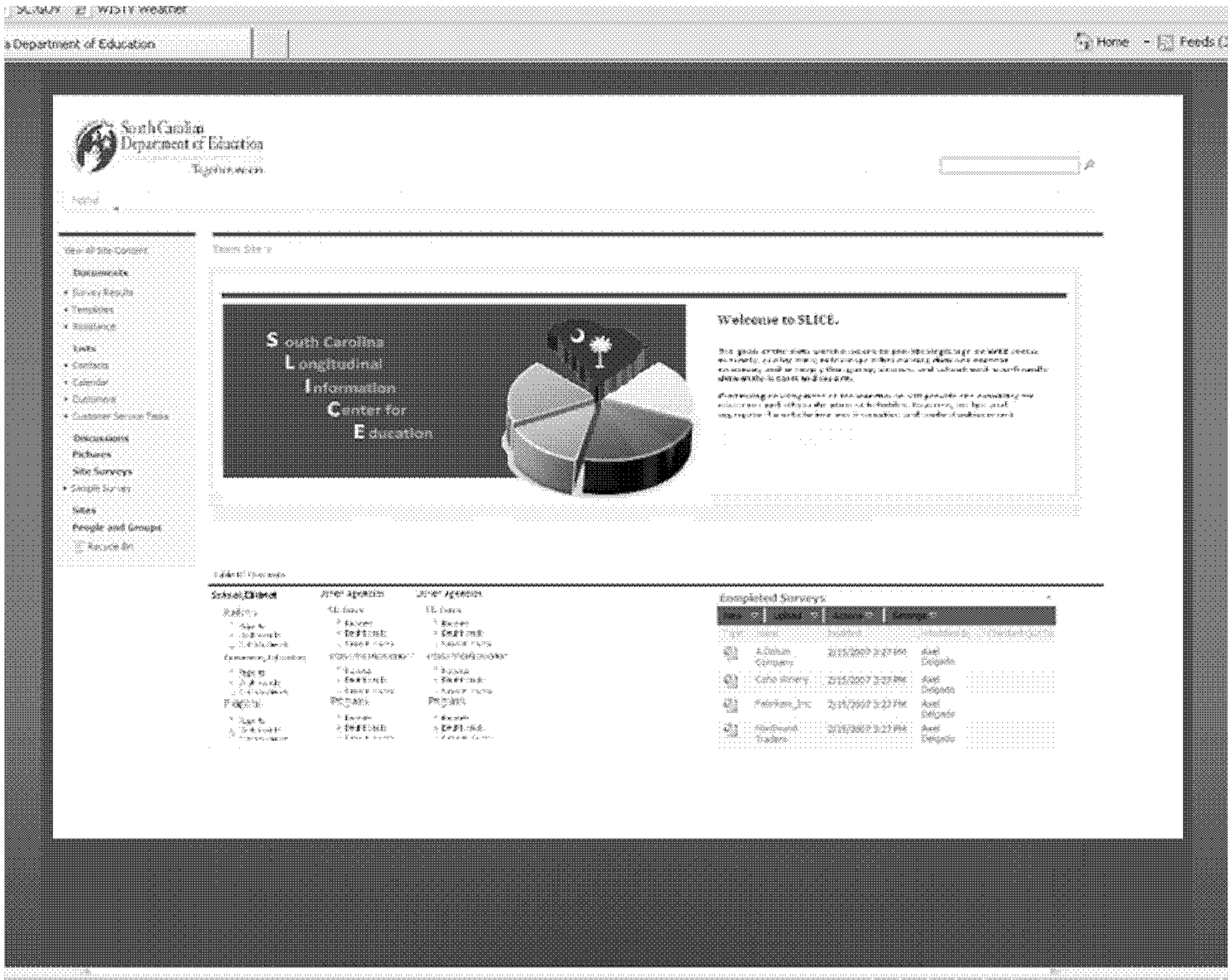
Security
- User List

ELO Reports
- Selected and Filled ELO's
- Businesses' ELO's
- Posted Jobs and ELO's
- Filled Jobs and ELO's
- Businesses Approved for ELO's

☐ Export to CSV

Partners committed to the on-going work of *Personal Pathways to Success*

Appendix C2B
Screen Shots for Web-based Public Interface



Appendix C3A
Information About ePortfolio System

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. ISTE is a nonprofit membership organization. ISTE's National Educational Technology Standards (NETS) have served as a roadmap since 1998 for improved teaching and learning by educators. ISTE represents more than 85,000 professionals worldwide.

ISTE standards for students, teachers, and administrators help to measure proficiency and set inspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. ISTE's proven leadership in developing these benchmarks and providing guidance in implementing them has resulted in broad adoption of the ISTE standards in the U.S. and in several countries.

In an effort to address The Certified Staff Technology Proficiency Proviso (1.25) which states that "local school districts must require certified staff to demonstrate technology proficiency as part of each certified staff Professional Development plan," the Office of eLearning developed a technology proficiency ePortfolio System for all certified staff aligned with the six 2000 and 2002 ISTE National Educational Technology Skills (NETS) Standards.

The components of the South Carolina Certified Staff ePortfolio System include:

1. A leveled approach based on technology skills aligned with the 2000 and 2002 ISTE/NETS Standards

    - <u>Level I</u>
        - Certified staff member is beginning to use technology
        - Courses are skills based
    - <u>Level II</u>
        - Certified staff member is beginning to integrate technology into the curriculum
        - Skills-based courses continue
    - <u>Level III</u>
        - Certified staff member fully integrates technology into the curriculum area
        - Courses are application based
    - <u>Level IV</u>
        - Certified staff member implements effective technology models and mentors others
        - Courses are application based

2. Certified Staff portfolios aligned with the 2000 and 2002 ISTE/NETS Standards

The South Carolina Certified Staff assessments are aligned with the following 2000 and 2002 ISTE/NETS Standards:

NETS Standard I: TECHNOLOGY OPERATIONS AND CONCEPTS (Teachers)

Topic: Teachers demonstrate a sound understanding of technology operations and concepts.

Performance Indicators:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

NETS Standard I: LEADERSHIP AND VISION (Administrators)

Topic: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Performance Indicators:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology
D. use data in making leadership decisions
E. advocate for research-based effective practices in use of technology
F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan

NETS Standard II: PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES (Teachers)

Topic: Teachers plan and design effective learning environments and experiences supported by technology

Performance Indicators:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
B. apply current research on teaching and learning with technology when planning learning environments and experiences
C. identify and locate technology resources and evaluate them for accuracy and suitability
D. plan for the management of technology resources within the context of learning activities
E. plan strategies to manage student learning in a technology-enhanced environment

NETS Standard II: LEARNING AND TEACHING (Administrators)

Topic Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Performance Indicators:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement
B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills
E. provide for and ensure that faculty and staff take advantage of high-quality professional learning opportunities for improved learning and teaching with technology.

NETS Standard III: TEACHING, LEARNING, AND THE CURRICULUM (Teachers)

Topic: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Performance Indicators:

A. facilitate technology-enhanced experiences that address content standards and student technology standards
B. use technology to support learner-centered strategies that address the diverse needs of students
C. apply technology to develop students' higher order skills and creativity
D. manage student learning activities in a technology-enhanced environment

NETS Standard III: PRODUCTIVITY AND PROFESSIONAL PRACTICE (Administrators)

Topic: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Performance Indicators:

A. model the routine, intentional, and effective use of technology
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity
D. engage in sustained, job-related professional learning using technology resources
E. maintain awareness of emerging technologies and their potential uses in education
F. use technology to advance organizational improvement

NETS Standard IV: ASSESSMENT AND EVALUATION (Teachers)

Topic: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Performance Indicators:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity

NETS Standard IV: Support, Management, and Operations (Administrators)

Topic: Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Performance Indicators:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies
B. implement and use integrated technology-based management and operations systems
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources
E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles

NETS Standard V: ASSESSMENT AND EVALUATION (Administrators)

Topic: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Performance Indicators:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate high-quality professional development and to inform personnel decisions
D. use technology to assess, evaluate, and manage administrative and operational systems

NETS Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE (Teachers)

Topic: Teachers use technology to enhance their productivity and professional practice.

Performance Indicators:

A. use technology resources to engage in ongoing professional development and lifelong learning
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
C. apply technology to increase productivity
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

NETS Standard VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES (Teachers)

Topic: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.

Performance Indicators:

A. model and teach legal and ethical practice related to technology use
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
C. identify and use technology resources that affirm diversity
D. promote safe and healthy use of technology resources
E. facilitate equitable access to technology resources for all students

NETS Standard VI: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES (Administrators)

Topic: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision making related to these issues.

Performance Indicators:

A. ensure equity of access to technology resources that enable and empower all learners and educators
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology
C. promote and enforce privacy, security, and online safety related to the use of technology
D. promote and enforce environmentally safe and healthy practices in the use of technology
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources

Appendix C3B
Information About LEARN Consortium

Joining the LEARN Consortium
The Challenge

There is an urgent need for education reform that ensures every student graduates from school ready for college and work. A growing consensus is forming in the country and in our state around the need for common academic standards, innovative school turnaround strategies, rethinking the way we prepare, support, and reward teachers, and building robust information systems to support instruction and decision making. The purpose of grants under this program is to enable us to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data.

Longitudinal Data Systems are critical in supporting broad education reforms, as well as instructional interventions at the local level. Our state, along with many others, are in the process of building robust systems to manage, analyze, disaggregate, and use individual student data. However, many of these systems are composed of stand-alone data silos that make it difficult to share data within a state, much less across states. The static nature of the data also makes the systems of little use to teachers who need more immediate information to guide their instruction. The next step in the evolution of information systems is the development of open platforms that use common standards and elements. Upon these platforms, applications can be developed to serve specific functions for education stakeholders. This approach to information has been used with great success in the financial sector and business community, as demonstrated by the rapid growth of Salesforce.com, Mint.com, and Google Docs. Such an environment allows an application built for one state to be instantly shared with other states for their use without additional development costs or time. As a result, teachers have access to critical insights sooner and policymakers have more accurate data to guide their decisions. More importantly, this model changes the entire paradigm of educational resources. By linking the content together with information about learners, we can begin to offer "smart content" customized to a learner's individual needs. Instead of learners seeking out content, content will seek out the learner.

Some of the key parts of the solution involve:

- creating an environment where states, post-secondary institutions, and the workforce have the ability to work together,
- allowing state systems to exchange and verify record level data about students and staff in a safe "landing zone,"
- reducing the burden of federal data collection on states and districts, and
- building an infrastructure that allows third -party partners and state technical teams to more easily provide parents, students , teachers, principals, and other educators with applications and services that make a difference for them.

The Learning Exchange and Resource Network (LEARN) is about connecting existing data systems in a safe, authenticated way that manages the privacy and security of records and leaves control in the hands of the states. LEARN will do this with common data and academic standards for information exchange, and smart content that knows how to avail itself to teachers, students, and parents in a just-in-time way. By making tagged data, secured identity management, and federated relationships available to third-party application developers, we'll enable market forces to drive continuous improvement for learners, all while realizing greater efficiencies and cost savings. Without this change to our information system paradigm, we will not be able to facilitate the learning of tomorrow. We consider our participation in the LEARN Consortium to be an important part of our comprehensive proposals for achieving breakthroughs in the four reform areas. Thus we are including our participation in the LEARN Consortium as part of our response to this RFA.

Components

Core Membership

Core membership in the LEARN Consortium gives us a state data fortress, the Extract Transfer Load (ETL) between our core SLSDS and the fortress, and the federal reporting module that allows us to approve the reports in aggregate before they are sent to USED. It also creates the backbone – the data utility – that allows our district, school, and classroom applications to access appropriate, secured, roster data and longitudinal data.

State Data Fortress

The state data fortress is either a centrally co-located repository or a federated structure within our own SLDS. We will determine this in cooperation with our internal stakeholders and our partner states. The design of the fortress will be guided by the national data standards conversation through the National Education Data Model (NEDM) and the necessities of each of the state partners with us in the LEARN consortium.

The system will ensure stable, secure local controls on access and use of the data. It will also ensure that our state can enforce our own local policies and regulations inside the framework of the system, regardless of what our state partners do.

The system will enable a Standards Management System (allowing us to upgrade, compare, manage, jury, and distribute our academic standards in an easy, accessible way).

SLDS Linkage

The SLDS linkage of the fortress will have two primary functions:

First, it will provide an easy to access and configure ETL between the core SLDS system and the data fortress. Each type of ETL will be configured to be either a scheduled event, manually triggered, or set to go off when triggered in the data system.

Second, this part of the system will provide a direct linkage to our states authentication and authorization system. This structure will provide Automated Program Interfaces (APIs) for third-party systems (either internal, business partners or other states) to identify themselves, generate trust relationships, authenticate and granted access to the data appropriate for their role. It will also provide a user-interface for our security administrator to manage and configure this process.

Federal Reporting Module

The system will incorporate a Federal Data Store for ED*Facts*, the calculation of Adequate Yearly Progress (AYP), and all other official USED data collections. The system will create a secure, locally-managed record-level data store from which all ED*Facts* and AYP reports can be generated; the system will house the student and teacher portfolios and allow us to certify the data before the reports become "official."

Secure Research Interface

The system will provide authenticated access to researchers based on our state's regulations and policies. The system will also give authorized users a view of the linkage between early childhood, post-secondary and workforce systems. The LEARN consortium will aid us in creating the contracts and data ETL schemas with all non-K-12 entities. We will work with the other consortium partners to do the same.

3rd Party Interfaces

The LEARN Consortium will publish connection interfaces (leveraging Web Services, SIF, and proprietary connections) through the platform to give access to application interfaces (LMS, Formative assessment) for small and poor districts and to promote an open educational ecology.

Student Back Pack

The Student Back Pack set of services and components allow the LDS to empower the teacher's professional development and the student's achievement. The services represent the system's capacity to track the student's location and status. Initially, this will not be at a very fast periodicity but it will allow for resolving dropout issues across state lines and tracking students after high-school graduation, and into the workforce.

Classroom Manager Module
Fundamentally this will allow for class rosters to be established and for students and teachers to be linked. It will also allow a visual navigation method for getting at those rosters.
Student/Teacher View
Each teacher and student will have a view they utilize. The view will provide longitudinal information on the teacher or student - in essence a profile. The view will also be able to generate a transcript or student record that can be downloaded by the individual's school (possibly new school), authenticate applications, or act as a transcript broker. The student/teacher view will be a safe, neutral "landing zone" for the student and teacher data.
Dropout/Graduate Tracking
Dropout and graduate tracking is possible because of the system's capacity to track the student's location and status. This will not be at a very fast periodicity at first but it will allow for resolving dropout issues across state lines to our neighboring states and across the country, and tracking students post high-school graduation through workforce.

Growth Model
It is generally accepted that student achievement cannot be understood by static point-in time evaluations. Some form of mechanism for tracking performance over time, combined with a more holistic view of the student, is necessary to create an accurate assessment. One of the more powerful and user-friendly mechanisms for doing this and displaying the results is the Colorado Growth Model Application.

Colorado Growth Model Module
The growth model used in Colorado, Indiana, and Massachusetts was developed by a team of education experts and researchers. The application was built in partnership with Colorado's Department of Education and they are now planning to create a multi-state version of the application. We plan to participate in the design and adoption of the multi-state application, joining partner states in developing a rich and thorough growth model and data dissemination tool to impact student performance.

Digital LEARNing Library
Learning Resource Exchange
The Public Broadcasting Service (PBS), the Corporation for Public Broadcasting (CPB), and the Council of Chief State School Officers (CCSSO) are working together to transform the way education information is collected, shared, and used by states, educators, policymakers, superintendents, and parents.
Through the PBS distribution network of 356 station licensees, the Digital Learning Library (DLL) provides teachers and students with a growing collection of thousands of high-quality digital media resources, including videos, images, animations, simulations, and instructional games. These resources relate to core content subjects, including reading and STEM, and are available at every level from Pre-K through high school. Educators and students have instant access to more than 40 years of PBS programming and a full range of purpose-built digital learning objects. An Algebra teacher could organize a collection of resources for her students that include a video segment from NOVA, an interactive simulation demonstrating the mathematical concept and a Frontline interview with an innovator who used the concept to invent a new technology. Each digital resource is aligned to current state academic standards but will also be aligned with Common Core Standards initiative.
Engaging Students in STEM: Teachers and students will have immediate access to objects from over 40 years of PBS STEM programming and the interactive simulations and resources that help make abstract concepts more understandable developed by the support from CPB. These engaging resources directly support STEM teachers in the classroom as well provide students with informal learning opportunities by viewing programming at home or after school.
Instruction Center Module
By aligning targeted content to lesson plans and curriculum the system can deliver that content to students and teachers in small/poor districts that would otherwise not have access to those kinds of tools.

Budget

LEARN Membership	Component	State Costs	Consortium Costs
Core Membership	State Data Fortress, Linkage, Federal Reporting Module, Secure Research Interface, 3rd Party Interfaces	$To be filled in by state- varied depending on how prepared the state is	$750,000
Student Backpack (requires core)	Classroom Manager Module, Student/Teacher View, Dropout/Graduate Tracking	$To be filled in by state- varied depending on how prepared the state is	$600,000
Growth Model (requires core and student backpack)	CO Growth Model Module	$To be filled in by state- varied depending on how prepared the state is	$500,000
Digital Learning Library (requires core and student backpack)	Learning Resource Exchange, Instruction Center Module	$To be filled in by state- varied depending on how prepared the state is	$400,000

Required Data System Capabilities

SLDS RFA	*LEARN*
The **system must enable States to examine student progress and outcomes over time**, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such **a system must include data at the individual student level from preschool through postsecondary education and into the workforce** (e.g. employment, wage, and earnings information).	The LEARN architecture is designed to track individuals over time; the system creates a secure, locally-managed record-level data store for each participating state that houses the longitudinal data. In particular LEARN will provide a neutral place for workforce, armed forces, postsecondary, early childhood and k-12 data to be stored without proprietary ownership.
The **system must facilitate and enable the exchange of data among agencies and institutions within the State and between States** so that data may be used to inform policy and practice. Such **a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkages and connectivity** among the various levels and types of data.	LEARN relies on the development of common longitudinal data standards and an open standard design. By utilizing a common vocabulary and transactional standards data can flow easily through the educational pipeline, across school, district, and state lines, and allow access to authenticated users at all levels. LEARN will allow <STATE> to collaborate and link the core data without each system compromising their structure or security.
The **system must link student data with teachers**, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.	A fundamental aspect of the LEARN system is taking comparable, relevant, accurate, timely, and valid data on individual students and teachers and connecting them. Creating this link is necessary to answer questions of teacher effectiveness and identify exceptional teachers.

The **system must enable the matching of teachers with information about their certification and teacher preparation programs**, including the institutions at which teachers received their training.	By enabling a comprehensive P-20 system, and tracking individuals with a unique ID, LEARN facilitates the connection of teacher information to their preparation program or certification track.
The system must **enable data to be easily generated for continuous improvement and decision-making**, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	The LEARN platform provides universal access to learning management and/or student information systems. These tools for gathering relevant data on students make it possible to provide just-in-time information to all relevant stakeholder groups. LEARN contemplates a timeline for gradually shortening the refresh cycle on data, ultimately providing continuous feedback loops to the classroom.
The system must **ensure the quality and integrity of data** contained in the system.	The LEARN data governance structure includes quality checks such as the ability of local entities to validate and certify their data at appropriate times. We believe that quality flows from data use—by driving more and better use of individual data into the classroom we believe the quality will improve.
The system must provide the State with the **ability to meet reporting requirements of the Department**, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	The LEARN system creates a "Federal Data Store" for ED*Facts*, AYP, and all other official USED data collections. The system creates a secure, locally-managed record-level data store for each state from which all federal reports are generated; each data store will contain individual records that will be designed to meet the federal collection requirements and allow the state to certify their data before submitting it to USED. This will provide strong relief of data burden on both <STATE> and our districts.

Required Data System Elements (America COMPETES Act):

SLDS RFA	*LEARN*
A **unique statewide student identifier** that does not permit a student to be individually identified by users of the system (expect as allowed by Federal and State law).	In order to store student data in our state's State Data Registry a unique state ID is a must. We currently have established a unique ID and the LEARN system will build off the progress we have made in this area.
Student-level enrollment, demographic, and program participation information.	The LEARN system will collect student-level information including demographics and program participation.

Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	The LEARN student record system will include the pertinent information about the points of entry, exit, transfer, dropout, or completion. LEARN will also allow for the possibility of tracking transfers into other participating states as a mechanism for both managing dropout rate accurately, and ensuring student bring their record with them to their new learning environment.
The capacity to **communicate with higher education** data systems.	The LEARN architecture and design will incorporate core elements and standards so as to align with the needs of higher education and the linkage concerns between early childhood, P-12 and post -secondary. LEARN will act as an umbrella and a bridge that contains the core linkage data.
A state **data audit system assessing data quality, validity, and reliability**.	The State Data Registry will put in place best practices and develop data auditing and data quality systems. LEARN will enable data to be checked locally before submission, and if needed corrected, checked again, certified and resubmitted. LEARN will also keep a complete audit trail of data activity in the Registry.
Yearly test records of individual students with respect to assessments under section 1111(b) of the elementary and Secondary Education Act of 1965.	LEARN will work with our assessment vendors to create an automated process to quickly acquire test data so it can be turned around and returned to teachers in time to impact instruction.
Information on students not tested, by grade and subject.	LEARN will be capable of storing longitudinal records on each student that was not tested, why they were not tested, and be able to generate reports on trends and patterns to help guide differentiated instruction for those students. This will be dependent on what your state's policies and procedures are.
A **teacher identifier** system with the ability to match teachers to students.	LEARN will track longitudinal data on teachers using a unique identification number. LEARN will build structures to store all the necessary data to perform the teachers-student connection and create a library of best practice regarding how to generate teacher feedback.
Student-level transcript information, including information on courses completed and grades earned.	LEARN will collect student-level transcript data and enable the exchange of student records between systems and states.
Student-level **college readiness** test scores.	LEARN will develop direct interfaces to college-readiness assessment providers to access this data as quickly as possible in a coherent, integrated reporting structure for use by teachers, parents, and students.

Data that provide information regarding the **extent to which students transition successfully from secondary school to postsecondary** education, including whether students enroll in remedial coursework.	The LEARN student record exchange functionality will fully include higher education information by working with PESC, SHEEO, and university, college, and community college representatives to standardize this process. LEARN will create a neutral landing zone for transcripts that can serve the student and their institutions through the whole student lifecycle.
Data that provide **other information determined necessary to address alignment and adequate preparation for success in postsecondary** education.	The LEARN student record exchange functionality will fully include higher education working with PESC, SHEEO, and university, college, and community college representatives to standardize this process.

Other Application Requirements:

SLDS RFA	*LEARN*
States are encouraged to include **additional information in their longitudinal data systems, provided all of the required capabilities and elements have been or are being addressed**. State are **encouraged to include or integrate data form special education, programs for English language learners, early childhood programs, human resources, finance, health, postsecondary, and other relevant areas**, with the purpose of allowing important questions related to policy or practice to be asked and answered.	The LEARN system creates an individual record for each child fully integrating information on special education, English Language Learners (ELL), early childhood program participation, etc. The LEARN architecture includes the possibility of housing health and other "high security" data to the extent that our state's policy allows it.
States are also encouraged to **work together to adapt or adapt their statewide, longitudinal data systems to meet multiple States' needs**.	LEARN is a collaboration of states working toward the same goal. The current LEARN pilot states are Colorado, Indiana, New Mexico, and Wyoming. We believe that by sharing the services, applications and processes we will vastly underscore our own efficiency and innovation and contribute the same to others.
Systems must be designed to **meet the standards and guidelines of the National Center for Education Statistics to the maximum extent feasible.** These resources currently include the NCES Handbooks Online, the schemas of the School Interoperability Framework Association and the Postsecondary Electronic Standards Council, the National Education Data Model of the National Forum on Education Statistics, the data glossary of NCES' Integrated Postsecondary Education data system and others. Work is currently underway to create comprehensive standards and guidelines for use by States to promote data quality and interoperability of data systems both within States	The LEARN architecture is an open standard relying on well-known transactional mechanisms already in use and utilizing the work done on the NCES data Handbooks and the National Education Data Model (NEDM) to dictate a standard of definition, taxonomy, etc. Each Data Fortress in the LEARN infrastructure will be based on the NEDM model and will be compliant with the work soon to be underway on National Data Standards. The collaboration involved in LEARN heightens the need for longitudinal data standards and will showcase the success of utilizing those standards.

and across States. The NCES site will be modified, as appropriate, to include up-to-date resources, and States should plan to utilize the common standards and guidelines that are available prior to the award of grants pursuant to this competition. In addition, the Department of Education is developing the guidance mentioned above which will apply to these grants.	
States should include in their applications and plans for developing robust, statewide, longitudinal data systems **concrete strategies and steps to ensure that the data will be used to support continuous improvement, especially instructional improvement, and informed decision-making** by school and district leaders, as well as by State officials.	The strength of the LEARN architecture is in its ability to provide relevant information to classroom teachers. By linking information systems to appropriate digital academic content, suggestions about digital media interventions can be aimed at the learning moment and availed to teachers. Furthermore, by utilizing identity management, having federated security, and making tagged content available to third-party application developers, LEARN enables market forces to drive continuous improvement for learners, all while realizing greater efficiencies and cost savings. The CO Growth Model project utilizes the best thinking in growth model calculations to generate meaningful, accurate, and fair statistics. This information can then be quickly returned to learners, parents, teachers and administrators to allow for a more personalized learning experience.
States are encouraged to pursue the **seamless integration of district systems with the State system and to leverage available resources** by establishing partnerships with other States and among institutions and agencies within the State that hold data to be included in the statewide, longitudinal data system.	The LEARN architecture is designed to create a robust data backbone offing information as a utility for every user (teacher, administrator, leaner, parent, researcher, and policymaker). The LEARN data model will include the data sets required by ARRA, ACA, and allow for early childhood, K-12, post-secondary, and workforce systems to be stored in the easiest way possible. LEARN will integrate data from the classroom to the capital.
States are encouraged to **develop partnerships with State workforce agencies and the workforce investment system** to build a data system that can provide information to inform complex policy questions that cut across education, the workforce, and economic development context.	The LEARN architecture and design will incorporate core elements and standards so as to align with the needs of workforce, labor, and other agencies. The LEARN architecture is also eminently extensible, so as to allow for eventual connections to other systems. Moreover, the standardization of the data structures will make it easier to connect, as state-specific solutions will be less necessary to design and architect.
States are encouraged to **develop partnerships with external research organizations** and must include in their applications and plans strategies for providing researchers access to State data for evaluations of policies and programs within the State, with appropriate safeguards to protect student	LEARN will have the ability to provide de-identified record level data to authenticated researchers. Access to this information will allow the research community to analyze learners like never before and provide information back to educators to have a real impact on student

confidentiality.	achievement.
In developing applications for this competition, States are **encouraged to consult with key stakeholders such as superintendents, educators, and parents as well as teacher unions, the business, community, and civil rights leaders**. Such consultation would ensure that these stakeholder are aware of the State's current ability to meet the statewide, longitudinal data system requirements, can provide input on the means the State will develop to comply with the requirements, and can prepare to assist the State in implementing those means.	The LEARN consortium has sought the wisdom of numerous stakeholders in thinking through the design and architecture of the system. Great care is being taken to ensure all stakeholder groups are informed and involved. We have done this in our own state and leveraged the national work in EIMAC, the NCES Forum, and by the LEARN Consortium. Major advocacy organizations were consulted in the process, including teacher unions, major businesses, and civil rights leaders. Individual practitioners – educators, school leaders, and district superintendents – and their professional organizations shared in the development of the LEARN model.

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Appendix D1A
PACE Statute
S.C. Code Ann. § 59-26-30(A)(8)

http://www.scstatehouse.gov/code/t59c026.htm

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

Appendix D1B
PACE Certification Regulations
R. 43-51 (IV)
http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf;

R 43-51 CERTIFICATION REQUIREMENTS

IV. Program of Alternative Certification for Educators (Alternative Teacher Preparation) An individual who qualifies under the Program of Alternative Certification for Educators (PACE) guidelines as adopted by the State Board of Education may be issued an alternative route certificate. Successful completion of certification requirements as prescribed in the PACE guidelines will qualify the applicant for a professional certificate.

Appendix D1C
PACE Guidelines
(https://scteachers.ed.sc.gov/apps/paceweb/generalinfo/guidelines.cfm)

SOUTH CAROLINA PROGRAM OF ALTERNATIVE CERTIFICATION FOR EDUCATORS (PACE) GUIDELINES

To address critical teaching shortages in South Carolina, the South Carolina General Assembly provided for the establishment of an alternative route to certification and prescribed the eligibility requirements for participation. The purpose of the program is to enable individuals with work experience who do not meet the regular certification requirements to be eligible for employment in the public schools. Eligible candidates are awarded the critical needs certificate for a total of three consecutive academic years based on successful completion of program requirements.

Eligibility Criteria

The following criteria must be met:

1. An earned bachelor's degree (or higher) from a regionally accredited college or university or an institution with a teacher education program that has been approved by the South Carolina State Board of Education for certification purposes, with a major in a certification area that is included in the alternative certification program.

2. A passing score on the content area examination(s) adopted by the State Board of Education.

3. Two years full-time work experience defined as two years of postsecondary work experience that includes one continuous year of full time work and no more than one year of combined part-time work experience, an earned advanced degree from a regionally accredited college or university, or an earned advanced degree from a college or university with a teacher education program that has been approved by the State Board of Education for certification purposes.

4. Employment as a full- or part-time teacher in a South Carolina public school in the qualifying content area.

Statement of Eligibility

The statement of eligibility indicates to a school district that the candidate meets all eligibility criteria for admission to PACE. The candidate must obtain a teaching position in the area(s) for which he or she is eligible for PACE and complete the next available preservice institute to be eligible for a critical needs certificate. The statement of eligibility is valid for one school year (July 1–June 30).

Verification of Employment

When a candidate obtains a position, the school district must verify employment with the Office of Educator Certification. This verification must include the signature of the designated school district official and the signature of the PACE candidate. The candidate will then be invited to participate in the next available preservice institute.

PACE Program Requirements

To be eligible to continue in the program, PACE candidates must complete the following requirements while employed in a South Carolina public school as an active participant in the PACE program:

A. Candidates will successfully complete the program designed to prepare them for the instructional environment. The program components will include, but not be limited to, training institutes, designated course requirements, and professional development meetings.

   An initial critical needs teaching certificate will be issued after the eligible candidate has met all alternative certification program admission criteria. This includes the submission of a complete certification application packet; presenting passing scores on the content area examination(s) adopted by the State Board of Education; employment in a South Carolina public school; and completion of the next available preservice institute. The initial critical needs certificate is valid for one academic year. The certificate can be renewed annually for two additional academic years based on successful progress in completing the program requirements listed above and continuous employment in a South Carolina public school.

To be eligible for a professional certificate, PACE candidates will successfully complete requirements as follows:

B. Candidates will complete three successful years of teaching in a South Carolina public school including successful completion of the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) process. This will include successful participation in an induction program that includes a mentoring program, successful completion of the formal evaluation process, and a successful formal or informal evaluation during the final year of program participation. Consistent with the ADEPT regulation (R. 43-205.1), a candidate must not receive a continuing contract until he or she has completed all PACE requirements and is eligible to advance to professional certification.

C. Candidates will successfully complete three courses from the list of core courses approved by the Division of Educator Quality on behalf of the State Board of Education. Courses identified for individual teachers will be based on the individual's experience, knowledge, and skills. Courses must be completed while an active participant in PACE or within three years prior to issuance of the first alternative route certificate.

   The three required courses must be completed for college credit with an assigned grade of B or better. Courses must be completed at a South Carolina institution with a teacher education program approved by the State Board of Education for certification purposes. Eligible participants may request approval of courses from other regionally accredited colleges or universities provided the coursework is at the graduate level. However, no more than one of the courses (three semester hours) can be designated as a Professional Development (PD) course. Only the PD course could be completed as pass/fail.

D. Candidates will earn a passing score on the appropriate level of the pedagogy Praxis II examination, *Principles of Learning and Teaching (PLT)*, prior to advancing to the professional certificate.

Teaching Assignment

Teachers with alternative program certification must be assigned to teach in their subject area fulltime. In compliance with No Child Left Behind 20 U.S.C. 56301 et seq. (2002) requirements, out-of-field permits will no longer be issued after July 1, 2006. Candidates who qualify in more than one subject area at the

time of admission can enter and complete the program in up to two subject areas if they are formally evaluated (ADEPT) in each area and teach .5 full-time equivalency in each certification area.

If a candidate is employed as a part-time teacher, the teaching position must be at least a .5 full-time equivalency with 100 percent of their teaching time in one subject area.

District Supervision and Evaluation

The school district must issue employment contracts, supervise, and evaluate the candidate in accordance with all State Board of Education regulations and guidelines for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Consistent with the ADEPT regulation (R. 43-205.1), a candidate must not receive a continuing contract until he or she has completed all PACE requirements and is eligible to advance to professional certification.

Annual Renewal

A critical needs certificate is valid for one school year and will be renewed for two consecutive years upon annual recommendation by the on-site instructors for the State Department of Education alternative certification training program and at the request of the school district verifying continuing employment.

Eligibility for a Professional Certificate

In order to be issued a professional certificate, a candidate must meet the following criteria: continuous employment as a teacher for three years; successful completion of all required institutes; recommendation for certification by the on-site instructors for the State Department of Education alternative certification training program; successful ADEPT formal evaluation and a successful formal or informal evaluation during the final year of program participation; successful completion of the three designated courses; and a passing score on the PLT. Professional certification will be issued at the end of the third year if all requirements are complete.

Candidates who do not complete the program within three academic years due to extenuating circumstances may apply for a one academic year extension of the alternative route certificate. The extension year must be immediately following the third academic year of program participation. If approved, all program requirements must be completed within the fourth academic year.

A candidate that withdraws from the PACE program within the first three academic years based on extenuating circumstances may reapply for admission. Readmission is at the discretion of the State Department of Education. A teacher readmitted to the PACE Program may be required to start the program from the beginning.

Ineligibility for Program Admission or Participation

Candidates who have attempted and failed student teaching in a traditional teacher preparation program will not be eligible for admission to PACE. Candidates who are denied certification or have their certificates suspended or revoked pursuant to State Board of Education Regulation 43.58 will not be allowed to participate in or be readmitted to the alternative certification program.

Exceptions

Request for exceptions to these guidelines may be considered on an individual basis. Such exceptions must be proposed by the school district. Final approval rests with the State Department of Education.

Appendix D1D
ABCTE Statute
S.C. Code Ann. § 59-25-310
http://www.scstatehouse.gov/code/t59c025.htm)

SECTION 59-25-310. Authority to hire individuals with passport certificate issued by the American Board for the Certification of Teacher Excellence (ABCTE).

In addition to individuals certified for employment as school teachers pursuant to Article 3 of this chapter, a school district may hire individuals who have received a passport certificate issued by the American Board for the Certification of Teacher Excellence (ABCTE) and who meet the requirements of this article in the content areas of biology, chemistry, English, mathematics, physics, or science. Additional areas of certification may be approved by the State Board of Education upon review of the longitudinal information required in Section 59-25-350.

Appendix D1E
ABCTE Guidelines
http://www.scteachers.org/Cert/certpdf/abctewebinfo.pdf

ABCTE (American Board for Certification of Teacher Excellence)

In June 2007 the South Carolina General Assembly passed H. 3476, cited as the "American Board for the Certification of Teacher Excellence Act." The Act provides that a S.C. public school district may hire individuals who use the ABCTE process to obtain a South Carolina teaching certificate.

Applicants for teacher certification in S.C. who qualify for the *Passport to Teaching* certificate issued by ABCTE in the fields of biology, chemistry, English, mathematics, physics, or science may apply for a one-year alternate route certificate in S.C., upon verification of an employment offer as a teacher in a S.C. public school. The alternate route certificate may be renewed annually for two additional years upon verification of successful teaching. To advance to the professional certificate (five-year certificate), the applicant must complete induction and ADEPT (teacher evaluation) requirements, and pass the Principles of Learning and Teaching (PLT) praxis exam. College degrees earned by individuals who hold the *Passport to Teaching* certificate must have been from regionally accredited colleges.

In addition, based on guidance from the United States Department of Education regarding No Child Left Behind (NCLB), individuals who have participated in, but not completed, other alternative certification routes in South Carolina may not be eligible for participation in ABCTE. If you have participated in another alternative program recognized in South Carolina, please contact the Office of Educator Certification prior to initiating the application process for ABCTE.

South Carolina Certification Requirements for ABCTE Certified Teachers

An ABCTE applicant for South Carolina certification will receive a *South Carolina statement of eligibility*. Upon confirming an offer of employment as a teacher in a South Carolina public school, a one year *South Carolina Alternate Route Certificate* will be issued. This certificate may be renewed annually for two additional years upon verification of successful teaching. Upon completion of the requirements specified below, a *South Carolina Professional Certificate* may be issued.

Step 1: *To receive the* ***South Carolina statement of eligibility****, ABCTE Certified Teachers must:*

- Successfully complete the ABCTE certification process.
- Submit a disclosure authorization form to ABCTE requesting that your score reports be released to the South Carolina Office of Educator Certification.
- Submit a notarized copy of the front and back of the ABCTE certificate with a completed South Carolina certification application (http://www.scteachers.org/cert/certpdf/newapp.pdf - $95 fee) and complete the required FBI fingerprint check (information available at www.scteachers.org).

Step 2: *To receive a* ***South Carolina Alternate Route Certificate****, ABCTE Certified Teachers must complete the following:*

- Obtain a letter of intent to hire from a South Carolina public or charter school, and provide verification of the offer to the Office of Educator Certification.

Step 3: *To receive a* ***South Carolina Professional Certificate****, ABCTE Certified Teachers must complete the following:*

- Teach successfully for three years in a South Carolina public or charter school ***only.***
- Complete induction and formal teacher evaluation requirements as directed by the employing school/school district (the charter school must utilize South Carolina's ADEPT evaluation process for formal evaluation).
- Take and pass the Praxis exam in Principles of Learning and Teaching (PLT: Grades 9-12).

Upon meeting the above requirements, the applicant may apply for a South Carolina Professional Teaching certificate in the area in which he/she is qualified by submitting a change/action form to the Office of Educator Certification (available at www.scteachers.org).

Once the applicant has received the South Carolina Professional Teaching certificate the holder is subject to all South Carolina requirements to maintain and renew certification.

Appendix D1F
Principal Alternative Route for Teachers
R. 43-53(I)(F)(3)
http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf

R 43-53 Credential Classification
The classification of an educator's credential is determined by a combination of factors, including his or her formal education, performance, professional development, and teaching experience.
I. Types of Credential Classification
F. Temporary Certificate
3. Out-of-Field Permit

(a) Any individual who holds a valid South Carolina temporary, professional, initial, alternative, graded, or warrant certificate and is assigned teaching duties for any amount of time in an area for which he or she is not appropriately certified is eligible to receive a permit to teach out-of-field. However, permits are not issued for school psychologists, speech-language therapists, and special subject educators. Out-of-field permits are issued only under the following conditions:

(i) The school district must request the out-of-field permit for its employee. The employing district must apply for a permit no later than thirty days after the date of assignment. Out-of-field permits are issued only for the academic year in which they are requested and expire June 30.

(ii) The individual for whom the permit is requested must hold a valid South Carolina teaching credential and have twelve semester hours of credit toward full certification in the area of preparation for which the permit is requested.

(b) Out-of-field permits may be renewed upon presentation of six semester hours of credit in the area for which the permit is issued. Once the teacher meets all the certification requirements, including the required certification examination(s), he or she may apply for a certificate in the new area.

(c) After June 30, 2006, out-of-field permits may no longer be issued to teachers who teach core academic subjects as specified by the No Child Left Behind Act of 2001. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Permits may be issued, however, in other instructional or instructional support fields not considered to be core content subject areas under No Child Left Behind.

Appendix D1G
Alternative Route for Superintendents
(R. 43-64(I)(D)

http://www.scteachers.org/Cert/certpdf/TeacherCertificationManual.pdf

R 43-64 REQUIREMENTS FOR CERTIFICATION AT THE ADVANCED LEVEL
I. ADMINISTRATION

(D) District Superintendent (Alternative Route)

(1) Master's degree

(2) Verification of at least ten years of successful experience in a senior position(s) of leadership, such as Chief Executive Officer in a business, corporation or agency, military officer, or other position with responsibilities similar to those of a district superintendent.

(3) Recommendation for certification by a local school board in a South Carolina public school district interested in employing the individual as a superintendent.

(4) Submission of a plan of study by the local school board that the individual must complete within three years to include, at a minimum, the areas of curriculum and instruction, school finance, and school law. The candidate must also submit a passing score on area examination(s) required by the State Board of Education for district superintendents within the first year of employment as a superintendent.

(5) Issuance of an initial certificate for one year. This certificate may be extended annually for two additional years at the request of the local school board based on verification of successful performance reviews.

(6) Issuance of a professional certificate upon completion of the specified program of study, and minimum qualifying scores on the required certification examination(s), and the recommendation by the local school board after three years of successful service as superintendent.

Appendix D1H
Alternative Route Data

Alternative certification programs have been successful in South Carolina. For PACE, 10-12% of new hires in certification content areas served by PACE have consistently been PACE participants. PACE participants consistently perform well as evaluated through the state's teacher evaluation system (ADEPT). In addition, principals consider PACE participants well-prepared for the classroom experience.

Although a more recent addition to the alternative certification options in South Carolina, ABCTE is making its mark. In the first three years that ABCTE has been available, the number of teachers certified through this method has increased from five (5) in the first year to forty-four (44) in year three.

PACE Data

PACE Enrollment Numbers

Academic Year	PACE Participants
2009–10	1150
2008–09	1502
2007–08	1511
2006–07	1300

PACE Training Program Evaluation by Participants
Following each segment of the training program, PACE participants are asked how prepared they are for entering the classroom. Below is a summary of this data. Consistently, participants enter the classroom confident of their own understanding and abilities.

How well did the lessons prepare you for…
Scale 1-5

Question	2003	2005	2007
1. Defining an outstanding teacher	4.35	4.18	4.42
2. Understanding varied learning styles and multiple intelligences	4.51	4.41	4.66
3. Understanding cognitive, moral, and psychosocial development	3.87	3.83	4.16
4. Using Bloom's Taxonomy and questioning	4.26	3.96	4.47
5. Creating individual lesson plans	4.24	4.06	4.46
6. Creating unit plans and long-range plans	3.81	4.00	4.12
7. Applying Maslow's Hierarchy of Needs to classroom	3.81	3.88	4.04
8. Arranging a classroom to be conducive to learning	4.23	4.45	4.39
9. Establishing a rapport with your students	4.25	4.37	4.48
10. Establishing classroom procedures	4.37	4.21	4.53
11. Using educational websites and technology	3.98	4.17	4.21
12. Using state standards	4.06	4.35	4.43
13. Developing a variety of instructional strategies	4.46	4.77	4.70
14. Familiarizing you with current educational issues	3.62	3.92	4.12
15. Planning for block scheduling	3.94	3.97	4.35
16. Using valid assessment (tests, rubrics, etc.)	4.30	4.13	4.45
17. Using motivational techniques	4.07	4.18	4.35
18. Managing classroom discipline	4.09	4.24	4.35

Question	2003	2005	2007
19. Maintaining classroom records	3.73	4.15	3.97
20. Applying brain-based instruction	3.78	3.68	4.17
21. Understanding students with special needs	4.15	4.56	4.43
22. Developing more appreciation for diversity	4.10	4.24	4.40
23. Understanding the adolescent	4.04	4.11	4.31
24. Relating to parents	4.07	4.20	4.23
25. Understanding ADEPT PDs and INTASC standards	3.71	3.80	3.99
26. Developing a knowledge of educational terminology	3.93	4.10	4.22
27. Determining a higher level of professionalism	4.28	4.48	4.43
28. Developing an overall confidence level to teach	4.24	4.44	4.44
Summary (Average)	4.08	4.17	4.33

Principal and PACE Participant Perceptions of Preparation for Teaching

Participants and their employing principals have been surveyed regarding were surveyed to determine how well the training had prepared the participants for their responsibilities as classroom teachers. Principals and participants from two training cohorts rated their perception of the preparation process using the state's 10 ADEPT Performance Dimensions (Performance Dimensions have since changed to Performance Standards). This survey took place following the completion of all training components and the first year of teaching. Using a four-point Lykert scale, with four being "strongly agree," both cohorts' principals and participants rated the participant's preparation for teaching with a mean of 3.0 (agree) or higher with the exception of PD 1 in Cohort Two. The Performance Dimensions are:

- PD1: Long-Range Planning
- PD2: Short-Range Planning of Instruction
- PD3: Short-Range Planning, Development, and Use of Assessments
- PD4: Establishing and Maintaining High Expectations for Learners
- PD5: Using Instructional Strategies to Facilitate Learning
- PD6: Providing Content for Learners
- PD7: Monitoring and Enhancing Learning
- PD8: Maintaining an Environment That Promotes Learning
- PD9: Managing the Classroom
- PD10: Fulfilling Professional Responsibilities Beyond the Classroom

	Participant		Principals	
Group	Cohort Two (1-4 scale)	Cohort Four (1-4 scale)	Cohort Two (1-4 scale)	Cohort Four (1-4 scale)
PD 1	2.89	3.17	3.23	3.23
PD 2	3.33	3.41	3.20	3.17
PD 3	3.04	3.16	3.15	3.18

PD 4	3.23	3.34	3.20	3.19
PD 5	3.46	3.47	3.22	3.17
PD 6	3.20	3.32	3.23	3.23
PD 7	3.26	3.34	3.17	3.18
PD 8	3.43	3.49	3.30	3.26
PD 9	3.18	3.20	3.16	3.16
PD 10	3.32	3.42	3.36	3.34

ABCTE (enrollment, # complete, retention data)

Year	**Number**	**Content Areas**	**Number Returning from Previous Year**	**Percentage Returning from Previous Year**
2007–08	5	Chemistry – 1 English – 2 Science – 2	-	-
2008–09	30	Biology – 1 Chemistry – 2 English – 9 Math – 10 Science – 8	4	80%
2009–10	44	Biology – 3 Chemistry – 1 English – 8 Math – 18 Science – 14	7	76.6%

This academic year (2009–10) is the first year ABCTE participants will be eligible for program completion.

Appendix D1I
Alternative Route Summary

A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:

- The elements of the program (as described in the alternative routes to certification definition in this notice).
- The number of teachers and principals that successfully completed each program in the previous academic year.
- The total number of teachers and principals certified statewide in the previous academic year.

Program	Elements	Total Completing in the Previous Year	Total Statewide
PACE (teachers)	a. Provided by the State Department of Education (SDE) b. Candidates are selected based on degree, test scores, work experience, and employment c. Program requires three years of successful teaching as the teacher of record as well as an assigned mentor d. Participants complete 26 days of training and three courses e. Program completers receive the state's professional certification.	361	1150
ABCTE (teachers)	a. Provided by ABCTE through the SDE b. Candidates are selected based on presenting a passing score on the ABCTE examination and employment c. Program requires three years of successful teaching as the teacher of record as well as an assigned mentor d. No coursework is required e. Program completers receive the state's professional certification.	0 (2009–10 is the first year ABCTE participants will be eligible for program completion.)	44

Program	Elements	Total Completing in the Previous Year	Total Statewide
Superintendents	a. Issued through the SDE b. Candidates are selected based on degree, work experience, and recommendation of the local school board. c. Program requires three years of successful performance as a superintendent. d. Participants complete a program of study. e. Program completers receive the state's professional certification.	0	2
Principals	a. Permit issued by the SDE b. Candidates are selected based on current valid educator certification, completion of minimal hours, and request of the employing school district. c. Program requires successful performance annually as a principal and a district request for renewal. d. Participants complete an approved program of study through an accredited institution of higher education. e. Program completers receive the state's professional certification	30	32

Appendix D1J
Supply and Demand Survey Data
Center for Educator Recruitment, Retention, and Advancement (CERRA)

http://www.cerra.org

Teacher and Principal data

Annually CERRA conducts a statewide Supply and Demand Survey in which information is collected from all school districts in South Carolina. The compiled survey is made available in December and presents an overall view of trends in teacher retention, sources of employee hires, and much more for the current school year. Data collected include the number of funded teaching positions in the state, the number of funded positions that were available prior the academic year, the number of teachers hired, the sources of teachers hired, the number of available positions remaining vacant, and the number of teachers leaving. All of this data can be analyzed by certification content area, grade level, and geographic location.

SCDE, CERRA, other state employment-related agencies, and business organizations are working together to utilize the CERRA data and other data to better predict and plan for the state teaching needs.

A summary of this data since 2001 is shared on the following pages.

YEAR	TEACHERS HIRED	TEACHER VACANCIES	TEACHERS LEAVING	MINORITY TEACHERS HIRED	MALE TEACHERS HIRED
2008	7159.2	296.6	5,746	1,422	1,497
2007	8,416.70	491.1	6,530	1,793.50	1,762
2006	8,101.00	680.3	6,354	1,633	1,641
2005	7,444.80	548.5	5,630	1,480.50	1,552.50
2004	6,486.75	576.3	5,222	1,270.50	1,253
2003	4,828.75	382.75	4,808	896	976.5
2002	5,581.70	334.9	5,333	1,163	1,146
2001	6,553.50	325.5	5,049.50	1,421	1,336

Source of Teachers Hired

YEAR	NEW SC GRADS	NEW OUT OF STATE GRADS	RETURNING TO TEACH	RETIRED, RETURNING TO TEACHING	ANOTHER SC DISTRICT	OUT OF STATE	ANOTHER COUNTRY	PACE	OTHER	UNKNOWN
2008	1,919	744	331.5	608.3	1,841	957	254	437	88.5	*****
2007	2,451	945	318.2	821.3	2,080.50	1,020.80	356	535	99	*****
2006	2,113.50	760	522	691.5	1,969.50	1,057	340	478	183	*****
2005	2,235	561	520	652.5	1,688.30	908	*****	*****	492	388
2004	1,700	450	370	502.5	1,582	631	*****	*****	335	916.25
2003	1,535.75	450	286	516	976.5	441.5	*****	*****	214.5	408.5
2002	1,850	557	433	577.9	1,140	486	*****	*****	263.4	274.4
2001	1,988	641	335.5	644.5	1,710.50	696	*****	*****	326	212

Reason Given for Leaving Classroom

YEAR	RETIRED	LEFT PROFESSION	ANOTHER TEACHING POSTION IN STATE	ANOTHER TEACHING POSTION OUT OF STATE	POSITION IN ADMINISTRATION IN STATE	POSITION IN ADMINISTRATION OUT OF STATE
2008	1,176	242	1,339	385	132	6
2007	1,516	362	1,750	657	203	*****
2006	1,521.50	267	1,592	471	150.5	*****
2005	1,193	262	1,419	388	147	5
2004	1,140.50	204	1,305	395	105	9
2003	913.5	295	725.5	317	89	9
2002	1044	472	942	341	83	7
2001	1,168	435	1,308	409	193*	*****

*This value accounts for all teachers who took a position in administration in the same district, in another SC district, or in another state. The survey did not specify among this categories.

Reason Given for Leaving Classroom (Continued)

YEAR	POSTION IN EDUCATION IN STATE	POSTION IN EDUCATION OUT OF STATE	DID NOT QUALIFY FOR SC CERTIFICATE	TERMINATION	PERSONAL	INTERNATIONAL TEACHER RETURNING TO HOME COUNTRY	OTHER	UNKNOWN
2008	113	45	85	165	668	166	608	616
2007	50	*****	85	181	871	144	227	484
2006	98	*****	*****	222	828	*****	568	636
2005	170	43	*****	134	714	*****	702	453
2004	173	42	*****	301	672.5	*****	461	414
2003	88	28	*****	246	707	*****	820	570
2002	71	13	*****	288	*****	*****	1,258	814
2001	57	22	*****	203.5	*****	*****	547	707

South Carolina Principal Vacancies (source: CERRA)

	Principal				**Assistant Principal**				**Total**
	ECE	**Ele**	**Middle**	**High**	**ECE**	**Ele**	**Middle**	**High**	
2001	0	1	2	0	2	2	1	3	11
2002	NR	NR	NR	NR	NR	NR	NR	NR	NR
2003	NR	NR	NR	NR	NR	NR	NR	NR	NR
2004	0	2	1	2	1	1	4	4	15
2005	0	0	2	0	0	6	0	3	11
2006	0	0	0	1	0	2	7	5	15
2007	0	2	0	2	0	1	4	5	14
2008	0	0	0	0	0	1.5	1.5	0	3

NR = No Report

Appendix D1K
Program for Alternative Certification for Educators (PACE)

Proposed Expansion of PACE for Chronically Low-Performing Schools

As part of the Race to the Top Reform Criteria for Great Teachers and Leaders, the SCDE proposes a modification to the current alternative teacher certification program. This modification would create incentives and support systems for participants in the state's alternative route to certification who teach in the highest-need areas and the state's chronically low performing schools. The proposed Palmetto Teacher Certification Project (PTCP) is a low-cost program designed to recruit, train, support, and retain mid-career changers to serve in South Carolina's Palmetto Priority Schools (PPS) that meet the federal high-need definition.

A school that does not make satisfactory progress toward improving student achievement as denoted by state and federal standards is designated a PPS. These schools represent the state's lowest performing schools, and often include the state's highest poverty, highest minority, and highest need schools. PPS schools face serious challenges of recruitment and retention. Overall, these schools experience a higher number of vacancies and a higher percentage of turnover as compared to the state as a whole. During the 2007–08 academic year, 500 of the teaching positions available statewide were vacant for more than nine weeks. Slightly more than 10% of those vacancies were in the PPS even though they represented only 3% of the schools in the state. Statewide, 87% of teachers returned to their previous employing school in 2007-08. Only 72% of teachers returned to their previous employing PPS. In fact, as of December 1, 2008, six percent of the positions available statewide were in the designated PPS in the areas of English/language arts, mathematics, science, foreign language, social studies, special education (emotionally disabled), and the arts (art, music, dance).

Specifically, the purpose of PTCP is to assist in improving PPS accountability ratings by recruiting, training, and retaining highly qualified mid-career professionals in the areas of English/language arts, mathematics, science, foreign language, social studies, special education (emotionally disabled), and the arts (art, music, and dance). PTCP seeks to assist PPS with recruiting, training, and retaining effective teachers – thus improving student achievement. The PTCP is grounded in educational research supporting streamlined alternative routes to certification, reduced training costs, immediate access to employment, and a relationship with a dedicated and highly trained mentor.

Goals, Objectives, and Outcomes

PTCP candidates will receive assistance through the alternative certification application and placement process, financial incentives to cover training and coursework costs, specialized professional development, and an assigned mentor who has completed specialized mentor training for working in PPS.

Goal 1: Enhance and expand state-level strategies to recruit and place effective alternative-route candidates in federally defined high-need, high-poverty, low-performing schools.

Objective 1.1: Annually recruit 100 alternative-route candidates who meet PACE admission criteria to teach in the PPS.

Objective 1.2: Annually place 20-24 alternative route candidates to teach in the areas of English/language arts, mathematics, science, foreign language, social studies, special education—emotionally disabled, and the arts (art, music, and dance) in PPS.

Activities to Attain Goal 1

- Alternative route information sessions

- PPS recruitment events
- Statewide job fairs
- PPS job fairs
- Online statewide job/certification application
- Online statewide job vacancy posting
- Relationships with other state agencies
- Individual counseling for alternative route participants who qualify for the PTCP
- Weekly list of qualified applicants to the Office of PPS
- Weekly list of vacancies from the PPS to the Office of PPS
- PTCP information sessions for employers
- Modification of certification database for reporting requirements.

Goal 2: Enhance and expand state-level strategies to prepare effective teachers through an alternative route to certification to work in PPS.

Objective 2.1: Annually provide regional access to an effective alternative certification program for 20-24 alternative-route candidates who have secured employment in a PPS.

Objective 2.2: Annually provide specialized professional development related to improving student achievement in high-poverty, low-performing schools to 20-24 alternative-route candidates who have secured employment in a PPS.

Activities to Attain Goal 2

- Implementation of an alternative-route curriculum based on national Interstate New Teacher Assessment and Support Consortium (INTASC) and state Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) standards
- Evaluation of the alternative-route curriculum by participants and employing principals to assure the training provides appropriate pedagogical knowledge for the PPS setting
- Evaluation of PTCP candidate's pedagogical knowledge through assessments and evaluations to assure the training provides appropriate pedagogical knowledge for the PPS setting
- Recommendation of PTCP candidate pedagogical coursework
- Establishment of a PTCP research team to create a professional development curriculum to address the challenges of teaching in high-poverty, low-performing schools
- Implementation of the specialized, targeted professional development
- Review of PTCP candidate's students advances and challenges in increasing student achievement

Goal 3: Create and implement a specialized training program designed to assist mentors in creating successful relationships with mentees in PPS

Objective 3.1: Research and create a curriculum specifically designed for working in these specialized areas and schools.

Objective 3.2: Select and train mentors to work with the 20-24 alternative-route candidates who have secured employment in a PPS.

Objective 3.3: Ensure three meetings/observations per month between each PTCP candidate and the trained mentor.

Activities to Attain Goal 3

- Assemble a task force to conduct a needs assessment of specialized support for PTCP candidates in PPS
- Develop a training module curriculum for mentors of PTCP candidates

- Develop a selection process for mentors of PTCP candidates
- Provide training opportunities for PTCP candidate mentors and employing principals
- Collect data regarding PTCP mentoring process and adjust curriculum
- Create a Mentor Symposium for all PTCP candidates and their mentors.

Goal 4: Retain and achieve full professional certification for 80% of effective alternative-route candidates who maintain employment in federally defined high-need, high poverty, low performing school for three academic years and who prove to be effective teachers as defined in this grant.

Objective 4.1: For teachers who are employed in a PPS, provide financial reimbursement and staying bonuses (maximum of $5000) as they meet annual certification and training criteria.

Objective 4.2: Provide networking opportunities for PTCP candidates.

Activities to achieve Goal 4

- Reimburse alternative certification training costs up to $500
- Reimburse alternative certification textbook costs up to $200
- Reimburse required course costs up to $3000
- Reimburse cost of required Principles of Learning and Teaching (PLT) examination up to $300
- Provide a $1000 financial incentive at the beginning of the second year
- Provide opportunities for PTCP candidates to meet face-to-face beyond required training
- Provide PTCP candidates access to a closed Blackboard learning site with additional information about working in high-poverty, low-performing schools
- Provide PTCP candidates access to a closed PTCP candidate blog.

Target PPS

Thirty-eight (38) Palmetto Priority Schools (PPS)— have been identified in 19 of the 85 public school districts in South Carolina. The school's absolute index, a numerical representation of the school's absolute rating, is used to determine progress toward meeting standards for progress in student success. Table I shows the numerical absolute indices for the past two academic years for the PPS. The PPS absolute index ranged between 1.6 and 2.6. In comparison, schools with a designation of "Average" or higher in 2008 had an absolute index between 3.1 and 3.4. These districts also reflect an average family poverty percentage of 28.8 compared to the statewide average of 18.7 (2007 Census Poverty Data), and these schools have an average of 88.5% eligible for free or reduced-price lunch. The table below identifies the schools, their absolute rating for the past two years, their status in meeting Adequate Yearly Progress, the poverty index (the percentage of students who qualify for free-reduced lunch and/or Medicaid), and free-reduced lunch data. These schools were identified based on meeting the federal definition of high-need as well as exhibiting some of the highest teacher attrition rates and poverty rates in the state. In comparison, the state's average poverty index was 69%.

Table I PPS Absolute Ratings and Poverty Indices

District	School	Absolute Rating (AR) and Adequate Yearly Progress (AYP)	2008 Poverty Data (%)

		Absolute Rating (AR) and Adequate Yearly Progress (AYP)				2008 Poverty Data (%)	
		2007-2008		2006-2007		Index	F/RP (erate)
		AR	AYP	AR	AYP		
Allendale	Allendale-Fairfax High	2.1	N	2.3	N	90	80
Allendale	Allendale-Fairfax Middle	2.1	N	2.1	N	94	90
Beaufort	Whale Branch Elementary School	2.3	N	2.5	N	96	90
Charleston	Burke High	2.6	N	1.8	N	94	90
Charleston	Morningside Middle	2.1	N	2.1	N	93	90
Charleston	North Charleston High	1.6	N	1.8	N	94	90
Charleston	R B Stall High	1.8	N	1.8	N	89	90
Clarendon 1	Scott's Branch Intermediate (Elem/Middle)-1 BEDS		N	2.5	N	97	90
Colleton	Colleton Middle	2.5	N	2.5	N	91	90
Dillon 2	J V Martin Junior High	2.4	N	2.3	N	93	90
Fairfield	Fairfield Middle	2.5	N	2.2	N	92	90
Florence 3	Lake City Elementary	2.4	N	2.4	N	99	90
Florence 3	Ronald E McNair Middle	2.4	N	2.3	N	94	90
Florence 4	Brockington Elementary	2.4	N	2.4	N	97	80
Florence 4	Johnson Middle	2.4	N	2.2	N	95	80
Greenville	Carolina High School and Academy	2.0	N	2.0	N	86	80
Greenville	Lakeview Middle	2.3	N	2.1	N	94	90
Hampton 2	Estill High	2.4	Y	2.2	N	93	90
Hampton 2	Estill Middle	2.4	N	2.3	N	95	90

		Absolute Rating (AR) and Adequate Yearly Progress (AYP)				2008 Poverty Data (%)	
Jasper	Hardeeville Middle/High	2.3	N	2.3	N	84	90
Jasper	Ridgeland Middle	2.1	N	2.1	N	94	90
Lee	Dennis Intermediate		N	2.0	N	97	90
Lee	Lower Lee Elementary	2.3	N	2.2	N	97	80
Lee	Mount Pleasant Middle	2.1	N	1.9	N	97	90
Marion 7	Creek Bridge High	2.1	N	2.2	N	97	90
Marlboro	Bennettsville Middle	2.1	N	2.2	N	95	90
Marlboro	Blenheim Elementary/ Middle (Elementary)	2.5	N	2.4	N	95	90
Marlboro	Blenheim Elementary/ Middle (Middle)	2.4	N	2.2	N	95	90
Richland 1	Alcorn Middle	2.0	N	2.1	N	96	90
Richland 1	C A Johnson Preparatory Academy	2.1	N	2.5	N	94	90
Richland 1	Eau Claire High	2.6	Y	2.3	N	91	80
Richland 1	Gibbes Middle	2.3	N	2.3	N	96	90
Richland 1	W A Perry Middle	2.1	N	2.2	N	98	90
Richland 1	W G Sanders Middle	2.4	N	2.4	N	90	80
Spartanburg 7	Cleveland Elementary	2.2	N	2.3	N	100	90
Spartanburg 7	Myles W Whitlock Junior High	2.2	N	2.2	N	95	90
Sumter 17	Chestnut Oaks Middle	2.4	N	2.3	N	93	90
Sumter 2	Mayewood Middle	2.4	N	2.2	N	91	90

Meeting PPS Needs

Goal 1: Recruitment

Grant funds will be used to target specific audiences through combined PTCP Information Sessions and recruitment sessions in areas geographically located near designated PPS. Additional job fairs will take place annually targeting individuals who qualify for the PTCP incentives. These separate job fairs will allow for targeted recruitment of the most qualified candidates, thus streamlining the placement process for the PPS.

The SCDE will continue to develop already established relationships with other state agencies to enhance recruitment activities that will serve this grant. Specifically, partnerships with alumni associations at state colleges and universities will be pursued to market the PACE program and the incentives available by teaching in PPS. Relationships with the State Chamber of Commerce and Employment Security Commission "triage" team will be sought and developed. The PTCP will assure that alternative pathways to certification and the available incentives are included in the counseling process.

Goal 1: Placement

Personnel in the SCDE Office of Educator Certification and in the Office of PPS will work together to streamline the interview and placement process for qualified candidates. Once an applicant has been identified as a qualified candidate, a certification analyst in the Office of Educator Certification will contact that individual to ensure he/she is aware of the job application process and to share information about the incentives available once admitted and teaching in a qualified school. In addition, lists of qualified applicants will be sent to the Office of PPS on a weekly basis for distribution to the specific schools based on vacancies. Additional information sessions will be held with administrators in qualifying districts and schools to share information about PTCP as well as the additional support that will be provided to PTCP participants in the designated schools. Minor modifications will be made by a contracted technician to the state's certification database to track PTCP participants.

Goal 2: Preparation

The second goal is to provide 20 PTCP candidates who meet program admission criteria and are employed in a South Carolina public school district with the training to become effective teachers. Qualified candidates will attend a 10-day, pre-service training session prior to entering the classroom. These sessions are scheduled in July and December of each academic year. Throughout the first year of teaching, participants attend four seminars. Following the first year of teaching, participants complete a second ten-day session. This is followed by two additional seminars in the fall of the second year of teaching. Successful completion of each training segment is based on passing the related training assessments. In addition to these 26 days, participants are required to complete three courses through a regionally accredited college or university.

A PTCP research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, Office of Special Projects Director, Office of Special Projects Education Associate, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Focused, research-based professional development that is driven by identified instructional needs (Lashay, 2003) is a necessity in improving low-performing schools. Specific topics will include classroom management issues, information that will help participants work with culturally diverse student populations, and information that will help the teachers work with students who are not meeting state achievement standards. To be the effective teacher who can assist in improving student achievement, PTCP candidates complete these mandatory workshops during the first year of participation. The

PTCP candidates will also have the opportunity to share and learn from each other's experiences as a cohort through guided exercises during these mandatory sessions.

Goal 3: Mentoring and Support

Currently, PACE participants receive support and mentoring through a series of state-mandated induction and support activities. Through the current evaluation and support process, all first-year teachers are required to complete an induction program through their employing district. The state also requires that each first-year teacher have an assigned mentor. Teachers in the PPS also receive additional support through the PPS liaison to the school and through the PACE training cohort experience.

The PTCP will develop a mentoring program that is designed to serve the particular needs of alternative-route participants in PPS that meet the federal high-need definition. Mentoring alternatively prepared participants requires a unique skill set for mentors to provide comprehensive support. Initially, a task force including representatives from SCDE and PPS, as well as current mentors, administrators, and PACE teachers will be assembled to conduct a needs assessment focusing on current mentor experiences as well as the needs of current teachers and administrators in the PPS. This needs assessment will allow for the creation of a specialized training module curriculum for PTCP mentors in the PPS.

PTCP mentors will be selected by a selection team including representatives from the Office of Special Projects, Office of Educator Certification, and other mentor-training organizations in the state based on specific criteria including previous mentoring experience, completion of mentor training, experience working with first-year teachers, and experience with alternatively trained teachers. Preference will be given to educators with successful professional experiences in a PPS. These individuals will complete the new training module and then be assigned a PTCP participant in a PPS. The mentor will meet with the PTCP participant three times a month during the first year and once a month during the second year. They will also be available on a regular basis via phone or email. This mentoring relationship will be monitored by the PPS liaison as well as personnel at the SCDE.

Goal 4: Retention

On average 72% of PPS teachers remain in their original PPS each year. Retention over a three-five year period is a far greater challenge. The goal of this grant is to retain 80% of the effective PTCP candidates in a federally defined high-need school over the three-year program completion period. By making a three-year commitment to the PPS, PTCP candidates will receive financial incentives not available to teachers in other districts. This is disbursed over the three-year commitment to support and encourage the candidate who earns a lower starting wage (PPS average of $32,000) to remain in the PPS. These incentives will help recruit and retain effective teachers to the areas that need them the most (Peske and Haycock, 2006).

The SCDE will require each program participant to sign a promissory note in order to receive a stipend or other financial initiative. In the event of a default the SCDE may seek repayment through the Governmental Enterprise Accounts Receivable Collections (GEAR) program which is run by the South Carolina Department of Revenue and/or report the individual to a credit bureau. The GEAR program gives the South Carolina Department of Revenue all rights and powers of collection allowed it under Title 12 of the South Carolina Code of Laws for the collection of taxes and all such rights and powers authorized the governmental entity to which the liability is owed, including not only participation in the Setoff Debt Collection Program, but wage garnishments, payment agreements and payment levies.

Sample PTCP Candidate Timeline

Date	**Activity**
Fall 2009	Office of PPS and Office of Educator Certification conduct recruitment activities
	PTCP candidate submits application
	PTCP candidate receives call from counselor
Spring 2010	PTCP candidate meets admission criteria
	List of qualified PTCP candidates sent to Office of PPS
	Office of PPS compares qualifications to vacancies and sends appropriate applications to PPS districts
	PTCP candidate attends PPS Job Fair
	PTCP candidate secures employment
Summer 2010	PTCP candidate successfully completes pre-service training program and receives $250 reimbursement
2010–11 Academic Year	PTCP candidate successfully completes seminars and attends specialized professional development
	PTCP candidate receives specialized mentoring
Summer 2011	PTCP candidate successfully completes in-service training program and receives $250 reimbursement
Fall 2011	PTCP candidate receives $1000 incentive for second year of teaching in a PPS
2011–12 Academic Year	PTCP candidate completes alternative training seminars and specialized professional development
	PTCP candidate continues to receive specialized mentoring

Date	Activity
2011–12 and 2012–13 Academic Years	PTCP candidate completes required coursework (nine hours) and receives reimbursement upon successful completion of each class (up to $3000)
	PTCP candidate presents passing PLT score and receives reimbursement of up to $300 for test preparation and registration expenses
End of 2013 Academic Year	Candidate completes three-year PPS obligation and receives professional certification

Project Evaluation

The PTCP partners have designed an evaluation plan that includes objective performance measures and annual benchmarks, produces quantitative and qualitative data, and that will yield information for progress performance feedback and periodic assessment. This evaluation plan will be used to address performance measures established by the US Department of Education and to comply with annual, interim, and final reporting requirements.

External Evaluator

Upon notification of funding, the South Carolina Department of Education (SCDE) and its PTCP partners will issue a Request for Proposals to contract with an external evaluator to review and refine the evaluation plan, establish data collection protocols and procedures, analyze data, and prepare evaluation reports. The RFP will require a written evaluation plan that includes the proposed methods, instruments, and procedures that must be designed to obtain accurate and reliable data from which to determine the PTCP implementation status.

The external evaluator (individual or organization) that will be selected must have established professional experience (and references) in evaluating statewide educational initiatives, working on multi-year federal grant programs (to ensure appropriate compliance with cost principles and administrative requirements), working with project partners in collecting and analyzing data, and preparing reports and providing presentations on the project evaluation. The evaluator will also serve on the advisory board to ensure that feedback and periodic reports are used to tailor the program components to ensure PTCP success in meeting objectives and goals. We anticipate providing up to 10% of the project costs to the evaluator to secure an excellent, useful project evaluation.

The evaluator should be able to show past experience with developing program evaluations and a logical relationship between the program intent and the measured results. In addition, the evaluator should be able to design and refine data collection procedures and instruments appropriate to process. The SCDE has successful relationships with SERVE (our regional educational laboratory), numerous institutions of higher education (the University of South Carolina's Office of Program Evaluation, Clemson University, Winthrop University), and numerous professional independent evaluators, and we will certainly ensure that all potential external evaluators will be notified of this opportunity.

Use of Objective Performance Measures

Goal 1: Enhance and expand state-level strategies to recruit and place alternative- route candidates in federally defined high-need, high-poverty, low-performing schools.

To determine if the PTCP is attracting qualified individuals who will seek employment in the PPS, analysis of quantitative and qualitative data will be vital. Such data collected and reviewed annually will include surveys of attendees at information sessions and job fairs, application data to determine if the educational experience and work experience backgrounds match the application requirements, and performance on state-required content examinations. Analyses will determine if the PTCP is reaching the target audience. Surveys and focus groups will be conducted twice a year with the PPS human resource personnel and principals to determine if the individuals who meet qualifications on paper are demonstrating the desired dispositions through the interview and placement process.

All feedback related to Goal 1 will be used to determine if PTCP recruitment initiatives are attracting qualified candidates who are securing employment in PPS schools. Modifications to the recruitment and placement processes will be made based on the analysis of this data.

Goal 2: Enhance and expand state-level strategies to prepare individuals through an alternative route to certification who work in federally defined high-need, high-poverty, low-performing schools.

Performance of PTCP candidates on the alternative route training assessments will be compared with PTCP candidate ADEPT evaluations at the end of each academic year. This will allow for a comparison of understanding of pedagogical knowledge to application of pedagogical knowledge. An additional tool of comparison of pedagogical knowledge will be the PTCP candidate performance on the Principles of Learning and Teaching (PLT) examination. PTCP candidates are recommended to take the PLT at the beginning of their second year.

PTCP candidates will have the opportunity to evaluate the alternative route training process through curriculum evaluations and instructor evaluations after each training segment. In addition, PTCP candidates and their principals will be asked to evaluate the PTCP candidate's readiness for the classroom. Finally, PTCP candidates will evaluate the effectiveness of the specialized professional development opportunities. This data will be analyzed to determine whether the PTCP training and professional development components are assisting with improving student achievement in the PPS thus improving the PPS Absolute Ratings.

Goal 3: Create and implement a specialized mentor training program designed to assist mentors in creating successful relationships with mentees in federally defined high-need, high poverty, low-performing schools.

PTCP mentors will evaluate the specialized mentor training process and curriculum following each session. They will also evaluate the curriculum as it relates to their PTCP mentoring experience each year. PTCP candidates will have the opportunity to provide feedback as to the effectiveness of their mentoring experience. This data will be compared to the PTCP performance data collected for Goal 2. Data regarding the PTCP mentor training and implementation will be analyzed to determine the value of the specialized mentor training and the impact of the PTCP mentor/mentee relationship.

Goal 4: To retain and achieve full professional certification for 80% of alternative route candidates who maintain employment in federally defined high-need, high poverty, low performing school for three academic years.

Twice a year, the delivery process for the financial incentives will be reviewed to assure it is completed in a timely manner. Additionally, the PTCP candidates will be asked for feedback annually to determine if the incentives offered were beneficial to their PTCP process. PTCP candidates who do not meet their obligations will complete an exit interview to share which aspects of the PTCP could be improved and thus improve PTCP retention rates.

PTCP Services

The Palmetto Teacher Certification Project (PTCP) is grounded in a partnership between the SCDE office of Palmetto Priority Schools (OPPS) and the SCDE Office of Educator Certification (OEC). Each office brings expertise to the partnership that will provide the support and training to PTCP candidates that assures their success in the most challenging environments.

Services to Address the Needs of PTCP Participants

Services to PPS Schools/Districts	Services to PTCP Candidates
• Provide targeted job fairs and information sessions that increase and diversify the pool of potential candidates interested in teaching in PPS • Provide targeted information sessions • Streamline the hiring process by providing a list of qualified candidates to PPS on weekly basis • Provide workshops to employers on selecting, interviewing, hiring PTCP candidates • Provide pedagogical training for PTCP candidates • Provide trained mentors for each PTCP candidate • Provide professional development for PTCP candidates • Support active PTCP candidates through financial reimbursement for program costs • Provide financial incentives and support for	• Provide PTCP Information sessions, website, and brochure to explain PTCP • Provide counselor and call center to assist with application process and PTCP questions • Provide financial incentives, including reimbursement for alternative certification training, training program supplies, PLT Praxis examination cost, three college courses, and second year signing bonus • Provide teacher preparation (pre-service, in-service, and seminars on pedagogy) • Provide an individual mentor trained to work with PTCP candidates • Provide specialized targeted professional development on teaching in high needs schools • Provide peer network of support • Provide reimbursement for three required college education courses

continued teaching in PPS	

Services for PPS

sements for training costs, coursework, supplies, and required examinations (Table II).

Table II: Financial Incentives

Amount	Type	Requirement to Receive
$250	Reimbursement	Completion of pre-service training
$250	Reimbursement	Completion of in-service training
$200	Reimbursement	Presentation of textbook receipt
$1000	Stipend	Return for second year of teaching
$300	Reimbursement	Completion of passing
$3000	Reimbursement	Completion of each required course (Total: 9 hours)
$5000	Total provided for PTCP completers	

PTCP participants will participate in a series of professional development activities created specifically for the PTCP candidates. Also, PTCP candidates will be assigned a specially trained mentor who will work with them for the first two years of program participation.

PPS Training and Professional Development Services

The PTCP training and professional development is designed to provide PTCP candidates with the tools and additional support needed to succeed. PTCP candidates will complete an alternative route to certification, specialized professional development, and nine hours of recommended coursework from regionally-accredited higher education institutions. *ve Route Curriculum*

Lessons	Texts	Assessments
Pre-Service: Educational Foundations, Development Theory, Special Needs, Classroom Management, Brain-Based Learning, Developing Assessments	• *Learning to Teach (*Linda Shalaway)	• 21 assessments on theorists, classroom management, etc. • 12 major assessments on lesson plans, writing assessments, etc. • Final Unit Plan as culminating

Table III: Alternative Route Curriculum

Lessons	**Texts**	**Assessments**
Pre-Service: Educational Foundations, Development Theory, Special Needs, Classroom Management, Brain-Based Learning, Developing Assessments	• *Learning to Teach (*Linda Shalaway)	• 21 assessments on theorists, classroom management, etc. • 12 major assessments on lesson plans, writing assessments, etc. • Final Unit Plan as culminating assessment
In-Service: Backward Design, Brain Research, the Six Facets of Understanding, The Theorists, the History of Education, Creating Culminating Assessments, Sequencing Instruction, Cooperative Learning, Diversity	▪ *Classroom Instruction That Works* (Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock) ▪ *Understanding by Design (*Jay McTighe and Grant Wiggins) ▪ *Dreamkeepers* (Gloria Ladson-Billings) ▪ *Principles of Learning and Teaching Study Guide* (PRAXIS) ▪ The *Understanding by Design Workbook* (Jay McTighe and Grant Wiggins)	• 14 assessments on brain research, understanding by design, diversity, special education, etc. • A portfolio as the culminating assessment to include overarching and topical questions, Six Facets of Understanding, and WHERETO for unit plan.
Seminars: Best Practices, Differentiated Instruction, Curriculum Integration, Classroom Management, Moral Development, Standards of Conduct	▪ *101 "Answers" for New Teachers and Their Mentors (A*nnette L. Breaux) ▪ *Best Practice: Today's Standards for Teaching & Learning in America's Schools* by Steven Zemelman, Harvey Daniels, and Arthur Hyde	• Professional journaling, reflection papers, book summary, • Culminating reflection assignment

PTCP candidates will also benefit from the peer network created through the alternative certification regional training cohorts. The curriculum and training sessions are designed to take place during the first employment year based on research about the first-year teacher cycle. The Blackboard Learning system is used to supplement the onsite training offered through the alternative route curriculum. Through Blackboard, participants can view the training schedule, download homework assignments and templates, and to stay up to date with PACE announcements. A separate Blackboard community will be created for PTCP candidates that includes bi-weekly tips and updates about working in a PPS. Through this low-cost technology, participants will be able to access their PTCP peers beyond the scheduled training sessions.

Professional Development

While the alternative route curriculum has been successful, a PTCP research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, Office of Special Projects Director, Office of Special Projects Education Associate, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Specific topics will include classroom management issues in a PPS, information that will help participants work with culturally diverse student populations, and information that will help the teachers work with students who are not meeting state achievement standards. These research-based, professional development workshops will offer opportunities for in-depth study of the most challenging concepts faced by the PTCP candidates.

Beyond the content covered, the professional development facilitators will follow a curriculum that allows the participants the opportunity to share individual challenges with their PTCP peers. Even though PTCP candidates will share a cohort experience within their alternative certification program, these workshops allow PTCP candidates to discuss their unique situations with candidates located throughout the state. These workshops will be scheduled once per semester in a centralized location during the first year and a half of program participation.

Coursework

All PTCP candidates will also be required to complete nine hours of coursework (at no cost). These courses are selected based on the training needs beyond the alternative route and professional development opportunities and must be completed at a regionally-accredited higher education institution. Most participants complete a course in classroom management, methods of teaching, as well as a course in exceptional children, assessment, teaching of reaching, or educational psychology while participants in special education – emotionally disabled traditionally complete a course in characteristics, methods and procedures, and behavior management of emotionally disabled students. PTCP candidates will have the opportunity to seek approval for other courses related to high-poverty populations.

PTCP Management

As partners in the South Carolina Palmetto Teacher Certification Project (PTCP), the SCDE Office of Special Projects (OSP), the SCDE Office of Educator Certification (OEC), and the qualified school districts have developed a plan to enable PTCP candidates to complete the qualification process, secure employment, and receive the training and support to succeed in a high-poverty, low performing school.

The SCDE will be the responsible agency and fiscal agent for the PTCP. Upon notification of funding, the SCDE will convene a PTCP Advisory Board that will include the Director of Educator Certification, the Director of OPPS, the OPPS Education Associate, the Coordinator of Alternative Certification/PTCP Project Director, and administrative representatives from the PPS.

The PTCP Advisory Board will meet bi-annually to discuss the implementation of the PTCP. The topics will include, but will not be limited to, implementation status; recruitment activities and results; streamlining of the placement process; enrollment in the alternative certification program; PTCP candidate performance in training and the classroom; creation and implementation of the specialized

professional development curriculum; creation and implementation of the specialized mentor training; and the PTCP mentor program. The PTCP Advisory Board will also review the status of the PPS student achievement. During the first year, the PTCP Advisory Board will meet in Columbia at the SCDE OEC. Subsequent meetings will be conducted annually in the aforementioned location.

A PTCP research team, consisting of the Project Director, Project Manager, Alternative Certification Coordinator, OSP Director, OSP Education Associate, and representatives of the designated districts and schools will create a professional development curriculum designed to address the challenges of teaching in high-poverty, low-performing schools. Meetings will take place at the SCDE OEC.

Personnel

The PTCP Project Director/PACE Program Director, Dr. Falicia Harvey, completed extensive research on alternative certification while writing her dissertation in 2005. She currently manages alternative certification for the SCDE and has extensive experience working with school districts, professional organizations, higher education institutions, and she is knowledgeable about the regulations and structure governing existing certification procedures. As Project Director, she will devote 25% of her time and will serve as the contact between the USED and South Carolina's partners to ensure that the PTCP goals are met.

The PACE Program Coordinator, Linda Mirabal-Pace, is a 15-year veteran of the SCDE. Her master's degree in sociology and her education career has been dedicated to assisting individuals who are changing careers to become teachers. She currently coordinates the PACE training program, directs the current alternative certification recruitment efforts and supervises the review of applicant files. Ms. Mirabal-Pace will devote 10% of her time to the PTCP.

The Director of the Office of PPS, David Rawlinson, is a 34-year veteran educator in South Carolina. He was selected by the State Superintendent to create and implement the programs that assist South Carolina's most challenged districts in improving student achievement. Mr. Rawlinson has established procedures and a staff of highly qualified personnel to address the issues facing the Palmetto Priority Schools. Through Mr. Rawlinson's leadership, the PTCP can be assured that the designated PPS will meet their obligations as outlined in the Memorandum of Understanding. Mr. Rawlinson will devote 15% of his time to the PTCP.

In addition to Mr. Rawlinson, Dr. Beth Howard, an Education Associate with the Office of PPS, will devote 25% of her time to assist in managing the PTCP Team responsibilities associated with the Office of PPS. With experience as a teacher, guidance counselor, principal, curriculum specialist, and higher education professor, Dr. Howard will provide leadership based on personal experience as well as professional knowledge.

New SCDE Positions

Three new positions will be created through this grant. A half-time Project Manager and a three-quarters time Certification Analyst will be housed in the OEC. A half-time Administrative Assistant will be housed in the Office of PPS.

The Project Manager (50%) will coordinate grant-related recruitment activities with the Office of PPS and CERRA, including the creation and implementation of specialized professional development; generate weekly reports of qualified applicants for the PPS; maintain the PCTP applicant database; assist in developing and implementing the PTCP Mentors and the PTCP Mentor Support meetings; process all paperwork for disbursement of financial incentives; manage the PTCP Blackboard System; and serve as the grant liaison to PPS schools and districts regarding PTCP applicants admission and training status. The preferred qualifications for this position include a master's degree and three years of experience in administration, evidence of success in a public school setting in teaching, counseling, or administration.

The Certification Analyst (75%) will work directly with the applicant files. He/She will review and evaluate academic records and documents for PTCP candidates; assist in maintenance of PTCP candidate database; contact eligible PTCP candidates to further explain the PTCP process; process Confirmation of Employment forms to ensure qualified PTCP Candidates are enrolled in the appropriate

training program; evaluate files and determine eligibility for alternative route certification upon completion of training program components; communicate with participants regarding program progression and success. The preferred qualifications for this position are a bachelor's degree and two years experience in teacher certification, human resources or other certification programs or five of experience in teacher certification, human resources, or other certification programs may be substituted for the bachelor's degree. The position requires strong organizational abilities as well as effective verbal and written communication skills, expertise in computer technology, including electronic databases and evidence of advocacy for teachers and the teaching profession.

The Administrative Assistant (50%) housed in the OPPS will provide administrative support to the office as it relates to recruitment and retention efforts; complete administrative tasks and projects related to recruitment; answer questions, direct requests to appropriate staff and work with others in the department to resolve issues related to recruitment activities; create and monitor tracking systems (recruitment fairs, advertising and school level vacancies); assist in coordinating and developing recruitment fairs and advertisements; make business travel arrangements for recruitment opportunities; and order and track supplies for recruiting. The preferred qualifications for this position are a bachelor's degree and three or more years of administrative experience in a fast-paced office environment. A preference will be given to individuals who have experience working in education. This position requires exceptional organizational skills, excellent communication skills, and the ability to multitask.

Appendix D1L

ALTERNATIVE PRINCIPAL CERTIFICATION FOR CAREER-CHANGERS
A PROPOSAL BY THE OFFICE OF SCHOOL LEADERSHIP (OSL)

Background

Effective leadership is crucial to the success of a school, its teachers and its students. According to a Wallace Foundation report, *How Leadership Influences Student Learning*, "Leadership not only matters, it is second only to teaching among school-related factors in its impact on student learning." Traditionally, school leaders are prepared by universities; however, there is growing interest in recruiting nontraditional candidates from other fields who would follow an alternative path to certification as a school principal. For example, New Leaders for New Schools is an alternative program sponsored by the Broad Foundation and the Bill & Melinda Gates Foundation. It has spread nation wide since its start in 2001. The Wallace Foundation has funded efforts by states and districts to establish alternative programs.

South Carolina has a rigorous, highly successful alternative *teacher* certification program, the Program for Alternative Certification for Educators (PACE), which allows career-changers the opportunity to become fully-certified teachers. Since 2000, more than 4,200 candidates have met the admission and training criteria. Currently, the South Carolina Department of Education is in the process of exploring and developing an alternative route to certification for principals.

Need

Although South Carolina is not currently experiencing a shortage of principals, the impending retirement of baby boomer principals could lead to such a situation. Approximately 45% of principals in our state are eligible to retire in the next 5 years. The Bureau of Labor Statistics (2004) anticipates the number of available jobs in school administration will grow 10 to 20 percent over the next five years. The downturn in the economy may postpone mass retirement by principals, but it is inevitable that a large number will leave the profession in the next decade. Another factor to consider is principal turnover due to leaving the profession. The University Council for Educational Administration reported that, "in 2007, 52% of principals leave their position within a three-year period (Fuller, Orr, & Young, 2008). And the shortage of principals is particularly endemic in districts perceived to have challenging working conditions, large populations of impoverished or minority students, low per pupil expenditures, and urban settings." An alternative route to principal certification for career-changers would expand the candidate pool with individuals who have valuable life experiences and an interest in serving in schools, including high needs schools.

Research

Research on alternative principal certification is extremely limited. One article is of interest: "Essential Elements and Emergent Issues for Alternative Principal Licensing: Recommendations for Policy Design and Implementation," (AASA Journal of Scholarship and Scholarship and Practice, Fall 2007.) Information was gathered from state departments of education, superintendents, and principals. Of concern to the superintendents and principals was that alternative candidates lack knowledge about curriculum and instruction, school law, teacher supervision and evaluation, methodology, and classroom management. The authors recommend that the requirements for an alternative certificate should be

similar to the traditional program requirements; including portfolios, project-based assessments, and field work in schools. Another recommendation was that agencies should "check for commitment of stakeholders for funding, planning, implementation, and follow-through of the policy and future programming." Funding issues must be addressed by the state, the alternative certificate candidates, and school districts.

Concept

SCDE will design and implement an alternative principal certification program for career-changers with the potential to be school leaders. The highly successful PACE program will be examined to determine components that may also work well in the new program. The Division of Educator Quality and Leadership will take the lead role and will involve other SCDE divisions and offices to ensure development of a comprehensive, rigorous program. Stakeholder involvement by superintendents, principals, HR administrators, business entities, professional organizations, higher education, other possible program providers and parent groups will be sought to determine program requirements and criteria that will be essential for program success.

Considerations

- According to the National Conference of State Legislatures, "states are considering alternative ways to certify principals and administrators whose backgrounds are in areas other than education—most commonly those holding master's degrees in management and public policy and demonstrated leadership experience. Although this practice is common for recruiting and training teachers—45 states have such alternative programs—it is far less common for principals because virtually all states require aspiring principals to be experienced, fully certified teachers." The lack of teaching experience by career-changers would need to be addressed in the program design.
- In addition to creating an alternative principal certification program, the overall certification system for administrators needs to be reviewed. Some states are moving to a tiered structure, most with two tiers. An SREB report (2004) states that such a structure, "bases initial licensure of principals on demonstrated mastery of essential competencies in a school setting and professional licensure on performance and positive impact on school and classroom practices and student achievement." Moving to a tiered structure would necessitate changes in state statute and SBE regulations.
- What will be the role of higher education in the alternative certification system? Many of the existing "alternative" programs still require completion of a master in education administration before full certification. The state's colleges and universities with state-approved administrator preparation programs should be encouraged to consider the development and implementation of alternate route programs for principals.
- As stated earlier, funding issues must be explored and addressed, with clear delineation of who is responsible for what cost.
- Additional staff will be necessary to design, implement, and operate the alternative principal certification program
- A Task Force made up of stakeholders named earlier will be appointed to determine the most efficient methods of training principals in the knowledge, skills, and attitudes necessary to be effective. The Task Force will be charged with:

  Conducting a review of alternative routes to principal certification in other states;
  Developing a list of the knowledge and skills necessary for a successful principal in South Carolina;
  Creating a list of admission criteria;
  Recommending curriculum components;
  Exploring a variety of delivery options for the curriculum;

Establishing expectations for the South Carolina Department of Education Office of School Leadership in implementation of the program; and

Creating a method of evaluation for the program.

- Post position for Education Associate and .5 Administrative Assistant to develop and coordinate the program for alternative principals' certification.
- Develop a detailed timeline and working budget for the project.
- Draft SC regulation for alternative principals' certification, modeled after the PACE alternative teachers' certification regulation for approval by the State Board of Education and subsequently the General Assembly.

Appendix D2A
ADEPT Legislation
S.C. Code Ann. §§ 59-26-30 and 59-26-40
S.C. Code Ann. Regulation 43-205.1

CHAPTER 26.

TRAINING, CERTIFICATION AND EVALUATION OF PUBLIC EDUCATORS

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:
(1) adopt a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students may be admitted fully into an undergraduate teacher education program. The examination must be designed so that results are reported in a form that shall provide colleges, universities, and students with specific information about his strengths and weaknesses. Procedures, test questions, and information from existing examinations must be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the basic skills that, in the judgment of the State Board of Education, a prospective school teacher reasonably is expected to achieve;
(2) adopt nationally recognized teaching examinations that measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results are reported in a form that provide a student with specific information about the student's strengths and weaknesses. Procedures, test questions, and information from existing examinations and lists of validated teacher competencies are used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the State Board of Education concludes that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations must be validated. The teaching examinations must be developed or selected only for those areas in which State Board of Education approved area examinations are not available;
(3) use nationally recognized specific teaching area examinations approved by the State Board of Education for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The State Board of Education shall examine these levels to determine if adjustments are required. Periodic examinations shall be made to assure the validity of qualifying scores. The qualifying scores may be adjusted if new legal requirements or validity studies indicate the adjustments are necessary. In an area in which an area teaching examination approved by the State Board of Education is not available, the state board shall use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated, and ready for use;
(4) report the results of the teaching examinations to the student in written form that provides specific information about the student's strengths and weaknesses. Every effort must be made to report the results of the area examinations and common examinations in written form that provides specific information about the student's strengths and weaknesses;

(5) report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution must be in a form that assists the institution in further identifying strengths and weaknesses in its teacher training programs;
(6) provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education;
(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;
(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;
(9) promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.
(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:
(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;
(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process. Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;
(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness;
(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;
(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;

(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;
(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;
(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;
(9) beginning with the 1997-98 school year, the Assessments of Performance in Teaching (APT) must not be used to evaluate student teachers. Until regulations promulgated pursuant to this section become effective, colleges and universities shall evaluate and assist teacher candidates in accordance with State Board of Education guidelines; and
(10) during the 1997-98 school year, the APT must not be required for evaluating induction contract teachers. During this year, if school districts are ready to implement a formal induction program for induction contract teachers as required by this section, they may do so. If school districts are not ready to implement such a program, they must progress toward developing or adopting a program to be implemented beginning with the 1998-99 school year. In this circumstance, school districts may use the APT. Beginning with the 1998-99 school year, a school district may not use the APT for evaluating induction contract teachers. Until regulations promulgated pursuant to this section become effective, school district strategies, programs, and processes for assisting, developing, and evaluating teachers must be developed, adopted, and implemented in accordance with State Board of Education guidelines.

SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.
(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.
(C) At the end of the one-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than one year. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.
(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under

an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.
(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.
(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.
(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.
(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees. An appeal must include:
(1) a brief statement of the questions to be presented to the board; and

(2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.
Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.
(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.
(J) After successfully completing an induction contract year and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. Continuing contract teachers shall have full procedural rights that currently exist under law relating to employment and dismissal. Teachers employed under continuing contracts must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.
(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.
(L) Teachers certified under the career and technology education work-based certification process are exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing an induction contract year, the teachers may be employed for a maximum of four years under annual contracts to establish their eligibility for employment as continuing contract teachers. Before being eligible for a continuing contract, these teachers shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in their area, and the performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for these teachers are those promulgated by the State Board of Education.
(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.
(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.

43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

(Statutory Authority: S.C. Code Ann. Section 59-26-10, et seq. (2004))

I. State Standards for Professional Teaching
Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.
II. Teacher Candidates
A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.
B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.
C. By July 1 of each year, teacher education programs must submit assurances to the State Department of Education (SDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.
D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SDE. This information will be used to provide flow-through funds to teacher education programs.
E. The SDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.
III. Induction-Contract Teachers
A. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.
B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.
C. Teachers employed under induction contracts are to be notified in writing by April 15 concerning their employment status for the next school year. Teachers who complete the induction-contract year may, at the discretion of the school district, either be employed under an annual contract or be released from employment. Teachers who are released may seek employment in another school district at the annual-contract level.
D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SDE. This information will be used to provide flow-through funds to school districts.
E. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.
F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SDE.
G. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

A. Teachers who have completed an induction-contract year may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (2004).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before

reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SDE.

I. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation.

Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing no later than April 15. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process.

Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.
E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SDE.
F. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.
VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process
A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SDE as "incomplete."
B. Teachers whose ADEPT results are reported to the SDE as "incomplete" are eligible to repeat their contract level during the next year of employment.
VII. Teachers Employed from Out of State or from a Nonpublic-School Setting
A. Certified teachers employed from out of state or from a nonpublic-school setting who have less than one year of teaching experience are eligible for employment under an induction contract.
B. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have one or two years of teaching experience are eligible for employment under an induction or an annual contract, at the discretion of the school district. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.
C. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have more than two years of teaching experience are eligible for employment under an annual contract. During their first year of employment in a South Carolina public school, these teachers may, at the discretion of the school district, receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.
D. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85).
VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis
A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.
B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.
C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.
IX. Teachers Employed under a Letter of Agreement

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.
B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.
C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.
X. Teachers Who Hold an International Teaching Certificate
A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.
B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.
XI. Teachers Employed in Charter Schools
A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (2004)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.
B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT charter schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the charter school requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal requirements as specified in State Board of Education Regulation 43-55 (24 S.C. Code Ann. Regs. 43-55 (Supp. 2003)).
C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40, to be codified at Supp. 2004), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor (i.e., the local school district) must include an ADEPT provision. All certified teachers in the charter school must be placed under an induction, annual, or continuing contract, as appropriate, and must be assisted and evaluated in a manner consistent with the school district's State Board of Education-approved ADEPT plan. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the district's responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SDE to the charter school and to report charter school teacher data to the SDE. The provision must be included in the sponsor district's ADEPT plan and approved by the State Board prior to implementation.
XII. Reporting Requirements
Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

CHAPTER 24
SCHOOL ADMINISTRATORS
ARTICLE 1.
GENERAL PROVISIONS

SECTION 59-24-40. Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

For the purposes of assisting, developing, and evaluating principals, the State Board of Education, through the State Department of Education, shall adopt criteria and statewide performance standards which shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this State. The State Department of Education shall select or cause to be developed and the State Board of Education shall promulgate regulations for the evaluation of the performance of all principals based on those criteria and standards. School districts shall use the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education shall ensure that the criteria and standards are valid and reliable and are appropriately administered. Evaluation results must be provided in writing and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement for the purpose of improving the principal's performance. Any principal whose performance on an evaluation is rated unsatisfactory must be evaluated again within one year. Nothing in this section limits or prohibits school districts from setting additional and more stringent standards for the evaluation of principals. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by a school district.
The State Department of Education shall review the implementation of the principal evaluation in the school districts for the purpose of providing technical assistance and ensuring the evaluations are appropriately administered.
The provisions of this section must be implemented according to the following schedule:
1997-98 school year: Identification of criteria and standards;
1998-99 school year: Development and testing of criteria, standards, and procedures in selected districts;
1999-2000 school year: Statewide implementation.

Appendix D2B
PADEPP Legislation
S.C. Code Ann. § 59-24-40
S.C. Code Ann. Regulation 43-165.1

CHAPTER 43.
STATE BOARD OF EDUCATION

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

I. PURPOSE

The State Board of Education, through the South Carolina Department of Education, is required to adopt statewide performance standards and criteria that shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this state. School districts shall use the standards and procedures adopted by the State Board of Education for the purposes of conducting formal or informal evaluations and guiding the professional development of principals. Any principal whose performance on the formal evaluation is determined to be unsatisfactory must be formally evaluated the following year. Districts are to consider evaluation results in making reemployment decisions. However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

The South Carolina Department of Education shall ensure the implementation of the principal evaluation in the school districts.

Principals must be evaluated using the Performance Standards and Criteria for Principal Evaluation adopted by the State Board of Education. Additional performance standards and criteria may be established by the superintendent. As required by S.C. Code Ann. Section 59-24-30, the principal's annual professional development plan shall be established on the basis of the PADEPP performance standards and criteria and the school's renewal plan.

DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM

A. PRINCIPAL: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

B. EVALUATOR: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the Office of School Leadership's (OSL) Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

C. EVALUATION INSTRUMENT: The evaluation instrument developed by the South Carolina Department of Education is based upon the PADEPP Performance Standards and Criteria and is available from the Office of School Leadership. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets state requirements and national standards. This instrument must be approved by the South Carolina Department of

Education and the State Board of Education.

D. EVALUATION CYCLE: The evaluation cycle shall be consistent with the school year as defined by law. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

PARTICIPATION

A. FIRST-YEAR PRINCIPALS

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation **43**-167, "Principal Induction Program." Districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards.

(2) The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

(3) The South Carolina Department of Education shall provide superintendents and their designees with training designed to enable them to support and evaluate their first-year principals. Specifically, the training will ensure that participants have the knowledge and skills necessary to collect and document data relative to a principal's performance, analyze the data to identify strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal's performance.

(4) The superintendent or his or her designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

(5) The principal will enter the formal evaluation cycle in his or her second year.

B. EXPERIENCED PRINCIPALS

(1) The superintendent or his or her designee shall formally evaluate experienced principals at least once every three years. The formal evaluation shall address each of the nine performance standards and accompanying criteria.

(2) The superintendent or his or her designee shall conduct informal evaluations and provide feedback to the principal on an annual basis. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

(3) An experienced principal new to South Carolina shall be formally evaluated during his or her first year in the state.

IV. PERFORMANCE STANDARDS AND CRITERIA

Principal preparation programs and school districts must address, but are not limited to, the performance standards for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), as specified in the State Board of Education's PADEPP implementation guidelines.

V. FORMAL EVALUATION PROCESS

A. The formal evaluation of each principal shall consist of both formative and summative phases.

(1) The formative phase shall begin with an initial review of the evaluation instrument by the evaluator with the principal. Regular conferences shall be held to discuss the

principal's progress and shall include an analysis of the data collected during the year.

(2) The summative phase shall provide for evaluative conclusions regarding the principal's performance based upon the data collected in the manner specified by the evaluation instrument. Upon completion of the evaluation, the evaluator will meet with the principal to discuss the findings in terms of each of the PADEPP Performance Standards, as well as the overall results. At the conclusion of the meeting, the evaluator and the principal shall sign the evaluation form, and a copy shall be given to the principal.

B. After reviewing the overall results of the formal evaluation, the principal and evaluator shall establish the principal's annual professional development plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

C. Each principal has the right to respond in writing to the completed principal evaluation instrument. This written response must be submitted to the evaluator within ten working days of the summative conference.

D. All appeals shall follow local school district policies and procedures governing the local appeal process.

VI. DISTRICT RESPONSIBILITIES

A. Each school district shall ensure that principals receive awareness training that includes

(1) The PADEPP Performance Standards and Criteria for Principal Evaluation,

(2) The PADEPP principal evaluation instrument, and

(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)."

B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.

C. Each school district shall designate one individual to be trained as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

D. Each school district shall maintain principal evaluation data and shall ensure the confidentiality of the evaluation results in accordance with the Freedom of Information Act.

E. Each school district shall submit annual assurances and required principal evaluation data to the South Carolina Department of Education indicating compliance with this regulation and PADEPP implementation guidelines.

VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES

A. The South Carolina Department of Education shall ensure that the PADEPP is appropriately implemented by each school district in accordance with this regulation and PADEPP implementation guidelines.

B. The South Carolina Department of Education shall collect from school districts

(1) Required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and

(2) annual assurances that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

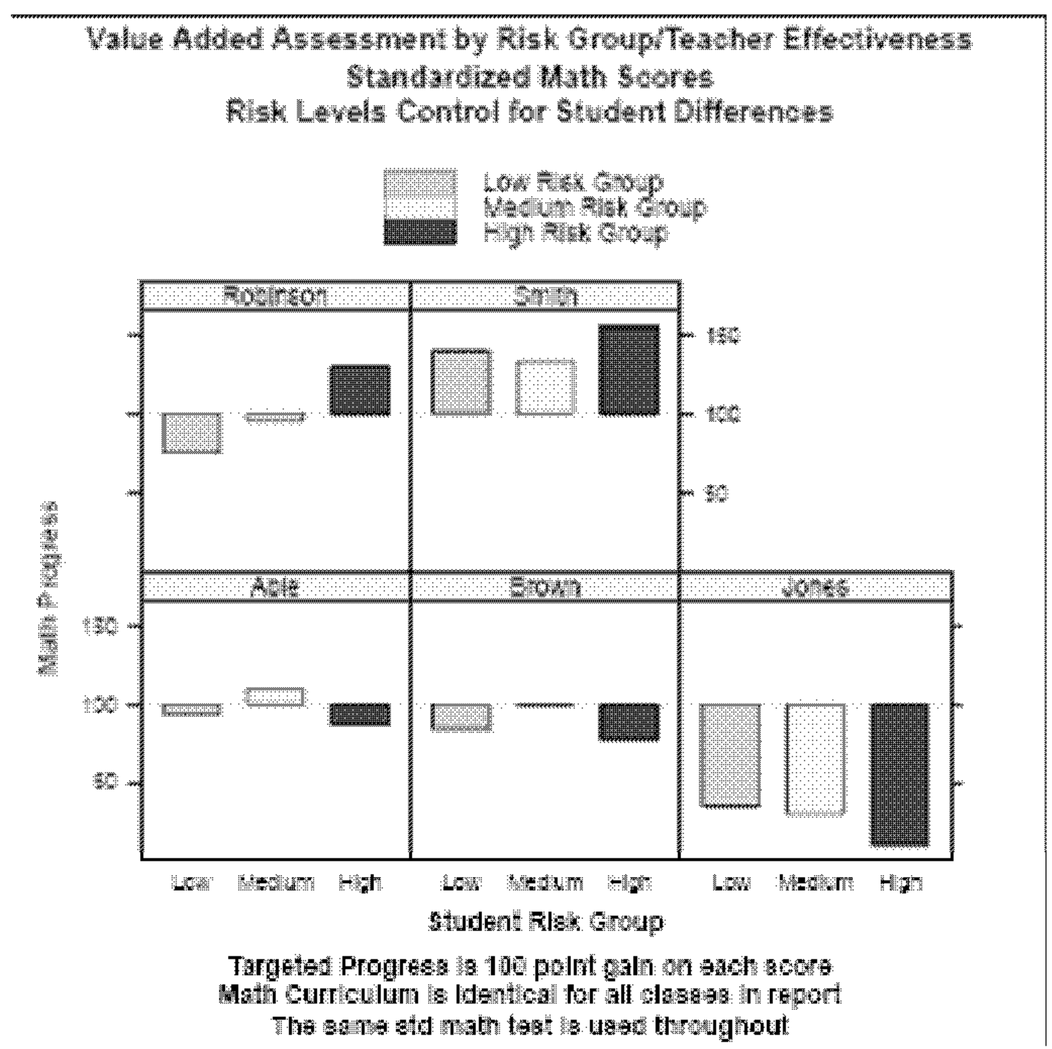
C. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

Appendix D2C
South Carolina 9+ Project
Value Added Assessment (VAA)

South Carolina (SC) has a progressive track record in addressing VAA; student, school and district risk assessment; and Turnaround school strategies. Using state resources provided by the South Carolina Education and Economic Development Act (SCEEDA), the State has developed a solid, reliable, and equitable VAA system over the past three years. The system, developed by the National Dropout Prevention Center (NDPC) through a project called The South Carolina 9+ Project (SC9+) is currently being implemented in nine school districts with high-risk student populations selected by the South Carolina Department of Education (SCDOE). NDPC has developed a predictive analytic model with a risk management portal that can identify which individual students and schools are most at risk. In addition, the model is based on school-based longitudinal data and provides a unique data pattern for each student and school. It also has the capacity to measure the success or failure of interventions utilizing summative, interim, and formative assessments to measure student progress and determine teacher and school effectiveness.

The SC9+ VAA model uses Generalized Additive Model technology, a modern form of multiple regressions, which overcomes the limitations of traditional Multiple Linear Regression via adaptive selection of transformations that handle non

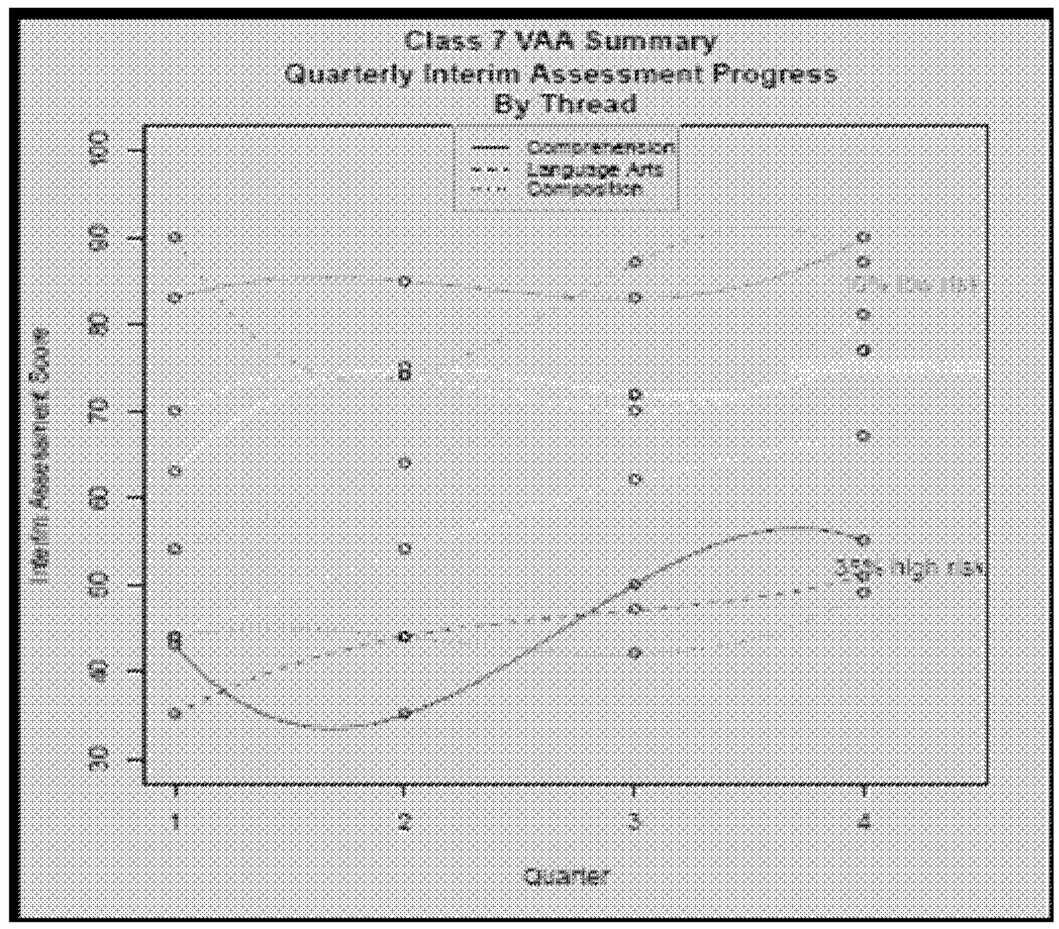
Once this model is built and validated, the SC9+ uses it to classify risk levels of students into low, medium-, and high-risk students categories. Below is an example of the SC9+ VAA model with real world data that measures student progress within each risk group.



The SC9+ VAA is an accurate measure of teacher effectiveness because it handicaps the progress made by the teacher according to realistic expectations for each student risk group. The

teacher with a classroom of high-risk students is not penalized for the difficult challenge with which he or she is presented. Where socio-economic status indicators are available for use in the initial model, these factors are accounted for in a way not possible with other VAA models.

With the use of interim assessment tools, multiple threads of student progress can be monitored on a continuous basis. SC9+ combines these results by partitioning students into risk groups and presenting the data at the school, district, classroom and individual levels via user-friendly, browser-accessible, secure risk management portals for close monitoring of student progress in multiple dimensions which are accessible anywhere, anytime.
The chart below, which illustrates the SC9+ VAA model using the MAP interim assessment, shows all student groups have made progress in all threads, despite some temporary regression in Q2 Comprehension for the high-risk group.



Extensive research on measuring student progress and achievement shows that the skilled use of formative assessments has a significant, positive effect on student learning (Black and Wiliam, 1998; Heritage, 2007; Stiggins and DuFour, 2009). According to the National Academy of Sciences in their approach to Race to the Top, short-term, "formative" feedback for program improvement, and longer-term, "summative" information to judge program impact, should be required in a VAA model.'
The NDPC uses formative assessment to help teachers modify instruction to meet student needs. Using formative evaluation tools gives teachers an early impression of student misconceptions and provides more time for teachers to adjust their instructional plans. Formative evaluation identifies ways to adjust or improve program implementation in real time. This type of evaluation does not influence the implementation of the policy or program; rather, it documents the extent of intended and unintended outcomes using a rigorous research design and statistical methods.
One major finding about other VAA models being used around the country is that too few schools using these models appear to be using output data in formative ways (Raudenbush, 2004). Morgan (2002) found that confusing data reports and a lack of training for teachers and administrators in how to understand the data reports were preventing schools and teachers from using value-added data to improve student learning and achievement.

The students in districts and schools using other value-added models did not benefit strategically from their districts' or schools' involvement as expected. The significant benefit of the NDPC VAA approach, on the other hand, is that it promotes the continuous use of formative, interim, and summative assessments to inform and differentiate instruction in order for school personnel to meet the academic needs of individual students. The NDPC program immediately provides teachers with anytime, anywhere access to secure, predictive analytic portals that use the VAA results to help provide teachers and schools with the necessary targeted individual and school-wide interventions to promote continuously improving instruction.

Summary

A VAA model that relies on a single summative assessment is not a valid measure of growth for students whose achievement levels are too low to be measured. This is particularly troublesome for economically disadvantaged students or students with disabilities. Additionally, VAA models that do not account for important school and non-academic risk factors fail to fully control for classroom differences and are, therefore, unable to provide objective comparisons between teachers who work with different student populations.

The NDPC VAA model, however, establishes and implements a comprehensive, persistent, and balanced, formative, interim, and summative assessment system that provides ongoing feedback to teachers regarding their performance that is based on objective measures of student achievement and growth outcomes.

Unlike other, well known VAA models, the NDPC VAA includes locally and culturally representative school risk factors such as truancy and discipline as well as nonacademic risk factors such as socioeconomic status, cultural values, and community behavior patterns which may include delinquency, substance abuse, gangs, and youth violence as factors influencing student growth and academic progress.

Appendix D2D
SAFE-T Guidelines

Summative ADEPT Formal Evaluation
of
Classroom-Based Teachers

SAFE-T

A GUIDE FOR TEACHERS
AND EVALUATORS

Issued by the
South Carolina Department of Education

Jim Rex, PhD
State Superintendent of Education

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Preface

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is one of the major components of South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur throughout each phase of a teacher's career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

Although much of the ADEPT system focuses on capacity-building and continuous improvement (i.e., assisting and developing), the formal evaluation stage signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. To understand

the importance of maintaining the integrity of the ADEPT formal evaluation process, consider the implications:

- Educators are required to successfully complete an ADEPT formal evaluation at the annual-contract level in order to (1) advance to a professional teaching certificate and (2) be eligible for employment at the continuing-contract level.
- Educators who fail two ADEPT formal evaluations while employed at the annual-contract level must have their teaching certificates suspended for a minimum of two years. These individuals must also complete a remediation plan developed by the South Carolina Department of Education before becoming eligible for certificate reinstatement.
- Educators' ADEPT formal evaluation results from their school districts are reported back to the respective institutions of higher education (IHEs) in South Carolina from which the educators received their teacher training. These evaluation results are used to rate IHEs and are reflected on each institution's Title II (IHE) report card.

Given appropriate preparation and support during the previous stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

Introduction to SAFE-T

As part of the ADEPT system, SAFE-T is South Carolina's primary formal evaluation model for classroom-based teachers. SAFE-T is *not* intended to be used to evaluate special area personnel, including library media specialists, school guidance counselors, and speech-language therapists.

Application of SAFE-T

In order to qualify for advancement to a professional teaching certificate and/or to become eligible for employment under a continuing contract, educators must successfully complete an ADEPT formal evaluation at the annual-contract level. The following requirements apply to the use of SAFE-T for the purpose of certificate and/or contract advancement:

- Teachers must be evaluated in an area or areas in which they are *fully certified* at the time of the evaluation.
- Teachers must be employed *at least half-time* (i.e., FTE = $\geq$0.5) at the annual-contract level at the time they are evaluated in order to qualify for certificate advancement.

SAFE-T Timelines

SAFE-T must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a **preliminary evaluation period** and a **final evaluation period**. Each evaluation period must include the following procedures: (1) the collection of all required data, (2) the compilation of the dossier, (3) the independent reviews of the dossier by each evaluator, (4) the evaluators' consensus meeting, and (5) the conference with the teacher. The preliminary and final evaluation periods should be roughly equal in length, with each evaluation period covering approximately 45 working days.

The preliminary (i.e., first) evaluation period must begin on or after the date that the teacher orientation is held. The entire preliminary evaluation period must occur during the first semester of the school year. The preliminary evaluation results are intended to serve as a "progress report" to the teacher. Additionally, the

members of the evaluation team use the preliminary evaluation results to help determine data collection requirements for the final evaluation period.

At least a portion of the final evaluation period must occur during the second semester of the school year. The final evaluation period must end prior to the dates that contracts are issued annually (i.e., April 15).

Each school district must include the dates of the formal evaluation period in its annual ADEPT plan. All evaluators, as well as teachers who are scheduled to undergo formal evaluation, must be informed in advance of these dates.

SAFE-T Teams

An evaluation team must be appointed for each teacher who is scheduled for formal evaluation. Each member of the evaluation team must have met all SAFE-T evaluator training requirements. One member of the evaluation team must be designated to serve as the chair.

Each SAFE-T evaluation team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated.

A minimum of three evaluators is required for teachers who are scheduled to undergo a **highly consequential formal evaluation**. A highly consequential formal evaluation applies to teachers who are employed at the annual-contract level and who fall into either of the following categories: (1) any teacher who has failed his or her "annual-formal 1" evaluation and who is now undergoing an "annual-formal 2" evaluation, or (2) any teacher who is returning to the field following an ADEPT-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation.

Classroom observations that are made as part of the data-collection process must be conducted by at least two of the three evaluators. However, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

SAFE-T Orientation

The school district must ensure that all classroom-based teachers scheduled for formal evaluation receive a *comprehensive* orientation to SAFE-T prior to the beginning of the evaluation process. The orientation may be presented to the teachers in a group setting or on an individual basis. The orientation must be presented by one or more certified SAFE-T evaluators or trainers and must include, at a minimum, both written and oral explanations of the ADEPT Performance Standards, the SAFE-T process, the evaluation timeline or calendar, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

Additionally, prior to the beginning of the preliminary evaluation period, each teacher must be informed of the names of the members of his or her evaluation team.

ADEPT Performance Standards For Classroom-Based Teachers

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning

APS 1	Long-Range Planning
APS 2	Short-Range Planning of Instruction
APS 3	Planning Assessments and Using Data

Domain 2: Instruction

APS 4	Establishing and Maintaining High Expectations for Learners
APS 5	Using Instructional Strategies to Facilitate Learning
APS 6	Providing Content for Learners
APS 7	Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8	Maintaining an Environment That Promotes Learning
APS 9	Managing the Classroom

Domain 4: Professionalism

APS 10	Fulfilling Professional Responsibilities

Each of the APSs contains a set of ***key elements***—the critical components of the standard. The key elements are essential to the standards; however, the descriptions and examples that follow each of the key elements are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators. For example, in Domain 1 (Planning), APS 1 (Long-Range Planning), the first key element is described as follows:

1.A **The teacher obtains stud mation to determine the learning needs of all students, and uctional planning.**

This is the key element.

The teacher begins the long-range planning process by gaining a thorough understanding of students' p and socioeconomic background from a variety of sources, inc ation programs) and individuals , service providers, parents, and ifies the factors that are likely to develop appropriate plans for meeting the diverse needs of his or her students.

*These are the **descriptions and examples**. They are <u>not</u> intended to be used as a mandatory "checklist." Remember that even a great teacher doesn't necessarily do all of these things all of the time!*

REQUIRED DATA SOURCES AND EVIDENCE DOCUMENTATION

SAFE-T includes multiple sources of evidence that reflect the teacher's performance relative to each of the ten APSs and their related key elements. During the SAFE-T process, evidence is collected from six sources and documented via teacher templates (TT) and evaluator templates (ET). All evidence documentation, either as hard copy or in electronic format, is placed in a **dossier**. The chair of the evaluation team is responsible for maintaining the dossier and for ensuring that all required evidence documentation is included. Near the end of the evaluation period, the chair should organize the contents of the dossier, as follows:

Evidence Documentation	Related APS(s)	Completed and submitted by. . .
Long-range plan (TT1)	APS 1	the teacher
Unit work sample (TT2)	APSs 2–3	the teacher
Classroom observation record (ET1) following integral classroom observation #1	APSs 4–9	evaluator #1
Reflection on instruction and student learning (TT3) following integral classroom observation #1	APSs 4-9	the teacher
Classroom observation record (ET1) following integral classroom observation #2	APSs 4–9	evaluator #2
Reflection on instruction and student learning (TT3) following integral classroom observation #2	APSs 4-9	the teacher
Optional: Additional integral classroom observation record(s) with accompanying reflections, and/or walk-through observation records.		
Professional review (ET2)	APS 10.A–D	the administrator(s)
Professional self-assessment (TT4)	APS 10.E	the teacher

The team chair must ensure that the *entire contents* of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier according to the criteria described in the **SAFE-T Summary** (ET3) prior to the consensus meeting at the end of each evaluation period (i.e., preliminary and final).

LONG-RANGE PLANS

About Long-Range Plans

A long-range plan (LRP) is the blueprint for teaching an entire course. For the purposes of SAFE-T, a *course* is defined as a specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year). At the elementary school level, language arts taught to a class of fourth graders would be an example of a year-long course. At the secondary level, biology taught during a second-period class to students from a variety of grade levels would be an example of a semester-long course.

A long-range plan is, in effect, an extended course syllabus. Much like a traditional course syllabus, the LRP provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. These components of the LRP may be completed either independently or in collaboration with other teachers in the school and/or district who teach the same subject. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context, most particularly, a description of the students in the course. Obviously, the "student information" component of the LRP is unique to each course.

In SAFE-T, the long-range plan becomes part of the teacher's dossier and provides evidence relative to APS 1 (Long-Range Planning).

LRP Requirements for SAFE-T

For the purposes of SAFE-T, a minimum of **one LRP** is required for submission during each evaluation period (i.e., preliminary and final), as follows:

- No later than two weeks following the beginning of the evaluation cycle, and prior to the development of the LRP, the evaluation team must select and/or approve in writing the course that the teacher's LRP will address. The teacher must develop and submit the LRP within two weeks of receipt of the written notification, unless an extension is approved by the chair of the evaluation team.
- During the preliminary evaluation period, all early childhood teachers must develop a long-range plan in the area of language or preliteracy *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments.
- During the preliminary evaluation period, all elementary teachers through grade three must develop a long-range plan in the area of English language arts or reading *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments.

At the discretion of the local school district, teachers may be required to submit more than one LRP per evaluation period so long as

- the district applies this requirement uniformly to all teachers who are undergoing SAFE-T;
- teachers are informed of this requirement both orally and in writing during their orientation to SAFE-T; and
- evaluators are informed of this requirement both orally and in writing before the beginning of the evaluation period.

LRP Contents

In completing the long-range plan, the teacher may use either SAFE-T Teacher Template 1 (TT1: Long-Range Plan) or a format that is designed and/or approved by the district. In either case, the following components, including all reflection questions, must be addressed.

The long-range plan consists of five sections that correspond to the five key elements in APS 1. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

LRP Section I: Student Information. This section relates to Key Element 1.A and includes the following two components:

- A description of the specific information about students that the teacher feels will have the most impact on instructional planning and delivery. A maximum of five types of information (e.g., reading levels, motivation) may be included.
- The teacher's response to the following two-part reflection question: *(1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

LRP Section II: Long-Range Learning and/or Developmental Goals. This section relates to Key Element 1.B and includes the following two components:

- A description of the long-range learning and/or developmental goals that the teacher has established for the students in this course. A maximum of ten goals may be included.
- The teacher's response to the following reflection question: *Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

LRP Section III: Instructional Units. This section relates to Key Element 1.C and includes the following two components:

- A sequential listing of the units (or a brief description of the unit topics) and the approximate length of each unit.
- The teacher's response to the following reflection question: *How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

LRP Section IV: Assessment of Student Performance. This section relates to Key Element 1.D and includes the following two components:

- A description of (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which the teacher will report overall student progress and achievement, and (4) the teacher's system for maintaining records of student progress and achievement for this course.
- The teacher's response to the following two-part reflection question: *(1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course (e.g., What the student needs to do to make an A.) as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

LRP Section V: Classroom Management. This section relates to Key Element 1.E and includes the following two components:

- A description of the teacher's expectations for student behavior during instruction and during noninstructional routines.
- The teacher's response to the following reflection question: *What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

LRP Notes for Teachers (Step-By-Step)

Step 1 Request and receive written LRP course approval from the evaluation team.

Step 2 Complete the LRP for the approved course. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)

Step 3 Submit a copy of the completed LRP to the chair of the evaluation team within two weeks of receipt of the written LRP course approval.

Step 4 Remember that the LRP is a dynamic document that should be reviewed on a regular basis and revised as necessary. Be sure to submit a copy of any revised LRP for the course to the evaluation team chair for inclusion in the dossier.

LRP Notes for Evaluators (Step-By-Step)

Step 1 No later than two weeks following the beginning of the evaluation period, the evaluation team selects and/or approves the LRP course and notifies the teacher in writing.

Step 2 The chair receives a copy of the completed LRP from the teacher and places the document in the dossier.

Step 3 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). Judgments for key elements APS 1.A–E are based on the teacher's long-range plan.

Step 4 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the LRP requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APS 1 are *not met***, the teacher must submit another LRP, either in the same course or in another course that the teacher is responsible for teaching during the final evaluation cycle. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.
- If the preliminary evaluation consensus judgment indicates that **all key elements of APS 1 are *met***, the evaluation team must reach consensus on one of the following two options:
  - The evaluation team may waive the requirement that the teacher submit another LRP during the final evaluation cycle. In this case, the preliminary judgments of *met* for the five APS 1 key elements become the final evaluation judgments for these key elements.

    Or
  - The evaluation team may require the teacher to submit another LRP during the final evaluation cycle, either in the same course or in another course that the teacher is responsible for teaching. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.

UNIT WORK SAMPLES
About Unit Work Samples

The purpose of the unit work sample is to demonstrate and document the teacher's effectiveness in promoting student achievement. In the context of the unit work sample, student achievement is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The unit work sample provides the evidence regarding the teacher's performance relative to APS 2 (Short-Range Planning of Instruction) and APS 3 (Planning Assessments and Using Data).

The SAFE-T unit work sample process and template were adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq).

Criteria for Unit Selection

A ***unit*** is defined as a set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

The following criteria apply to *selecting the unit* for the unit work sample:

- The unit must be selected from among those listed in the teacher's long-range plan that was submitted to the evaluation team.
- Integrated units that combine an LRP unit with one or more other courses are permitted as long as all unit work sample requirements can be addressed.
- Since the purpose of the unit work sample is to analyze student growth, the unit work sample can **not** be based on the first unit in the instructional sequence, as indicated in the LRP.
- The unit must be completed in its entirety, from beginning to end, during the evaluation cycle.
- The unit must cover a minimum of two or more weeks. In rare instances where a teacher is unable to design a unit that is two or more weeks in length, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire unit work sample process must be followed for each unit of instruction.

Unit Work Sample Contents

In completing the unit work sample, the teacher may use either SAFE-T Teacher Template 2 (TT2: Unit Work Sample) or a format that is designed and/or approved by the district. In either case, the following components must be addressed.

The unit work sample (UWS) consists of six sections that correspond to the six key elements in APSs 2 and 3. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

UWS Section I: Major Unit Objectives. This section relates to Key Element 2.A and includes the following two components:

- A description of the major unit objectives. A maximum of five objectives may be included.
- The teacher's response to the following reflection question: *How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: Unit Plan. This section relates to Key Element 2.B and includes the following two components:

- A description of the instructional plan (i.e., the sequence of steps that the teacher will need to follow if the students are to achieve the unit objectives). A maximum of ten steps may be included.
- The teacher's response to the following reflection question: *How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: Unit Assessments. This section relates to Key Element 3.A and includes the following two components:

- A list or description of the key unit assessments, and an indication of whether each assessment is either *teacher-made* or *commercially available*. A copy of each teacher-made assessment must be included in the dossier.
- The teacher's response to the following reflection question: *How did you determine that your assessments are valid and reliable for all students?*

UWS Section IV: Analysis of Student Performance. This section relates to Key Element 3.B and includes the following two components:

- A description of the way(s) in which the teacher analyzed student performance, and the findings of this analysis.
- The teacher's response to the reflection question: *In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) help you determine specific aspects of instruction that need to be modified?*

UWS Section V: Response to Formative Analysis. This section relates to Key Element 2.C and includes the following component:

- The teacher's response to the following reflection questions: (1) *Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

UWS Section VI: Summative Results. This section relates to Key Element 3.C and includes the following two components:

- A description of the way(s) in which the teacher determined the students' grades (or other performance indicators) for the unit, and the overall results for the students.
- The teacher's response to the following reflection question: *Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

UWS Notes for Teachers (Step-By-Step)

Step 1	Review the LRP and select an appropriate unit (see the **Criteria for Unit Selection** above).
Step 2	Prior to teaching the unit, complete sections I, II, and III of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)
Step 3	Teach the unit.
Step 4	Complete sections IV, V, and VI of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)
Step 5	Submit a copy of the completed unit work sample to the chair of the evaluation team for inclusion in the dossier.
Step 6	Maintain samples of all evidence that is described in the unit work sample (e.g. student work, completed formative and/or summative assessments that include any teacher

feedback that was provided, grade records and reports, and the like). The teacher must maintain this evidence throughout the entire evaluation year and must make this evidence available to the evaluator(s), upon request.

UWS Notes for Evaluators (Step-By-Step)

Step 1 The chair receives a copy of the completed unit work sample from the teacher and places the document in the dossier. For the purpose of clarifying or gathering additional information about the unit work sample, one or more members of the evaluation team may review samples of student work, completed formative and/or summative assessments, teacher feedback, grade records, and the like.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary (ET3)**. Judgments for key elements APS 2.A–C and APS 3.A–C are based on the teacher's unit work sample.

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the unit work sample requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APSs 2 and 3 are *not met***, the teacher must submit another unit work during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.
- If the preliminary evaluation consensus judgment indicates that **all key elements of APSs 2 and 3 are *met***, the evaluation must reach consensus on one of the following two options:
  - The evaluation team may waive the requirement that the teacher submit another unit work sample during the final evaluation cycle. In this case, the preliminary judgment of *met* for each of the six key elements of APSs 2 and 3 become the final evaluation judgments for these key elements.

    Or
  - The evaluation team may require the teacher to submit another unit work sample during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.

CLASSROOM OBSERVATIONS AND REFLECTIONS ON INSTRUCTION AND STUDENT LEARNING

About Classroom Observations

The purpose of classroom observations is to gather information about the teacher's *typical* teaching performance. Classroom observations provide evidence relative to APSs 4–9.

The required classroom observations for SAFE-T are known as *integral classroom observations*. Each integral classroom observation must be unannounced, must cover a complete lesson (including before and after transitions) or be at least 45 minutes in length, and must provide valid evidence relative to all key elements in APSs 4–9.

Integral Classroom Observations: Notes for Teachers

Since all integral classroom observations are unannounced, the teacher does not need to engage in any *special* preparation prior to the observations. *If* the district and/or school requires teachers to prepare written lesson plans, the lesson plan for the observed lesson is subject to review, at the request of the observer/evaluator.

Integral Classroom Observations: Notes for Evaluators

A minimum of two integral classroom observations (i.e., at least one per evaluator) must be conducted during each evaluation period. Both of these required observations must be conducted in a course for which a long-range plan was submitted. By the end of the school year, a minimum of four integral observations (i.e., at least two per evaluator) must have been conducted. Additional integral observations may be conducted in any course, at the discretion of the evaluation team.

Integral classroom observations in the same course must be conducted a week apart, at a minimum.

Following each integral classroom observation, the evaluators complete Evaluator Template 1 (ET1: Classroom Observation Record). The purpose of the observation record is to ensure that the observer collects data relative to *every* key element in APSs 4–9. Once completed, all observation records are placed in the dossier.

A minimum of three evaluators is required for teachers who are scheduled to undergo a **highly consequential formal evaluation**. A highly consequential formal evaluation applies to teachers who are employed at the annual-contract level and who fall into either of the following categories: (1) any teacher who has failed his or her "annual-formal 1" evaluation and who is now undergoing an "annual-formal 2" evaluation, or (2) any teacher who is returning to the field following an ADEPT-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation.

In these instances, integral classroom observations must be conducted by at least two of the three evaluators. However, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

Walk-Through Classroom Observations (optional): Notes for Evaluators

In addition to the required integral classroom observations, evaluators may conduct optional walk-through observations as often as needed. However, data gathered from walk-through observations may be applied to SAFE-T for the following purposes only:

- To determine the need for additional integral classroom observations;

- To determine the need for the teacher to develop another long-range plan and/or a unit work sample, either in the same course or in a another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or
- To follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

Notes from an evaluator's walk-through observation may be included in the dossier *only* if the content applies to one or more of the three purposes described above.

About Reflections on Instruction and Student Learning

The purpose of the reflections is to provide insight into the teacher's perspective of the lesson following each integral classroom observation. These reflections, which become part of the dossier, provide additional evidence regarding the teacher's performance relative to APSs 4–9.

Each written reflection on the lesson must include, but need not be limited to, the teacher's responses to the following nine sets of questions:

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson?* (APS 4.A–C)
2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?* (APS 5.A–C)
3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize this content?* (APS 6.A–C)
4. *How did you assess student learning during the lesson? What were the results?* (APS 7.A)
5. *Did you need to make any adjustments during the lesson? Why or why not?* (APS 7.B)
6. *What types of feedback did or will you provide to the students regarding their performance, and why?* (APS 7.C)
7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?* (APS 8.A–C; APS 9.A–C)
8. *What decisions did you make regarding subsequent instruction for these students, and why?* (APSs 4–9)
9. *What did you learn as a result of teaching this lesson?* (APSs 4–9)

Reflections on Instruction and Student Learning: Notes for Teachers

Following each integral classroom observation, the teacher completes a written reflection. The teacher may use Teacher Template 3 (TT3: Reflection on Instruction and Student Learning) to prepare these reflections, at the discretion of the school district. Responses to each of the nine sets of reflection questions should average approximately 100 words or less per question. The teacher must submit the completed document to the chair of the evaluation team within seven calendar days of the observation unless an extension is approved by the evaluation team chair. All reflections on instruction and student learning become part of the dossier.

Observation and Reflection Decisions: Notes for Evaluators

Step 1 The chair receives a copy of the Classroom Observation Records (ET1s) completed by the evaluators as well as the Reflections on Instruction and Student Learning (TT3s) completed by the teacher, and places all documents in the dossier.

Step 2 The chair organizes the dossier so that each Classroom Observation Record (ET1) is followed by the accompanying Reflection on Instruction and Student Learning (TT3). In other words, the ET1 for the first integral classroom observation should be followed by the TT3 for the first integral classroom observation, followed by the ET1 and TT3 for the second observation, and so forth.

Step 3 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). Judgments for the 18 key elements in APSs 4–9 are based on the preponderance of evidence found in both the Classroom Observation Records (ET1s) *and* the Reflections on Instruction and Student Learning (TT3s).

Step 4 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 Integral classroom observations and accompanying reflections are required during *both* the preliminary and final evaluation periods.

PROFESSIONAL PERFORMANCE REVIEWS AND SELF-ASSESSMENTS

About Professional Performance Reviews

Near the end of each evaluation period, the building principal and/or other designated school- or district-level administrators complete written reviews of the teacher's professional performance. Members of the evaluation team also have the option of submitting evidence regarding the teacher's professional performance during the evaluation process. These reviews, which become part of the dossier, provide evidence regarding the teacher's performance relative to APS 10.A–D.

In completing this report, administrator(s) may use Evaluator Template 2 (ET2: Professional Performance Review).

The administrator(s) must submit a copy of the completed review to the chair of the evaluation team on or before the date designated in the district's annual formal evaluation calendar. The review then becomes part of the dossier. Additionally, members of the evaluation team have the option of completing all or part of a Professional Performance Review (ET2) regarding the teacher's professional performance during the evaluation process, and including this information in the dossier.

One or more professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Professional Performance Reviews: Notes for Evaluators

Step 1 The chair receives a copy of the Professional Performance Review(s) (ET2s) completed by one or more administrators and places the document(s) in the dossier. Any

Professional Performance Reviews (ET2s) completed by the evaluators are also placed in the dossier.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). Judgments for key elements 10.A–D are based on the administrator's Professional Performance Review (ET2).

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 4 One or more administrators must complete a Professional Performance Review (ET2) during *both* the preliminary and final evaluation periods.

About Professional Self-Assessments

The purpose of the professional self-assessment is to provide insight into the teacher's perspective regarding his or her current knowledge and skills and future growth as a professional. These self-assessments, which become part of the dossier, provide evidence relative to APS 10.E.

The professional self-assessment must include, but need not be limited to, the teacher's reflections on his or her strengths and weaknesses and insights into ways to enhance student learning. This self-assessment becomes the basis from which the teacher drafts a professional growth and development goal.

Professional Self-Assessments: Notes for Teachers

The teacher may use Teacher Template 4 (TT4: Professional Self-Assessment) to prepare the professional self-assessment, at the discretion of the school district.

Near the end of the evaluation cycle, the teacher must submit a copy of the completed professional self-assessment to the chair of the evaluation team on or before the date specified by the district. The professional self-assessment then becomes part of the dossier.

Professional Self-Assessments: Notes for Evaluators

Step 1 The chair receives a copy of the completed Professional Self-Assessment (TT4) from the teacher and places the document in the dossier.

Step 2 Near the end of the preliminary evaluation period, the chair disseminates a copy of the completed dossier to each evaluator. Each evaluator then reviews the dossier and records his or her independent judgment for each key element on his or her working copy of a **SAFE-T Summary** (ET3). The judgment for key element APS 10.E is based on the teacher's Professional Self-Assessment (TT4).

Step 3 Prior to the end of the preliminary evaluation cycle, all members of the evaluation team must participate in a **consensus meeting**. During the consensus meeting, each evaluator presents his or her independent ratings, as indicated on the evaluator's working copy of the SAFE-T Summary (ET3), for each key element. The team must then reach consensus

regarding the judgment for each key element and prepare a consensus-based SAFE-T Summary (ET3). Once the consensus-based SAFE-T Summary (ET3) has been completed, all working copies (i.e., individually prepared) SAFE-T Summaries (ET3s) are to be destroyed.

Step 5 The evaluation team must also make a consensus-based decision regarding the professional self-assessment requirements for the teacher for the final evaluation cycle, as follows:

- If the preliminary evaluation consensus judgment indicates that **key element 10.E is *not met***, the teacher must submit another professional self-assessment during the final evaluation cycle.
- If the preliminary evaluation consensus judgment indicates that **key element 10.E is *met***, the evaluation team must reach consensus on one of the following two options:
  - The evaluation team may waive the requirement that the teacher submit another professional self-assessment during the final evaluation cycle. In this case, the preliminary judgment of *met* for key element 10.E becomes the final evaluation judgment for this key element.

    Or
  - The evaluation team may require the teacher to submit another professional self-assessment during the final evaluation cycle.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

Preliminary Evaluation Period. At the end of the preliminary evaluation period, the evaluation team must ensure that a professional growth and development plan is put into place for the teacher, as follows:

- If the teacher receives a preliminary evaluation judgment of *met* on all key elements, and if no areas for improvement were identified and reported on the SAFE-T Summary (ET3), the teacher may pursue the goal that he or she proposed on the Professional Self-Assessment (TT4). In this case, the teacher's proposed goal becomes the basis for his or her professional growth and development plan as a precursor to research and development goals-based evaluation (GBE).

  Or
- If the teacher receives a preliminary evaluation judgment of *not met* on any of the key elements, or if areas for improvement (AFIs) were identified and reported on the SAFE-T Summary (ET3), the teacher must receive a competence-building professional growth and development plan that addresses these AFIs. In this case, the goal that the teacher proposed on his or her Professional Self-Assessment (TT4) may be deferred until a later date.

Final Evaluation Period. At the end of the final evaluation period, the evaluation team may exercise one of three options, at the discretion of the school district, as follows:

- The evaluation team may waive developing a professional growth and development plan for the teacher. In this event, the evaluation team must ensure that all identified areas for improvement are accurately and clearly described on the SAFE-T Summary (ET3). Additionally, the school district in which the teacher is employed during his or her next year of teaching must ensure that a professional growth and development plan is in place for the teacher no later than the 20th day of school.

  Or
- The evaluation team may allow the teacher to continue with the professional growth and development plan that was developed at the end of the preliminary evaluation period, if the plan

is consistent with the final evaluation results.

Or

- The evaluation team may develop a new professional growth and development plan for the teacher, based on the final evaluation results.

INDEPENDENT EVALUATOR JUDGMENTS

At the end of each evaluation period (i.e., preliminary and final), the team chair must ensure that the entire contents of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier prior to the consensus meeting. Each evaluator then reviews the dossier and records his or her independent judgment for each key element, along with the rationales for these judgments, on his or her working copy of a SAFE-T Summary (ET3).

CONSENSUS MEETINGS

The team chair must schedule a consensus meeting that must be held at the end of each evaluation period (i.e., preliminary and final). All members of the evaluation team must participate in this meeting. All evaluators are to bring the working copies of their independently prepared SAFE-T Summaries (ET3s) to this meeting.

During the consensus meeting, evaluation judgments must be made at three levels:

- At the first level, the evaluators must reach consensus regarding whether each **key element** is *met* or not *met*.
- At the second level, the evaluators calculate the number of key elements that are *met* in each **domain**. From this calculation, the evaluators determine whether each domain is *met* or *not met*. In order to receive a judgment of *met* for a domain, the teacher can fail no more than one key element in that domain.
- At the third and final level, the evaluators use the domain ratings to determine the **overall judgment** of *met* or *not met*. To receive an overall judgment of *met*, the teacher must pass all four domains.

The most efficient way to move through the consensus process is as follows:

Step 1 Move quickly, and allow no discussion during this step. Beginning with the first key element, poll the evaluators to determine whether each evaluator judged the key element *met* or *not met*. Place the key element into one of the following three categories:

- All evaluators agree that the key element is *met*. Record this judgment on the consensus-based SAFE-T Summary (ET3).
- All evaluators agree that the key element is *not met*. Record this judgment on the consensus-based SAFE-T Summary (ET3).
- The evaluators are not in agreement as to whether the key element is *met* or *not met*.

Repeat this process for each of the 34 key elements. Step 1 should take no longer than five minutes to complete.

Step 2 Begin discussion. Concentrate on the key elements on which there is disagreement and those judged *not met*. Begin by reaching consensus (i.e., either *met* or *not met*) for each key element on which there is disagreement. Record these judgments on the consensus-based SAFE-T Summary (ET3).

Step 3 Now that consensus has been reached for all 34 key elements (i.e., either *met* or *not met*), write a detailed rationale on the consensus-based SAFE-T Summary (ET3) for each key element that was judged *not met*. All weaknesses must be clearly described.

Step 4 Write a rationale on the consensus-based SAFE-T Summary (ET3) for each key element that was judged *met*. These rationales should summarize, but not repeat, the evidence in the dossier. Typically, the rationales for key elements that are judged *met* are not as detailed as those for key elements judged *not met*. However, it is permissible for an evaluation team to judge a key element as *met* but to include an area for improvement in the rationale section that accompanies the key element.

Step 5 Calculate the number of key elements that are met in each of the four domains. In order to receive a judgment of *met* for a domain, the teacher can fail no more than one key element in that domain.

Step 6 Use the domain ratings to determine the overall judgment of *met* or *not met*. To receive an overall judgment of *met*, the teacher must pass all four domains.

Step 7 If this is the preliminary evaluation period, the evaluation team must reach consensus on the answers to the following questions:

- Does the teacher need to develop and submit another long-range plan for the final evaluation period? If so, for which course?
- Does the teacher need to develop and submit another unit work sample for the final evaluation period?
- Does the teacher need to submit another professional self-assessment for the final evaluation period?

Step 8 The evaluation team must reach consensus on recommendations for the teacher's professional growth and development plan.

SUMMARY OF SAFE-T JUDGMENTS

Domains and Performance Standards for Classroom-Based Teachers	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
Domain 1: Planning		
APS 1: Long-Range Planning	5	**≥ 10**
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	**≥ 11**
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	**≥ 5**

Domains and Performance Standards for Classroom-Based Teachers	Number of Key Elements	Number of Key Elements Required to *Pass* the Domain
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	
	5 DOMAIN TOTAL	**≥ 4**

To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.

CONFERENCES

Following each consensus meeting, but prior to the end of each evaluation period, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of the teacher's performance with regard to each of the key elements and the domains as well as the overall results of the evaluation. The consensus report (i.e., the consensus-based SAFE-T Summary) should serve as the basis for the discussion.

At the conference, the teacher also must receive written and oral explanations regarding the development of his or her professional growth and development plan.

If this is a preliminary evaluation conference, the teacher must be informed both orally and in writing of requirements for the final evaluation period relative to an additional long-range plan, unit work sample, and/or professional self-assessment.

The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.

The teacher must be provided a copy of the consensus report (i.e., the SAFE-T Summary, ET3).

MAINTENANCE OF SAFE-T RECORDS

Throughout each evaluation period, the chair of the evaluation team is responsible for compiling and maintaining the dossier.

At the conclusion of each consensus meeting, the working copies of the individually prepared SAFE-T Summaries (ET3s) must be destroyed.

As a *minimum* requirement, a copy of the dossier for both the preliminary and final evaluation cycles must be maintained, either at the school or at the district office, until after the teacher's deadline for all appeals has passed. If an appeal is issued, the dossiers must be maintained at least until all avenues have been exhausted and a final resolution has been reached.

The final consensus-based SAFE-T Summary (ET3) must be maintained indefinitely as part of the teacher's personnel record.

RESPONSIBILITIES OF THE EVALUATION TEAM

Evaluators serve not only on behalf of the school district but also on behalf of the state. The decisions they make become a permanent part of the teacher's professional record. Therefore, it is of utmost importance every evaluator undertake this responsibility with integrity and ensure the fidelity of implementation of the SAFE-T process, as follows:

- Evaluators must perform in an ethical manner, consistent with all professional standards relating to personnel evaluations.
- Evaluators must uphold confidentiality.
- Evaluators must ensure the validity of the evaluation results.
- Evaluators must follow all standardized procedures in preparing for and conducting the evaluation, in determining and reporting the evaluation judgments, and in conferencing with the teacher.
- Evaluators must not discuss individual judgments with the teacher. Only consensus-based decisions may be shared with the teacher.
- Evaluators must report any procedural or ethical violations to the district's ADEPT coordinator.

RESPONSIBILITIES OF THE TEAM CHAIR

Each evaluation team must have a team chair. The responsibilities of the team chair are as follows:

- The team chair must maintain the dossier that contains all of the evidence that will be used to make the evaluation judgments.
- Prior to disseminating the dossier to the other members of the evaluation team, the chair must ensure that the contents include all required evidence documentation:
  - the teacher's long-range plan (TT1);
  - the teacher's unit work sample (TT2);
  - an evaluator's classroom observation record (ET1) for the first integral observation, followed by the teacher's reflection on instruction and student learning (TT3) for that lesson;
  - another evaluator's classroom observation record (ET1) for the second integral observation in the same course, followed by the teacher's reflection on instruction and student learning (TT3) for that lesson;
  - other integral classroom observation records and teacher reflections, or walk-through observation reports, *if any*;
  - the administrator's professional performance review (ET2); and
  - the teacher's professional self-assessment (TT4).
- If the teacher fails to submit any required documentation by the prescribed deadline, and no extension has been granted, the team chair must send at least one written reminder to the teacher. The chair should place a copy of this notification in the dossier.
- The chair must include a note in the dossier of any documentation that the teacher submits past the prescribed deadline in instances where no extension was granted. The chair must also include a note in the dossier if the teacher fails to submit any of the required documentation. The Professional Performance Review (ET2) template may be used for these purposes.
- Toward the end of each evaluation period (i.e., preliminary and final), the team chair must ensure that the *entire contents* of the dossier are made available to each to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier prior to the consensus meeting.

- The team chair must schedule and facilitate the consensus meeting at the end of each evaluation period.
- The team chair must schedule the conference with the teacher and ensure that the conference is appropriately conducted at the end of each evaluation period. The team chair also must ensure that the teacher receives a copy of the consensus-based SAFE-T Summary (ET3) at the end of each evaluation period.
- The team chair must ensure that all required documentation is submitted to the district office, in accordance with district policy.
- The team chair may complete and submit a **SAFE-T Log (ET4)** to verify the procedural integrity of the evaluation process. The use of this template is optional, at the discretion of the school district.

PROGRAM FEEDBACK AND IMPROVEMENT

Each school district must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the SAFE-T process. Each district also must analyze its ADS (ADEPT Data System) reports and evaluation summaries relative to the SAFE-T data. The results of these analyses must be used to continuously improve the effectiveness of SAFE-T throughout the school district.

As part of their ADEPT plans that are submitted to the SCDE annually on May 1, districts will summarize the results of their program evaluations for the current school year (e.g., strengths, weaknesses) and will describe their plans for improving the ADEPT processes for the subsequent school year.

SAFE-T At-a-Glance

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR *(Consequential Evaluation)*
	Select and/or approve in writing the course or subject that the teacher's LRP will address.		
Complete the **LRP** (TT1) and submit for inclusion in dossier			
Complete the **unit work sample** (TT2) and submit for inclusion in the dossier			
Complete a **reflection** (TT3) following each integral classroom observation and submit for inclusion in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Optional: Conduct one or more integral classroom observations and place the classroom observation record(s) (ET1) in the dossier

Complete the **self-assessment** (TT4) and submit for inclusion in the dossier	Complete the professional performance review (ET2) and submit for inclusion in the dossier		
	Conduct an independent review of the dossier	Conduct an independent review of the dossier	Conduct an independent review of the dossier
	Hold the consensus meeting; complete a consensus-based **ADEPT Formal Evaluation Summary** (ET3).		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher's successful preliminary evaluation results on each related key element.

GLOSSARY

Terms in **boldface type** in the text of the definitions have glossary entries of their own.

ADEPT. South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching.

ADEPT Performance Standards (APSs). Subsets of the **domains** that establish the state's expectations for teaching performance. There are ten APSs for classroom-based teachers. Each APS includes three to five key elements that further define the standard.

Consensus. Unanimous agreement among the members of the evaluation team.

Course. A specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year).

Disruptive behavior. Student behavior that distracts or intimidates others or that significantly interferes with the learning environment.

Domain. A broad category of knowledge. **SAFE-T** contains four domains of professional teaching: planning, instruction, environment, and professionalism.

Dossier. A file that contains the documentation of evidence relative to teaching performance. Evidence is contributed to the dossier by the teacher, the evaluators, and the administrator(s). The complete dossier is reviewed by all evaluators in order to make the informed professional judgments.

Evaluation Criteria. How student grades (or other indicators of student performance, progress, and/or achievement) will be determined. Typically, the evaluation criteria include the assessment methods and the weighting for each, as well as the overall grading scale.

Evaluator templates (Ets). Structured response forms that evaluators complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. The first two evaluator templates (ET1: Classroom Observation Record and ET2: Professional Performance Review) are optional. The third evaluator template (ET3: SAFE-T Summary) is required, as the final **consensus**-based ET3 serves as the evaluation report.

Final evaluation period. The second of the two evaluation cycles required for **SAFE-T**. The final evaluation period must cover approximately 45 working days and must occur, at least in part, during the second semester of the school year. The final evaluation period ends on the date that all final evaluation conferences must be completed (i.e., prior to April 15). Results of the final evaluation period serve as the official results of the evaluation.

Formative assessment. Often referred to as *assessment for learning*. The purpose of formative assessment is to promote student learning. The process of formative assessment involves (1) gathering information from the students in order to determine the need to adjust instruction and (2) providing feedback to the students in order to facilitate learning.

Highly consequential evaluation. Applies to any teacher employed at the annual-contract level who has (1) failed an annual-formal 1 evaluation and who is now undergoing an annual-formal 2 evaluation or (2) returned to the field following an **ADEPT**-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation. During the **SAFE-T** process, a minimum of three evaluators is required for teachers who are undergoing highly consequential evaluations.

Integral classroom observation. The required classroom observations for SAFE-T, each of which must provide valid evidence relative to all key elements in APSs 4–9. Each integral classroom observation must be unannounced and must cover a complete lesson (including before and after transitions) or be a minimum of 45 minutes in length.

Key elements. The essential components of each **APS**. Key elements are demonstrated in a number of ways, as appropriate to each teaching and learning context. Therefore, key elements are not synonymous with instructional activities, teacher behaviors, or teaching styles.

Long-Range Plan (LRP). The blueprint for teaching an entire course. A long-range plan is, in effect, an extended course syllabus that provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus by including descriptions of the context—i.e., characteristics of the students as well as behavioral expectations for the students.

Misbehavior. Student behavior that is improper or inappropriate in the context of the learning environment.

Preliminary evaluation period. The first of two evaluation cycles required for **SAFE-T**. The preliminary evaluation period must cover approximately 45 working days and must occur during the first semester of the school year. The preliminary evaluation period begins on or after the date that the teacher orientation is held. Results of the preliminary evaluation period serve as a type of progress report to the teacher.

Professional performance reviews. Written evaluations of the teacher's professional performance completed by the administrator(s) near the end of each evaluation cycle (see **ET2**). These reviews,

which become part of the dossier, provide evidence regarding the teacher's performance relative to APS 10.A–D.

Professional self-assessment. The teacher's written reflections on his or her professional strengths and weaknesses and insights into ways to enhance his or her teaching effectiveness (see **TT4**). The self-assessment becomes part of the dossier and segues to goals-based evaluation.

Reflections. Opportunities for the teacher to explain the reasoning and purpose behind his or her professional decisions and actions.

SAFE-T. Summative **A**DEPT **F**ormal **E**valuation of Classroom-Based **T**eachers.

Special area personnel. Includes library media specialists, school guidance counselors, and speech-language therapists. **SAFE-T** does *not* apply to special area personnel.

Student achievement. Measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time.

Summative Evaluation. Often referred to as *assessment of learning*. Summative evaluations are accountability measures that are used to measure and report learning outcomes. Examples of summative evaluations include state assessments, district benchmark or interim assessments, end-of-unit or chapter tests, end-of-term or semester exams, adequate yearly progress (AYP) reports, report card grades, and the like.

Teacher templates (TT). Structured response forms that teachers complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. **SAFE-T** includes four optional teacher templates.

Unit. A set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

Unit Work Sample (UWS). Evidence of the teacher's effectiveness in promoting **student achievement** during a specified **unit** of instruction.

Walk-through observations. Optional observations that are unannounced and typically are shorter and/or less comprehensive than **integral classroom observations**. Data gathered from walk-through observations may be used for **SAFE-T** purposes only (1) to determine the need for additional integral classroom observations; (2) to determine the need for the teacher to develop another **LRP** and/or **UWS**, either in the same course or in another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or (3) to follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

APPENDIX A
TT1: Long-Range Plan

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Academic year _____ **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Section I: **Student Information** (Key Element 1.A)

- ***Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.***

  (Check one of the following two options.)

  ☐ The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The student information is described in the table below.

Important Student Information (Key Element 1.A)		
Factor *(e.g., gender, SES, reading levels)*	**Description** *(in terms of your students)*	**Source(s)** *(if needed)*

- ***Reflect on the student information*** *(Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

Section II: **Long-Range Learning and/or Developmental Goals** (Key Element 1.B)

- ***Describe the long-range learning/developmental goals that you have established for your students in the subject/course.***

  (Check one of the following two options.)

  ☐ The long-range learning and/or developmental goals are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The long-range learning and/or developmental goals are described in the table below.

Long-Range Learning and/or Developmental Goals (Key Element 1.B)

Long-Range Learning and/or Developmental Goals (Key Element 1.B)

- ***Reflect on the long-range learning and/or developmental goals*** *(Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

Section III: **Instructional Units** (Key Element 1.C)

- ***Describe the instructional units, in sequence, for this course.***

  (Check one of the following two options.)

  ☐ The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The instructional units are described in the table below.

Unit Topic or Description (Key Element 1.C)	**Unit Length** (i.e., approximate number of lessons)

- ***Reflect on the instructional units*** *(Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

Section IV: **Assessment of Student Performance** (Key Element 1.D)

- ***Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.***

(Check one of the following two options.)

☐ The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

☐ The assessment information is described below.

- ***Reflect on student performance*** *(Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

Section V: **Classroom Management** (Key Element I.E)

- ***Describe your expectations for student behavior during instruction and during noninstructional routines. Write your description as though you were explaining these expectations to your students and their parents.***

(Check one of the following two options.)

☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)

☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described below.

- ***Reflect on classroom management*** *(Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

Section VI: **Additional Teacher Comments** *(optional)*

APPENDIX B

TT2: Unit Work Sample

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Academic year _____ **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Unit title and/or description _____

Dates of unit **from** _____ **to** _____ **Number of lessons in unit** _____

UWS Section I: **Major Unit Objectives** (Key Element 2.A)

- ***Describe the major objectives of the unit.***

  (Check one of the following two options.)

  ☐ The major unit objectives are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The major unit objectives are described in the table below.

Major Unit Objectives (Key Element 2.A)
1.
2.
3.
4.
5.

- ***Reflect on the unit objectives*** *(Key Element 2.A): How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: **Unit Plan** (Key Element 2.B)

- ***Describe your instructional plan****—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the key activities or strategies and resources (e.g., materials, technology).*

  (Check one of the following two options.)

  ☐ The instructional plan for the unit is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The instructional plan for the unit is described in the table below.

Instructional Plan for the Unit (Key Element 2.B)

Instructional Plan for the Unit (Key Element 2.B)

- ***Reflect on the instructional plan for the unit*** *(Key Element 2.B): How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: **Unit Assessments** (Key Element 3.A)

- ***List the key unit assessments.***

Key Unit Assessments (Key Element 3.A)	**Type of Assessment** *(Check one for each assessment))*	
	Teacher-Made *(Note: A copy of each teacher-made assessment must be included in the dossier.)*	**Commercially Available**
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

- ***Reflect on the unit assessments*** *(Key Element 3.A): How did you determine that your unit assessments are valid and reliable for all students?*

UWS Section IV: **Analysis of Student Performance** (Key Element 3.B)

- ***Describe the way(s) in which you analyzed student performance.***

- ***What were your findings?***

  (Check one of the following two options.)

  ☐ The findings are presented in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☐ The findings are described below.

- ***Reflect on the analysis of student performance*** *(Key Element 3.B): In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) determine specific aspects of instruction that need to be modified?*

UWS Section V: **Response to Formative Analysis** (Key Element 2.C)

- ***Reflect on the findings of the formative analysis*** *(Key Element 2.C): (1) Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

UWS Section VI: **Summative Results** (Key Element 3.C)

- ***Summative results*** *(Key Element 3.C): How did you determine the students' grades (or other performance indicators) for the unit, and what were the overall results for your students?*

- ***Reflect on the summative results*** *(Key Element 3.C): Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

APPENDIX C
TT3: Reflection on Instruction and Student Learning

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Course _____ **Date of observation** _____

This lesson was part of which unit? _____

At what approximate point in the unit did this lesson fall?
- ☐ Beginning
- ☐ Middle
- ☐ End

Instructions to the teacher: *Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.*

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

APPENDIX D
TT4: Professional Self-Assessment

Teacher's name _____ Contract level _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Evaluation cycle ☐ Preliminary ☐ Final

Instructions to the teacher: *Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.*

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*

2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*

3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*

4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*

5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

APPENDIX E
ET1: Classroom Observation Record

Teacher's name: _____ **Course:** _____

District: _____ **School:** _____

Date: _____ **Time: from** _____ **to** _____

Lesson topic: _____ **Observer:** _____

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS **An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**
A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*
B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks?In what ways did the students demonstrate that they understood what the teacher expected them to do?*
C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self-assessment and reflection, teaching compensatory strategies when necessary)?*

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING **An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**
A. *What instructional strategies did the teacher use during the lesson?*
B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*
C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

APS 6: PROVIDING CONTENT FOR LEARNERS **An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**

APS 6: PROVIDING CONTENT FOR LEARNERS **An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**
A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?*
B. *What was the content of the lesson, and how did the content relate to the learners and the learning?*
C. *How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?*

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING **An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**
A. *How did the teacher monitor student engagement, understanding, and performance during the lesson?*
B. *What adjustments, if any, did the teacher make during the lesson, and why?*
C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING **An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**
A. *Describe the physical environment of the classroom.*
B. *What type of affective climate did the teacher create for the students?*
C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

APS 9: MANAGING THE CLASSROOM **An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.**
A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*
B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*
C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?*

Additional comments: *(optional)*

APPENDIX F
ET2: Professional Performance Review

Note to the administrator: This teacher is currently participating in the Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) process. Since you supervise this teacher, you are being asked to complete this Professional Performance Review twice during this school year—once at mid-year and again toward the end of the year. Please respond to each of the prompts below, including specific examples in each of your responses, and return this completed form to the chair of the teacher's evaluation team on or before .

Teacher's name _____ Contract level _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Evaluation cycle ☐ Preliminary ☐ Final

Name of administrator completing this review _____

Title of administrator _____ Date of review _____

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*

2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*

3. *Describe this teacher's written and oral communication skills.*

4. *Describe this teacher's professional demeanor and behavior.*

5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

APPENDIX G
ET3: SAFE-T Summary

Teacher's name _____ **Contract level** _____

District _____ **School** _____

Grade level(s)/Subject area(s) _____

Academic year _____

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			**Consensus Judgment**	
Domain	**APSs in the Domain**	**Key Elements in the Domain**	**Preliminary**	**Final**
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)
Domain 3: Environment	APS 8 APS 9	6	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)
Domain 4: Professionalism	APS 10	5	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)
Overall Judgment An overall judgment of *met* indicates that the teacher achieves the criterion level in all four domains.			☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**

Evaluators: By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary *(Evaluators' signatures and date)* **Final** *(Evaluators' signatures and date)*

_____ _____

_____ _____

_____ _____

Teacher: By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary *(Teacher's signature and date)* **Final** *(Teacher's signature and date)*

Domain 1: Planning	**APS 1: Long-Range Planning**
APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. The teacher ▪ identifies appropriate student information; ▪ gives a sound explanation of the relevance of the student information to student learning; and ▪ shows insight into the use of the student information to guide planning.	
Preliminary Rating for APS 1.A ☐ **Met** ☐ **Not Met** **Rationale for Preliminary APS 1.A Rating**	**Final Rating for APS 1.A** ☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP) **Rationale for Final APS 1.A Rating**
APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students. The teacher ▪ identifies long-range goals that are accurate and appropriate; and ▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.	
Preliminary Rating for APS 1.B ☐ **Met** ☐ **Not Met** **Rationale for Preliminary APS 1.B Rating**	**Final Rating for APS 1.B** ☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP) **Rationale for Final APS 1.B Rating**
APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals. The teacher ▪ identifies units that are appropriate to the context; and ▪ presents a sound explanation for the unit sequence and timeline.	
Preliminary Rating for APS 1.C ☐ **Met** ☐ **Not Met**	**Final Rating for APS 1.C** ☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)

Domain 1: Planning	APS 1: Long-Range Planning
Rationale for Preliminary APS 1.C Rating	**Rationale for Final APS 1.C Rating**

APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher

- establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;
- describes/maintains an appropriate record-keeping system;
- presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and
- presents a sound explanation of the methods for communicating the assessment information to students and their parents.

Preliminary Rating for APS 1.D	Final Rating for APS 1.D
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.D Rating	**Rationale for Final APS 1.D Rating**

APS 1.E The teacher plans appropriate procedures for managing the classroom.

The teacher

- presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and
- presents a sound explanation of the most important considerations for maximizing instructional time.

Preliminary Rating for APS 1.E	Final Rating for APS 1.E
☐ **Met** ☐ **Not Met**	☐ **Met** (Based on preliminary LRP) ☐ **Met** (Based on new/revised LRP) ☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.E Rating	**Rationale for Final APS 1.E Rating**
Long-Range Plan (LRP) Requirement for the Final Evaluation Period ☐ A new/revised LRP is not required. ☐ A new/revised LRP is required. **Comments**	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction

APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher

- identifies appropriate unit objectives; and
- gives a sound explanation of the relevance of these objectives to student learning needs and interests.

Preliminary Rating for APS 2.A	Final Rating for APS 2.A
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.A Rating	**Rationale for Final APS 2.A Rating**

APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The teacher

- presents an appropriate, logically sequenced instructional plan for the unit; and
- provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels.

Preliminary Rating for APS 2.B	Final Rating for APS 2.B
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.B Rating	**Rationale for Final APS 2.B Rating**

APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher

- makes appropriate determinations regarding the need to make adjustments to the instructional plans; and
- presents a solid rationale for making these determinations.

Preliminary Rating for APS 2.C	Final Rating for APS 2.C
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.C Rating	**Rationale for Final APS 2.C Rating**

Domain 1: Planning	APS 3: Planning Assessments and Using Data

APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.

The teacher

- develops and/or selects appropriate key unit assessments; and
- presents sound evidence that these assessments are valid and reliable for all students.

Preliminary Rating for APS 3.A	Final Rating for APS 3.A
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.A Rating	**Rationale for Final APS 3.A Rating**

APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher

- provides an appropriate and accurate analysis of student performance, and
- displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified.

Preliminary Rating for APS 3.B	Final Rating for APS 3.B
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.B Rating	**Rationale for Final APS 3.B Rating**

APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher

- uses appropriate methods for determining student grades (or other performance indicators) for the unit,
- appropriately and accurately summarizes overall student performance for the unit, and
- provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.

Preliminary Rating for APS 3.C	Final Rating for APS 3.C
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.C Rating	**Rationale for Final APS 3.C Rating**

Domain 1: Planning	APS 3: Planning Assessments and Using Data
Unit Work Sample (UWS) Requirement for the Final Evaluation Period ☐ A new/revised UWS is not required. ☐ A new/revised UWS is required. **Comments**	

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners

APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher

- establishes appropriately high expectations for student achievement; and
- effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).

Preliminary Rating for APS 4.A	Final Rating for APS 4.A
☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.A Rating	**Rationale for Final APS 4.A Rating**

APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher

- establishes appropriate expectations for student participation; and
- effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.

Preliminary Rating for APS 4.B	Final Rating for APS 4.B
☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.B Rating	**Rationale for Final APS 4.B Rating**

APS 4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher

- helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and
- assists the students in developing strategies to compensate for their weaknesses when it is necessary.

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
Preliminary Rating for APS 4.C ☐ Met ☐ Not Met **Rationale for Preliminary APS 4.C Rating**	**Final Rating for APS 4.C** ☐ Met ☐ Not Met **Rationale for Final APS 4.C Rating**

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning
APS 5.A The teacher uses appropriate instructional strategies. The teacher uses instructional strategies that are ▪ appropriate for the content; and ▪ appropriate for the students.	
Preliminary Rating for APS 5.A ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.A Rating**	**Final Rating for APS 5.A** ☐ Met ☐ Not Met **Rationale for Final APS 5.A Rating**
APS 5.B The teacher uses a variety of instructional strategies. The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to ▪ convey information; and ▪ involve and engage the students.	
Preliminary Rating for APS 5.B ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.B Rating**	**Final Rating for APS 5.B** ☐ Met ☐ Not Met **Rationale for Final APS 5.B Rating**
APS 5.C The teacher uses instructional strategies effectively. The teacher's effective use of instructional strategies results in ▪ meaningful student learning; and ▪ opportunities for all students to be engaged in the learning and to experience success.	
Preliminary Rating for APS 5.C ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.C Rating**	**Final Rating for APS 5.C** ☐ Met ☐ Not Met **Rationale for Final APS 5.C Rating**

Domain 2: Instruction	APS 6: Providing Content for Learners

APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher

- provides content that is accurate and current;
- identifies and explains/demonstrates conceptual relationships and/or procedural steps; and
- recognizes and corrects content errors when they occur.

Preliminary Rating for APS 6.A	Final Rating for APS 6.A
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.A Rating	Rationale for Final APS 6.A Rating

APS 6.B The teacher provides appropriate content.

The teacher

- provides content that is appropriate to the learning;
- provides content that is appropriate to the learners; and
- when possible, provides content that expands students' perspectives.

Preliminary Rating for APS 6.B	Final Rating for APS 6.B
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.B Rating	Rationale for Final APS 6.B Rating

APS 6.C The teacher structures the content to promote meaningful learning.

The teacher

- organizes the content in a logical sequence;
- makes the content relevant, meaningful, and applicable to the students;
- promotes higher level of knowledge and cognitive processing; and
- clarifies the content when students exhibit difficulties.

Preliminary Rating for APS 6.C	Final Rating for APS 6.C
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.C Rating	Rationale for Final APS 6.C Rating

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning

APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by

- engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

Preliminary Rating for APS 7.A	Final Rating for APS 7.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.A Rating	Rationale for Final APS 7.A Rating

APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

Preliminary Rating for APS 7.B	Final Rating for APS 7.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.B Rating	Rationale for Final APS 7.B Rating

APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

Preliminary Rating for APS 7.C	Final Rating for APS 7.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 7.C Rating	Rationale for Final APS 7.C Rating

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning

APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher creates and maintains a physical environment that

- is safe; and
- is conducive to learning.

Preliminary Rating for APS 8.A	Final Rating for APS 8.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.A Rating	**Rationale for Final APS 8.A Rating**

APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher

- displays confidence and enthusiasm; and
- maintains positive and respectful relationships with and among the students.

Preliminary Rating for APS 8.B	Final Rating for APS 8.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.B Rating	**Rationale for Final APS 8.B Rating**

APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher

- creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and
- works to ensure that every student is a "learner."

Preliminary Rating for APS 8.C	Final Rating for APS 8.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 8.C Rating	**Rationale for Final APS 8.C Rating**

Domain 3: Environment	APS 9: Managing the Classroom

APS 9.A The teacher manages student behavior appropriately.

The teacher

- establishes and communicates appropriate behavioral rules and consequences;
- maintains a constant awareness of events and activities in the classroom;
- uses effective preventive discipline techniques; and
- handles inappropriate behaviors in an effective and timely manner.

Preliminary Rating for APS 9.A	Final Rating for APS 9.A
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 9.A Rating	Rationale for Final APS 9.A Rating

APS 9.B The teacher makes maximal use of instructional time.

The teacher

- ensures that the students are engaged in meaningful academic learning throughout the instructional period; and
- organizes the classroom in a manner that promotes a smooth flow of activity.

Preliminary Rating for APS 9.B	Final Rating for APS 9.B
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 9.B Rating	Rationale for Final APS 9.B Rating

APS 9.C The teacher manages essential noninstructional routines in an efficient manner.

The teacher

- promotes the smooth flow of noninstructional routines; and
- manages transitions between activities or classes in an efficient and orderly manner.

Preliminary Rating for APS 9.C	Final Rating for APS 9.C
☐ Met ☐ Not Met	☐ Met ☐ Not Met
Rationale for Preliminary APS 9.C Rating	Rationale for Final APS 9.C Rating

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

APS 10.A The teacher is an advocate for the students.

The teacher

- works effectively with colleagues to help determine and meet individual student needs; and
- establishes appropriate professional relationships with others outside of the school to support the well-being of students.

Preliminary Rating for APS 10.A	Final Rating for APS 10.A
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.A Rating	Rationale for Final APS 10.A Rating

APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher

- is an active contributor to school initiatives; and
- supports school-related organizations and activities.

Preliminary Rating for APS 10.B	Final Rating for APS 10.B
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.B Rating	Rationale for Final APS 10.B Rating

APS 10.C The teacher is an effective communicator.

The teacher

- uses clear and correct oral and written language; and
- communicates effectively and regularly with parents.

Preliminary Rating for APS 10.C	Final Rating for APS 10.C
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.C Rating	Rationale for Final APS 10.C Rating

APS 10.D The teacher exhibits professional demeanor and behavior.

The teacher

- maintains all required professional credentials;
- adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards; and
- demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
Preliminary Rating for APS 10.D ☐ **Met** ☐ **Not Met** **Rationale for Preliminary APS 10.D Rating**	**Final Rating for APS 10.D** ☐ **Met** ☐ **Not Met** **Rationale for Final APS 10.D Rating**

APS 10.E The teacher is an active learner.

The teacher

- accurately identifies his or her own professional strengths and weaknesses;
- sets appropriate professional development goals; and
- regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.

Preliminary Rating for APS 10.E ☐ **Met** ☐ **Not Met** **Rationale for Preliminary APS 10.E Rating**	**Final Rating for APS 10.E** ☐ **Met** (Based on preliminary Professional Self-Assessment) ☐ **Met** (Based on new/revised Professional Self-Assessment) ☐ **Not Met** **Rationale for Final APS 10.E Rating**
Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period ☐ A new/revised PSA is not required. ☐ A new/revised PSA is required. **Comments**	

Additional Comments and Areas for Improvement *(Optional)*	
Preliminary Evaluation Period	**Final Evaluation Period**

APPENDIX H
SAFE-T LOG (ET4)

Teacher's name _____ **SC Teaching Certificate No.** _____

District _____ **School** _____

Grade level(s)/Subject area(s) _____

Academic year _____ **Contract level** _____

Evaluator/Chair _____ **SC Teaching Certificate No.** _____

Evaluator _____ **SC Teaching Certificate No.** _____

Evaluator _____ **SC Teaching Certificate No.** _____

Preliminary Evaluation Period (PEP) The teacher received a comprehensive **orientation** to SAFE-T.	**Date**	**Teacher's Initials**

Preliminary Evaluation Period (PEP) The teacher submitted the **long-range plan**.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) The teacher submitted the **unit work sample**.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) **Integral classroom observation #1** for the PEP was conducted.	**Date**	**Evaluator's Initials**

Preliminary Evaluation Period (PEP) The teacher submitted the **reflection** on PEP observation #1.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) **Integral classroom observation #2** for the PEP was conducted.	**Date**	**Evaluator's Initials**

Preliminary Evaluation Period (PEP) The teacher submitted the **reflection** on PEP observation #2.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) The **professional performance review** was submitted.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) The teacher submitted the **professional self-assessment**.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) The evaluation team **consensus meeting** was held.	**Date**	**Chair's Initials**

Preliminary Evaluation Period (PEP) The preliminary evaluation **conference** was held with the teacher.	**Date**	**Chair's Initials**

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the preliminary evaluation period. *(optional)*

Final Evaluation Period (FEP) The teacher submitted the **long-range plan**, *if required.*	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) The teacher submitted the **unit work sample**, *if required.*	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) **Integral classroom observation #1** for the FEP was conducted.	**Date**	**Evaluator's Initials**

Final Evaluation Period (FEP) The teacher submitted the **reflection** on FEP observation #1.	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) **Integral classroom observation #2** for the FEP was conducted.	**Date**	**Evaluator's Initials**

Final Evaluation Period (FEP) The teacher submitted the **reflection** on FEP observation #2.	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) The **professional performance review** was submitted.	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) The teacher submitted the **professional self-assessment**, *if required.*	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) The evaluation team **consensus meeting** was held.	**Date**	**Chair's Initials**

Final Evaluation Period (FEP) The final evaluation **conference** was held with the teacher.	**Date**	**Chair's Initials**

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the final evaluation period. *(optional)*

By signing below, I verify the accuracy of the above SAFE-T log.

Evaluator _____ Date _____

Evaluator _____ Date _____

Evaluator _____ Date _____

Teacher _____ Date _____

APPENDIX I
ADEPT Performance Standards for Classroom-Based Teachers
APS 1
Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range

planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement..
The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.
The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

> An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.
The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.
The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.
The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

> An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.
The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.
The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.
The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

> An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.
The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.
The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.
The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6
Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.
The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.
The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or

assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.
The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.
The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.
The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.
The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.
The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.
The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.
It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.
The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

Appendix D2E
Anderson Study

An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program

Current State of Implementation

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July, 2003

Table 1
Overview of the ADEPT External Review

Research Question	Data Source(s)
1. What is the current state of implementation of the ADEPT program?	Documents obtained from ADEPT coordinators describing the operation of the program at local school districts; Questionnaire distributed to teachers; Questionnaire distributed to principals, ADEPT coordinators, and superintendents; Questionnaire distributed to University ADEPT coordinators
2. How are state funds used to operate the ADEPT program?	Funding allocations obtained from S. C. Department of Education; Form completed by District ADEPT coordinators
3. What are the strengths, weaknesses, and impacts of the ADEPT program?	Questionnaires (see Research Question 1)
4. How effective is the program in improving teacher quality?	Questionnaires (see above); Completed Summary Evaluation Forms for teachers not meeting ADEPT standards two consecutive years; Discussions with selected Assistant/Associate Superintendents of Curriculum and Instruction[1]
5. How does the ADEPT program stack up against current best practice?	Review of current research literature as well as teacher evaluation programs used in other states

[1] This is a generic title. Educators who serve in this capacity have different titles in different school districts. However, all of those attending the discussions were members of the South Carolina Instructional Roundtable.

DRAFT

Current State of Implementation

To examine the current state of implementation of ADEPT, three separate questions need to be addressed. First, how should ADEPT be implemented (in light of current law and regulations)? Second, how is ADEPT being implemented? Third, how well is ADEPT being implemented? Each of these questions is addressed in a separate section.

How Should ADEPT Be Implemented?

According to the current law and regulations, ADEPT is multi-faceted. Consequently, the answer to the question, "How should ADEPT be implemented?" depends to a great extent on the contract level of the teacher. As described by the S. C. Department of Education on its website, "The ADEPT System Performance Dimensions (PDs) provide the foundation and continuity for all of the stages of teacher development and employment covered by the ADEPT system."

Four contract levels are described in both the law and the regulations: induction, provisional, annual, and continuing. In addition, ADEPT applies to student teachers (that is, teachers currently enrolled in teacher preparation programs who aspire to become teachers).

Figure 1 is an attempt to locate the various contract levels (as well as student teaching) in such a way that the differences among these teacher categories can be more easily understood. The horizontal dimension of the figure is labeled "Formative-Summative" whereas the vertical dimension is labeled "Formal-Informal." The horizontal dimension concerns the primary purpose of the evaluation. Formative means that the primary purpose is to assist the teacher being evaluated to improve his or her teaching performance. Summative means that the primary purpose is to make a determination of

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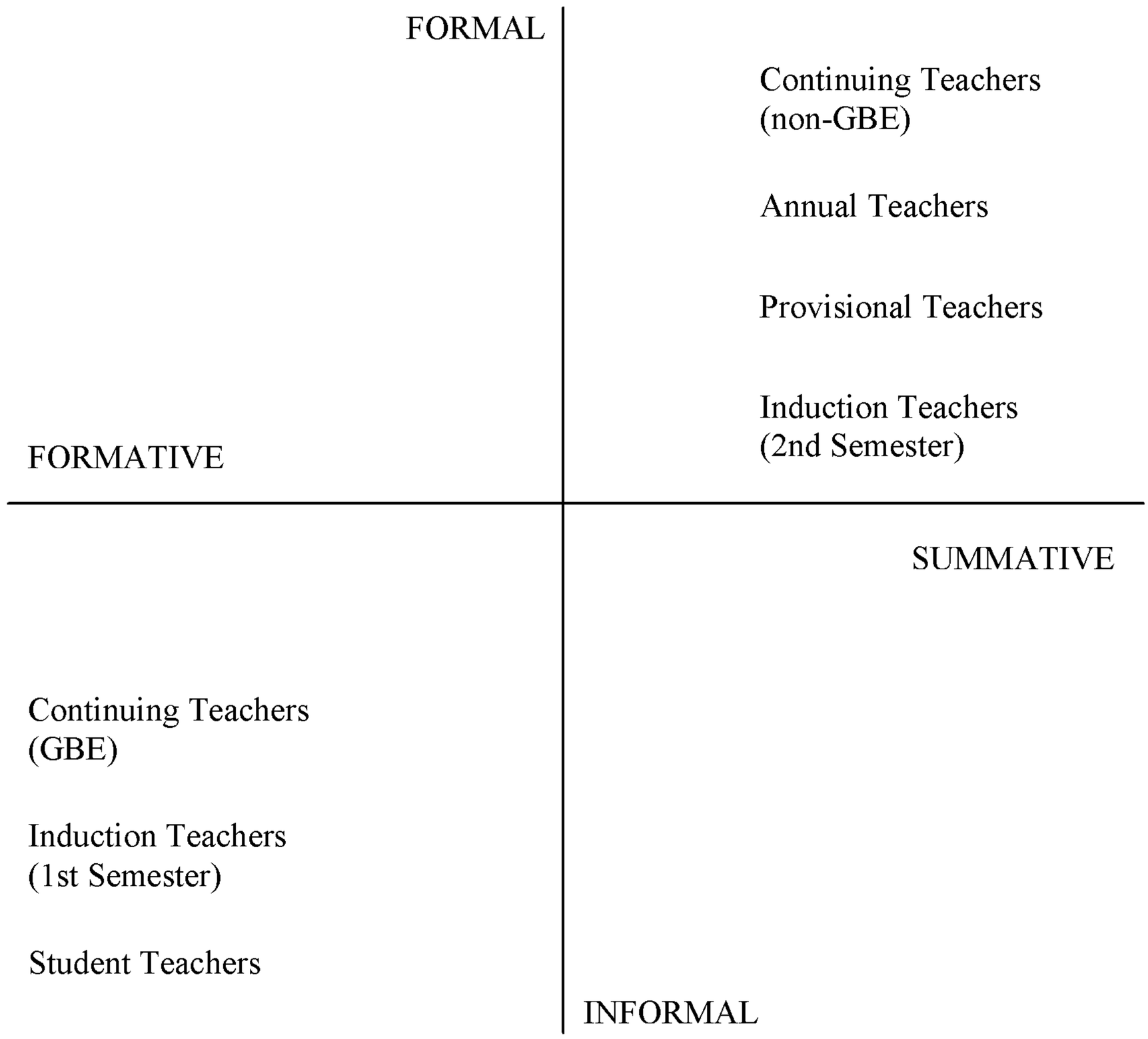

Figure 1. Two-dimensional analysis of the ADEPT program whether to continue to employ the teacher or whether the teacher should be promoted to the next contract level (e.g., from Induction to Annual; from Annual to Continuing).

The vertical dimension concerns the amount of structure provided for the evaluation -- structure in terms of specified standards, data collection requirements, documentation needs, and the like. The State Board regulations differentiate between two levels of structure -- formal and informal. As might be expected, the structure is more formal when employment decisions need to be made based on the results and less formal when the results are used exclusively to assist

teachers in becoming better teachers. Thus, in Figure 1, there is a reasonably strongly relationship between structure and purpose.

The contract levels are positioned in Figure 1 in terms of their primary purpose and accompanying structure. The phrase "primary purpose" is used because the ADEPT program often serves multiple purposes for a single contract level of teachers. This point will become clearer when we consider induction and continuing contract teachers. Beginning with student teachers, however, the primary purpose of ADEPT is formative and the program is relatively informal. In contrast, for provisional contract teachers, the primary purpose of ADEPT is summative (since they already have failed to meet the ADEPT standards on one occasion) and, hence, the program is relatively formal.

The distinction between "formal-summative" and "informal-formative" is most clear in the case of continuing contract teachers. The State Board regulations pertaining to continuing contract teachers read, in part, as follows:

> "Teachers employed under continuing contracts must be evaluated at least once every three years. The evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are any concerns about a teacher's performance or if an employment decision may need to be made. … An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based."

Therefore, continuing contract teachers appear twice in Figure 1. Those involved in Goal-based Evaluation (GBE) are placed in the "formative, informal" quadrant. Those not involved in GBE would fall into the "summative, formal" quadrant.

Induction teachers also appear twice in Figure 1. During the first semester, ADEPT is primarily "formative, informal." During the second semester, however, the emphasis shifts to some degree to "summative, formal." This shift is more pronounced in some districts than in others. Regardless of the district, however, the reason for this shift is that an employment decision about each Induction Contract teacher must be made no later than April 15th. This sometimes subtle shift from providing assistance to making an employment decision necessitates a shift in the location of Induction Contract teachers in Figure 1.

Table 3 summarizes the structure of ADEPT in terms of the various contract levels of teachers. Because ADEPT operates so similarly for Provisional and Annual Contract teachers, these two contract levels have been combined in a single column. Orientation, training, and preparation are all elements of the ADEPT program for student teachers, Induction Contract teachers, Provisional Contract teachers, and Annual Contract teachers. There is no "X" associated with "formation of assistance/evaluation team" for student teachers because the team consists of the university supervisor and the supervising teacher at the school site.

Table 3
The Complex Structure of the ADEPT Program

	Student Teachers	Induction	Provisional/Annual	Continuing
ORIENTATION, TRAINING, & PREPARATION				
Orientation for teachers	X	X	X	
Training for those involved in assistance/evaluation	X	X	X	
Formation of assistance/evaluation team		X	X	F
TEAM (OR ALTERNATIVE MODEL)				
Standards (Performance Dimensions)	X	X	X	F
Data collection and documentation	X	X	X	F
Feedback	X	X	X	F
Assistance (consultation, improvement plan)	X	X	X	F
Consensual written summary and overall rating	X		X	F
OTHER FACETS				
Criteria and requirements to complete contract year		X	X (Annual Only)	
Opportunities to observe other teachers		X		
Opportunities to meet with other teachers		X		
Determining growth and development goals				G
Preparing plans for accomplishing the goals				G
Determining evidence to demonstrate goal accomplishment				G
Determining plan for monitoring progress				G

Note. State Board regulations pertaining to Continuing Contract teachers state that "the evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are concerns about a teacher's performance or if an employment decision may need to be made. … An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based." In the table, F stands for formal evaluation, whereas G stands for goal-based evaluation.

The TEAM model (and its variations) consists of the performance dimensions, data collection and documentation, feedback and assistance, judgments about teacher performance, and written documentation. These elements pertain to all teachers except Continuing Contract teachers who are participating in GBE (which is the vast majority of Continuing Contract teachers).

For Induction and Annual Contract teachers there must be criteria and requirements that are to be met by the teachers to successfully complete their respective contract years. In addition, for Induction Contraction teachers, the regulations state that there must be procedures to *assure* that all Induction Contract teachers observe and/consult with a variety of experienced teachers and meet as a group to share information, ideas, and suggestions about teaching. Finally, for Continuing Contract teachers, the regulations lay out the sequence of steps involved in GBE: (1) determining goals, (2) preparing plans to achieve the goals, (3) determining the evidence needed to demonstrate goal accomplishment, and (4) preparing a plan for monitoring progress toward goal accomplishment.

The purpose of this section has been to summarize how the ADEPT program is intended to be implemented. In the next section, we will explore how the ADEPT program is being implemented in school districts across the state.

How Is ADEPT Being Implemented?

The primary purpose of this section is to present and discuss the data concerning the implementation of the ADEPT program in public schools throughout the state. The focus is on the formal evaluation component of ADEPT (that is, the evaluation models used with induction, provisional, annual, and selected continuing contract teachers). Secondarily, data collected on the informal evaluation method -- Goal-Based Evaluation -- are also reported and discussed. No data on the implementation of ADEPT in higher education institutions are presented. It became apparent very early that an investigation of ADEPT implementation in the 31 higher education institutions involved in teacher preparation was well beyond the scope of this study.

Formal Evaluation

As mentioned in the description of the research design, documents describing the TEAM model as well as variations in the TEAM model used by different school districts were collected. Two variations -- STEP 1-2-3 and FEAT/PEAT -- are used in multiple districts. Other variations, termed district-unique, are used in individual school districts. Fifty-three of the districts (62.3%) use the TEAM model, 17 (20%) use STEP 1-2-3, five (5.9%) use either FEAT or PEAT, and ten (11.8%) use a district-unique model.[1]

All of the obtained documents were subjected to analysis using the framework included as Appendix A. The results of this analysis are presented in Appendix J (for TEAM and STEP 1-2-3) and Appendix K (for FEAT/PEAT and selected district-unique models).

Performance Dimensions. The State Board regulation contains ten Performance Dimensions (PDs) along with the statement that all programs "must address, but are not limited to, the ADEPT Performance Dimensions." These Performance Dimensions provide the basis for the TEAM model (see Appendix J). FEAT/PEAT includes these Performance Dimensions, but arranges them into four clusters: planning, instruction, classroom environment, and professional responsibilities. STEP 1-2-3 includes three clusters (Planning, Teaching, and Professional), but has 15 Performance Dimensions. Although there is a sufficient overlap between these 15 Performance Dimensions and the 10 TEAM PDs, they are not identical. For example, there is no STEP 1-2-3 Performance Dimension that is obviously linked with Establishing and Maintaining High Expectations for Learners (PD4). Furthermore, five of the 15 STEP 1-2-3 Performance Dimensions are associated with the "Professional" cluster. As a consequence, the relative importance of Fulfilling Professional Responsibilities beyond the Classroom (PD10) is increased in the STEP 1-2-3 model.

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[1] Greenville is included in the district-unique category because, although they currently use TEAM, they have developed their own model which they intend to use beginning in the 2003-2004 school year.

Most of the district-unique models rely on the 10 TEAM Performance Dimensions. There are two noteworthy exceptions. Richland District Two's model contains six clusters, with each cluster containing between three and 17 "descriptors." Most of the 10 TEAM Performance Dimensions are included within three of the clusters: Classroom Environment, Instruction, and Professional Knowledge. The other three clusters -- Materials and Resources, Student Responsibility, and Parent and Community Partnerships -- have no direct relationship with the 10 TEAM PDs.

Greenville's model contains eight Performance Standards. Once again, there is no one-to-one correspondence between these eight Performance Standards and the 10 TEAM PDs. Student Achievement, for example, is included in the Greenville model, but is not one of the TEAM PDs. At the same time, however, there is substantial overlap between the eight Performance Standards and the 10 TEAM PDs.

Evaluation Team. The regulations state that the evaluation team must include a "building administrator and one other trained evaluator matched as closely as possible to the teacher being evaluated regarding experiences in grade range, certification, and/or subject area." The TEAM model includes a three-member evaluation team -- a peer evaluator, a building administrator, and another qualified educator. The STEP 1-2-3 model includes a two-member team and allows various options concerning team membership (e.g., building administrators, district administrators, teachers, or others as identified by the district). The FEAT/PEAT model includes a two-member team for induction and annual contract teachers, but a three-member team for provisional, second annual, and continuing contract teachers. A building administrator and peer evaluator are included on the two-member team, with a person from outside the school added to the three-member team.

In terms of the district-unique models, they are fairly equally divided between two- and three-member teams. As in the case of the FEAT/PEAT model, three-member teams are almost always used when the decision is "high stakes." Several of the models rely solely on administrators, eliminating peer evaluators altogether.

Data Sources. To collect the data needed to make informed decisions about the quality of teacher performance, the TEAM model relies on interviews, planning documents, observations, and self-reports. Interviews and planning documents are used for PDs 1-3, observations are used for PDs 4-9, and self-reports are used for PD10.

There are several variations of the TEAM model with respect to data sources. One of the most notable is the elimination of interviews in most non-TEAM districts. To gather data relative to long- and short-term planning, STEP 1-2-3 relies on a Planning Information Form, FEAT/PEAT relies on a combination of actual plans and planning questionnaires, and district-unique models include plans, questionnaires, assessment files (containing representative samples of student work), and portfolios.

Another variation with respect to data sources concerns the way in which observational data are recorded. The TEAM model suggests written records of the observation (i.e., narrative data). The FEAT/PEAT model allows observers to write notes on sheets of paper or use a structured form to organize their written notes in terms of the PDs. STEP 1-2-3 allows observers to use their own format, although a structured data collection form (basically a checklist with room for notes on relevant evidence) is available. Checklists and structured observation forms (see Appendix L) are used in several of the district-unique models.

In terms of time spent on observations, the TEAM model includes a minimum of 100 minutes per teacher per evaluator, 50 minutes in the fall and 50 minutes in the spring. There are a few, relatively slight, variations on the TEAM model in terms of these observational requirements. With two-member teams, for example, each member is expected to conduct 150 minutes of observation (STEP 1-2-3). Some of the district-unique models reduce the total observational time per evaluator, requiring 50 minutes during the fall semester, but allowing evaluators to determine the need for additional formal or walk-through (i.e., informal) observations during the spring semester.

Evaluation Forms and Conferences. The TEAM model includes three forms (Consensus Evaluation, Preliminary Evaluation, and Final Evaluation) and two conferences (Preliminary Evaluation and Final Evaluation). All of the models include the two conferences and most use a Consensus

Evaluation form. The biggest difference is in the format of the Preliminary Evaluation and Final Evaluation forms. Copies of the STEP 1-2-3 Evaluation Summary Form, the FEAT Final Evaluation Summary Sheet, and Greenville's Formal Teacher Performance Record are included as Appendix M.

Performance Standards. Performance standards are different from Performance Dimensions.[2] Performance Dimensions indicate the **criteria** on which teacher performance will be judged (e.g., their ability to engage in long-term planning). Performance standards indicate the **level of performance** that teachers must achieve in order to be judged to be competent or proficient or professional (e.g., how well they must do on long-range planning to get credit). In the TEAM model, performance standards are set for each Performance Dimension as well as for overall performance. For each Performance Dimension, the performance standard is "Competent" or "Needs Improvement." For the overall performance, "Competent" means being rated "Competent" on all or all but one of the PDs and "Needs Improvement" means being rated "Competent" on seven or eight PDs. Anything less than "Competent" on seven PDs results in a rating of "Unsatisfactory" being assigned. The STEP 1-2-3 model uses a similar approach, with the term "Professional" being substituted for "Competent."

In the FEAT/PEAT model there also are performance standards for each PD. A teacher gets one point if the standard is met and zero points if it is not. However, the overall performance standard is based on the teacher's performance on each cluster as well as across all 10 PDs. For example, an overall rating of "Competent" means a minimum of 9 points AND no zero in any of the four clusters. The Richland District Two model is quite similar, relying both on "cluster" performance and overall performance to judge a teacher's performance. The other overall performance standards for FEAT/PEAT and for Richland District Two can be found in Appendix K.

The Greenville District model is unique in that rubrics are used as the basis for rating teacher performance relative to each Performance Dimension. Rubrics add a verbal description to each point along a rating scale (see Appendix N). In the Greenville District model, each rubric contains four rating categories: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. This expands on the dichotomous "Competent/Needs Improvement" choice offered in the TEAM model. The basis for translating a teacher's performance on the individual Performance Dimensions into an overall rating is summarized in Appendix K.

Informal Evaluation (GBE)

As specified in the State Board regulations, Goals-based Evaluation (GBE) is an informal evaluation model designed for continuing contract teachers. The teacher and building administrator meet to establish the teacher's goals. At least three goals must be set and at least one goal must be accomplished annually. The goals are intended to promote professional growth and development: (1) in a subject area for which the teacher is certified or is planning to become certified, (2) in instruction, technology, or assessment, and (3) through professional service. Goals also are to be supportive of school district strategic plans and school renewal plans. The regulations also include an interesting and potentially important alternative for continuing contract teachers; namely, they may elect to complete the process for pursuing National Board Certification as an overall goal. Once the goals have been established, teachers must develop plans for achieving the goals, the evidence needed to demonstrate accomplishment of the goals, and the manner in which progress toward accomplishing the goals will be monitored. All of these steps are completed "in consultation with their building administrator(s)."

Unlike the formal evaluation component of ADEPT which has, at least, some common ground, the informal evaluation component of ADEPT is highly district specific. For example, Spartanburg District Three requires that one of the three goals established by teachers "shall pertain to student achievement as measured by standardized testing (or other approved criteria for areas not tested)." The second goal "shall pertain to technological literacy including using the district e-mail package, using

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[2] Just to confuse matters, Greenville has chosen to call their performance dimensions "performance standards."

Word as the word processing package and using the Internet for instruction." The third goal "shall be related to professional growth, instruction, or school climate."

In contrast, the Calhoun County School District specifies that the teacher must have one professional growth goal in each of the three areas included in the State Board regulations. In addition, each goal should (1) lead to increased student learning through performance-based education, and (2) link directly to the district's strategic plan.

Finally, York District Four reminds teacher's of the State Board regulations, but focuses primarily on the criteria that the professional goals must meet. Goals must:

- reflect the mission statement of the school of district;
- lead to the continuous improvement of instruction and support services for all students;
- include the enhancement of existing skills and/or the acquisition of new skills;
- emphasize implementation with ongoing assessment of success; and
- include opportunities for collegiality, coaching, and mutual support among peers, support staff, and supervisors.

Finally, goals must be broad enough to promote long-term professional growth and should be unique for each teacher who participates in the process.

Despite the differences in goal setting, all districts follow a similar process once the goals are set, the process which is outlined in the State Board regulations as summarized above. In addition, districts have similar forms to facilitate and document steps along the way. They tend to include, at a minimum, (1) a goal setting form, (2) a monitoring/documentation form, and (3) an evaluation form. Examples of these forms, taken from three different districts, are included as Appendix O.

Summary: How Is ADEPT Being Implemented?

Since its inception, the implementation of ADEPT has become increasingly fragmented. Approximately three-fifths of the districts are still operating under the umbrella of the TEAM model. At the other extreme, ten districts (including Greenville County School District) have their own unique variations of the TEAM model. A consortium of 17 districts, primarily smaller districts, is using the STEP 1-2-3 model. This model differs from the TEAM model in the (1) number of Performance Dimensions, (2) clustering of Performance Dimensions, (3) membership of the evaluation team (both in terms of numbers and composition), and (4) elimination of interviews. In fact, variations from the TEAM model exist on almost every component included in the analytic framework. One district is even shifting from unannounced observations to what might be termed "semi-announced" observations, with the first observation scheduled at a particular date and time and subsequent observations scheduled with specific time periods (e.g., sometime during the next two weeks).

With respect to GBE, there is a common sequence of steps that is followed by every district whose documents were examined. At the same time, however, questions such as "What constitutes appropriate goals?" "What performance standards should be used to determine goal attainment?" "On what basis are decisions to move continuing contract teachers from GBE to formal evaluation made?" remain unanswered. From anecdotal evidence gathered during conversations with numerous principals and teachers, GBE works as well as the principal wants it to work. This assertion leads nicely to the next section.

How Well Is ADEPT Being Implemented?

To address this question, we shall rely on the data obtained from the Teacher Questionnaire and the Administrator Questionnaire. Both questionnaires contained a section on the operation of the ADEPT program. A series of operational elements, taken primarily from an examination of the State Board regulations, was included in this section. One set of operational elements pertained to ADEPT overall, a second set to the ADEPT program as it applied to induction contract teachers, and a third set to the GBE portion of ADEPT. Those responding to the questionnaire were asked to rate element on a five-point scale: Excellent, Very Good, Good, Fair, or Poor. If they had no opinion or if the element did not apply to them, they were to circle No Response.

The results from the Teacher Questionnaire are summarized in Table 4. The numbers in the cells of the table represent the percent of teachers who rated each operational element as either "Excellent" or "Very Good." For example, 53.2% of Induction Contract teachers rated "relevance and importance of Performance Dimensions" as "Excellent" or "Very Good." Rather than examine the table row by row, column by column, or cell by cell, the focus is on six of the most interesting and potentially important findings.

First, all teachers, regardless of their contract level, gave the highest ratings to the accuracy of the observational data. The lowest ratings were given to the clarity and usefulness of the various forms. The other general operational elements (that is, those in the first section of the table) fell somewhere in between.

Table 4 Teachers' Perceptions of the Operation of the Program

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Relevance and importance of Performance Dimensions	53.2%	43.8%	42.9%	43.3%
Qualifications of peer evaluators	44.3%	40.6%	41.2%	43.6%
Qualifications of administrators as evaluators	64.6%	62.5%	50.6%	50.7%
Frequency of observations	45.6%	34.4%	35.3%	31.7%
Accuracy of observational data	78.5%	75.0%	75.3%	75.5%
Timeliness and usefulness of feedback	44.3%	28.1%	17.7%	29.9%
Clarity and usefulness of various forms	34.2%	25.0%	18.8%	24.0%
Clarity of standards used to make judgments	46.8%	31.3%	29.4%	31.2%
Clarity and usefulness of conferences	49.4%	35.5%	34.1%	35.8%
Clarity and usefulness of written reports of results	45.6%	31.3%	34.1%	31.6%

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Usefulness of orientation sessions	42.9%	22.2%	NA	NA
Effectiveness of mentors	53.3%	33.3%	NA	NA
Opportunities to meet with other induction teachers	64.5%	29.6%	NA	NA
Opportunities to observe other teachers	36.4%	11.1%	NA	NA

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Usefulness of professional growth plans	NA	NA	NA	34.0%
Usefulness of plans for achieving goals	NA	NA	NA	34.5%
Usefulness of monitoring progress toward goals	NA	NA	NA	32.4%
Usefulness of discussions of results with administrators	NA	NA	NA	33.4%

Note. The percents indicate the percent of the sample indicating that the element is Excellent or Very Good. NA means "not applicable." The data are based on the following sample sizes: Induction (n = 109); Provisional (n = 44);
Annual (n = 116); Continuing (n = 530). Shaded cells indicate elements for which the ratings given by Induction Contract Teachers are significantly higher than those given by teachers at other contract levels. The single "striped" cells indicates an element for which the ratings given by Annual Contract Teachers are significantly lower than those given by teachers at other contract levels.

Second, Induction Contract teachers gave higher ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. In contrast, Annual Contract teachers gave lower ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. Concerns for the lack of feedback given to Annual Contract teachers were voiced in the majority of the focus groups.

Third, and somewhat surprisingly, teachers, regardless of contract levels, rated the qualifications of administrators as evaluators higher than the qualifications of peer evaluators. This difference is statistically significant for Induction and Provisional Contract teachers. This finding is surprising in light of the fairly recent emphasis placed on involving teachers in the teacher evaluation process (Anderson and Pellicer, 2001).

Fourth, Provisional Contract teachers gave lower to the clarity of standards used to make judgments about the teacher's performance than Induction Contract teachers. This suggests that a lack of clarity about performance standards may be one reason for the failure of Provisional Contract teachers to achieve the standards the previous year (when they were Induction Contract teachers). This finding leads quite nicely to the next one.

Fifth, Provisional Contract teachers rated all aspects of the Induction Program lower than did the Induction Contract teachers. In fact, fewer than one-third of the Provisional Contract teachers rated any of the four operational elements associated with the Induction Program "Excellent" or "Very Good" (see the middle section of Table 4). Importantly, Induction Contract teachers gave the lowest rating to opportunities to observe other teachers (only 36.4% rating this operational element as "Excellent" or "Very Good"). This might suggest that many Induction Contract teachers have few opportunities to do so.

Sixth, the Continuing Contract teachers gave relatively low ratings to all four elements associated with the Goal-based Evaluation component of ADEPT. In general, about one-third of the Continuing Contract teachers gave "Excellent" or "Very Good" ratings to the usefulness of the professional growth plans, the usefulness of plans for achieving the goals, the usefulness of monitoring progress toward the goals, and the usefulness of discussions of results with administrators.

Comparisons of the ratings given by members of various demographic groups were also made (e.g., peer evaluators versus non-peer evaluators; high school versus middle school versus elementary school teachers; less experienced versus more experienced teachers; teachers using different evaluation models). These comparisons produced the following results:

- Peer evaluators gave <u>higher ratings</u> to virtually every operational element than did teachers who were not peer evaluators. The only exception was the clarity and usefulness of written reports.
- High school Continuing Contract teachers gave <u>lower ratings</u> to all aspects of Goals-based Evaluation (GBE) than did middle school and elementary school Continuing Contract teachers.
- Continuing Contract teachers with four or fewer years of teaching experience gave <u>lower ratings</u> to all aspects of GBE than did Continuing Contract Teachers with five or more years of teaching experience.
- The ratings given to all of the operational elements were quite similar regardless of the particular evaluation model used in the district.

Table 5 incorporates administrators' perceptions into our understanding of how well the ADEPT program is being implemented across the state. Three administrative categories are included in the table -- principals, ADEPT coordinators, and superintendents. Teachers are included as well as a basis for comparison. Once again, numbers in the cells represent the percent rating each operational element as "Excellent" or "Very Good." Also, as in the case of Table 4, certain findings are selected for discussion purposes.

First, the ratings given by the three categories of administrators to the 18 operational elements are very similar. In fact, none are statistically different.

Second, the ratings given by administrators and teachers to the 18 operational elements are also quite similar. There are noteworthy exceptions, however. Teachers gave lower ratings to the relevance and importance of the Performance Dimensions than do the administrators. Teachers gave higher ratings to the accuracy of the observational data than do the administrators. Teachers gave lower ratings to the clarity of the standards used to make judgments about a teacher's performance than do the administrators. Induction and Provisional Contract teachers gave lower ratings to the usefulness of orientation sessions than do the administrators. Finally, Induction and Provisional Contract teachers gave lower ratings to the opportunities to observe other teachers than do the administrators.

Third, like the teachers, timeliness and usefulness of feedback received some of the lowest ratings among the 18 operational elements. In fact, timeliness and usefulness of feedback received the lowest rating by principals and superintendents.

Fourth, like the teachers, principals and superintendents rate the qualifications of administrators higher than the qualifications of peer evaluators. The ADEPT coordinators, however, disagree, rating the qualifications of both groups about the same.

Table 5
A Comparison of Administrators' and Teachers' Perceptions of the Operation of the Program

	Category of Respondent			
Operational Element	Principal	ADEPT Coordinator	Superintendent	Teacher
Relevance and importance of Performance Dimensions	71.1%	78.7%	70.4%	44.3%
Qualifications of peer evaluators	51.7%	59.7%	55.6%	42.9%
Qualifications of administrators as evaluators	72.9%	56.7%	64.3%	53.2%
Frequency of observations	40.0%	45.9%	46.4%	34.4%
Accuracy of observational data	48.3%	50.8%	53.6%	75.7%
Timeliness and usefulness of feedback	25.0%	27.9%	21.4%	30.2%
Clarity and usefulness of various forms	30.0%	41.7%	48.2%	24.8%
Clarity of standards used to make judgments	46.7%	52.5%	57.1%	33.3%
Clarity and usefulness of conferences	41.7%	50.0%	64.3%	37.7%
Clarity and usefulness of written reports of results	35.0%	49.2%	46.4%	34.0%
Usefulness of orientation sessions	73.3%	75.4%	78.6%	38.4%
Effectiveness of mentors	63.3%	60.7%	53.6%	49.1%
Opportunities to meet with other induction teachers	66.7%	80.3%	75.0%	55.9%
Opportunities to observe other teachers	51.7%	63.9%	60.7%	31.3%
Usefulness of professional growth plans	40.0%	32.8%	28.6%	31.0%
Usefulness of plans for achieving goals	40.0%	27.9%	28.6%	31.4%
Usefulness of monitoring progress toward goals	35.0%	21.3%	25.0%	29.4%
Usefulness of discussions of results with administrators	45.0%	26.2%	35.7%	31.2%

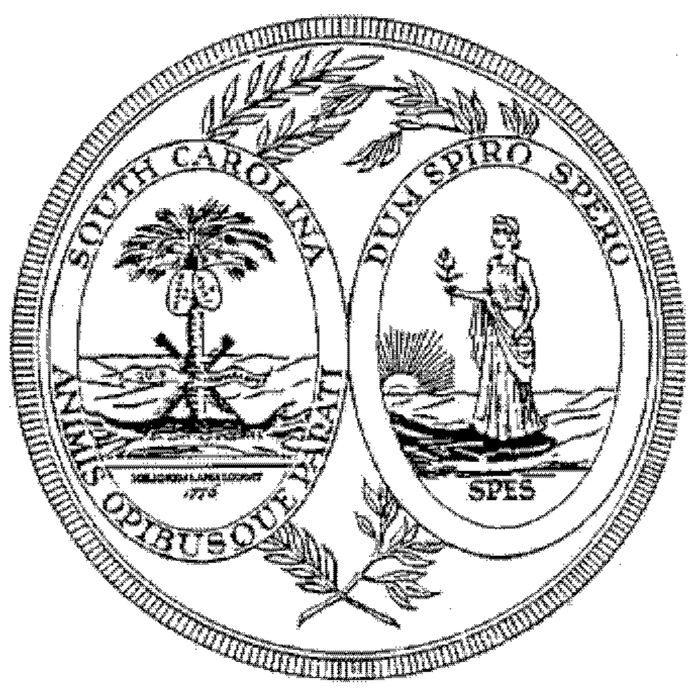
Note. The percents indicate the percent of the sample rate each element Excellent or Very Good. NA means "not applicable." The sample sizes are: Principals (n = 68); ADEPT Coordinators (n = 70); Superintendents (n = 32); Teachers (n = 799). The differences among the three administrative categories (principals, ADEPT coordinators, and superintendents) were not statistically significant. Shaded cells indicate elements for which the ratings given by Teachers are significantly lower or higher than those given by the administrators.

Fifth, like the Continuing Contract teachers, administrators' ratings of the four operational elements associated with GBE are quite low. Principals' rated these elements slightly, but not significantly, higher than ADEPT coordinators, superintendents, and teachers.

Overall, the data reported in Tables 4 and 5 suggest that some aspects of ADEPT are being implemented better than others. The low ratings given to several of the operational elements suggest that there is room for improvement. Among the most problematic operational elements are the timeliness and usefulness of feedback, the clarity and usefulness of various forms, and all four operational elements associated with the GBE component of the ADEPT program. Many of these are revisited when the strengths, weaknesses, and impact of the ADEPT program is considered later in this report.

Appendix D2F
ADEPT System Guidelines

ADEPT System Guidelines



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ADEPT Overview

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Upon entering the profession, new teachers receive *assistance* designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal *evaluation*, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation, that the ADEPT system comes full circle. Once again, the primary focus is on professional *development*, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

On the fifth anniversary of ADEPT, the state commissioned a comprehensive external evaluation to determine the system's strengths, weaknesses, and fidelity of implementation. Conducted by Dr. Lorin W. Anderson, the study revealed that the ADEPT system has far more strengths than weaknesses. As Anderson writes in his report *An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (published in 2003 and available online at http://www.scteachers.org/Adept/evalpdf/ext_review.pdf), "The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers" (iv). However, Anderson's investigation into the ADEPT system also revealed two "major weaknesses": "it is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school

district to another" (iv). Anderson puts forth in his report a dozen recommendations for shoring up the ADEPT system (see v–vi).

ADEPT system upgrades began in 2004 with amendments made to the ADEPT statute (S.C Code Ann. §§ 59-26-30 and 59-26-40) that modified several of the teacher contract levels and corresponding ADEPT procedural requirements. A table and a flow chart depicting the revised teacher contract levels appear in appendix A.

During the second phase of the upgrades, in 2005, a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education's ADEPT regulation (S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

One of the first tasks of the steering committee was to evaluate the original ten ADEPT Performance Dimensions for classroom-based teachers to determine whether those standards remained consistent with current research and best practice. Following an extensive review of numerous national, state, and local teaching performance standards, including those from the Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS), the committee determined that the ten ADEPT Performance Dimensions remained valid indicators of effective teaching. However, the committee recommended that the term *performance dimensions* be changed to *performance standards*. The committee also recommended numerous revisions to the performance standards with regard to their classification and key elements and with regard to the formatting of the standards document. As part of the validation process, the revised standards and their respective key elements were evaluated according to the following criteria:

A. Is each standard complete? Does each standard include all relevant key elements?
B. Is each standard free of redundancies? Are all key elements essential and unique to the standard?
C. Are all key elements accurately and clearly stated?
D. Are all key elements measurable?

The steering committee agreed that the ADEPT Performance Standards and formal evaluation processes that were adopted in 2003 for special-area personnel (i.e., library media specialists, school guidance counselors, and speech-language therapists) should remain unchanged at this time. A separate review cycle will be established for these special areas.

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

Domain 4: Professionalism

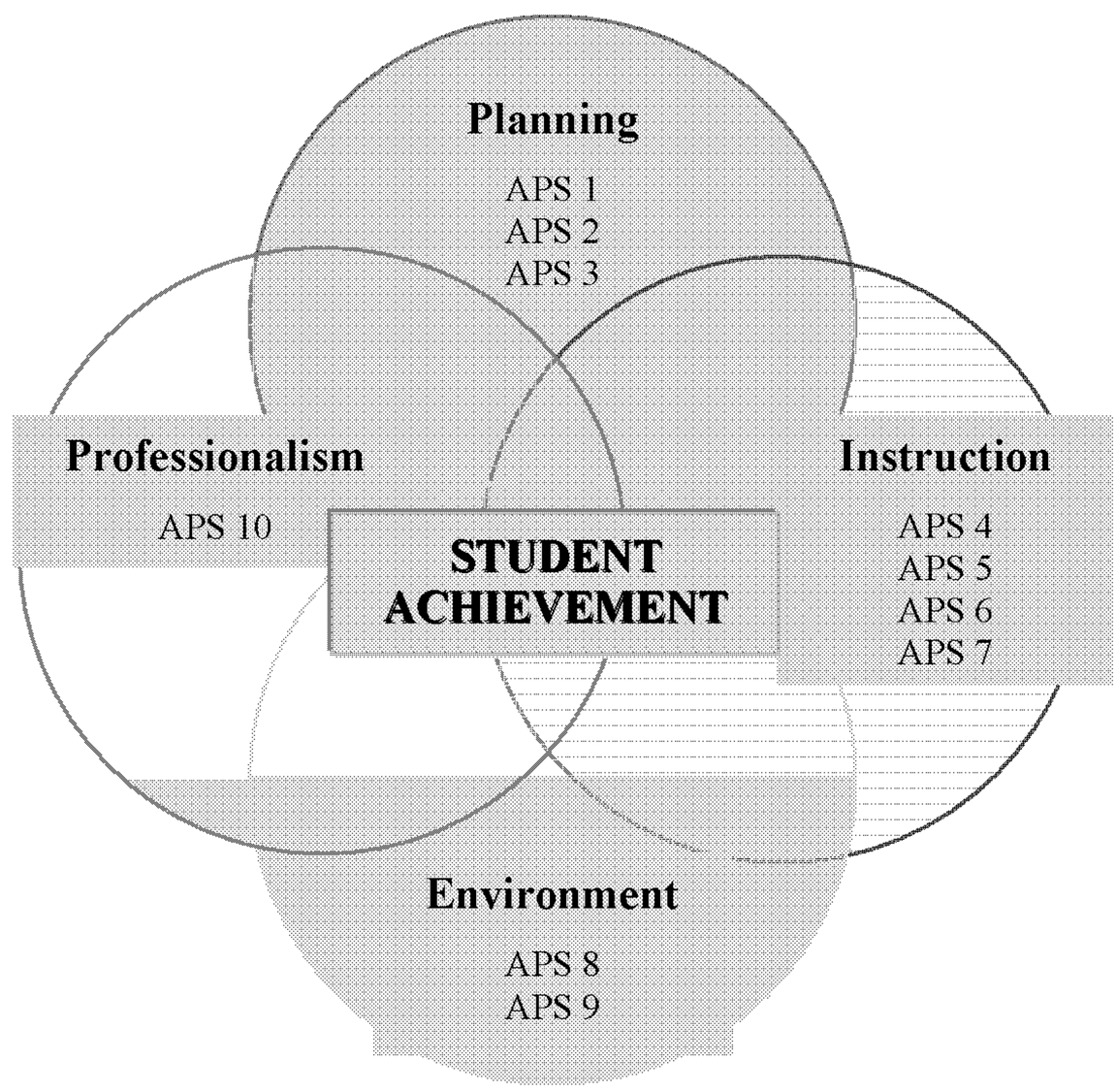
APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student's knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher's ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- determine what the students need to know and/or be able to do [*planning*];
- appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- create and maintain a classroom environment that is conducive to learning [*planning* and *environment*];
- analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning* and *instruction*];
- use the results of these analyses to guide future planning and instruction [*planning*]; and
- assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

APS 1
Long-Range Planning

> An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level

academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

> An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are

expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.
The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.
The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.
The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.
The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.
The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.
The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.
The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior

to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8
Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.
The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.
The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.
The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.
The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.
It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities

or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.
The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.
The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.
Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.
The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.
The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks

out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS

In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SDE document *Policy Guidelines for South Carolina Teacher Education Units* (available online at http://www.scteachers.org/educate/edpdf/boardpolicy.pdf).

ADEPT PERFORMANCE STANDARDS

- All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.
- Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation

- All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences.
- Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive *orientation* that includes written and oral explanations of
  - the assistance and evaluation processes;
  - the expectations related to each of the ADEPT Performance Standards; and
  - the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements

- Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice.
- All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the "ADEPT Training Requirements" section of these guidelines.
- The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE's
  - assistance and evaluation processes;
  - expectations relative to candidates' performance on each of the ADEPT standards; and
  - requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance

- Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.

- The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.

Summative Evaluations

- Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.
- Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.
- The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes.
- Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SDE.
- Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

ADEPT PLANS

- Each teacher education program must submit an ADEPT plan to the SDE by July 1 annually.
- The ADEPT plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.
- The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.
- The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including
  - the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates;
  - the process for providing and/or verifying appropriate training for IHE and school-based supervisors;
  - the process for conducting formative assessments of and providing feedback and assistance to candidates;
  - the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and
  - the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for

years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Requirements for Induction

The following ADEPT guidelines for induction apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance, counselors, and speech-language therapists).

The purpose of induction is to facilitate beginning teachers' successful transition into professional practice. The primary emphasis during this time is on the *assisting* component of ADEPT. Detailed information regarding this assistance process is contained in the SDE document *South Carolina Mentoring and Induction Program: Implementation Guidelines* (available online at http://www.scteachers.org/Cert/Certpdf/mentoringguidelines.pdf).

As a part of the ADEPT assistance process, school districts must make certain that beginning teachers are knowledgeable about the ADEPT system. However, the assistance process is not limited to providing these teachers with instruction in the ADEPT Performance Standards. Its ultimate goal is, of course, to help these teachers meet or exceed these performance expectations as part of their everyday practice.

Specifically, the school districts must develop and implement plans to ensure that each induction-contract teacher understands

- what "good teaching" looks like in terms of the particular ADEPT Performance Standards that are appropriate for classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists;
- the ways in which the district will provide written and oral formative feedback to the teacher regarding his or her performance in regard to each of the ADEPT Performance Standards, and the frequency (i.e., at least twice per year) with which this feedback will be provided;
- the district's criteria for determining whether or not to recommend the teacher for reemployment the following year and whether to place the teacher on formal evaluation or diagnostic assistance if he or she is to be reemployed the following year;
- the ADEPT formal evaluation process that each teacher must successfully complete during the annual-contract year, including
  - the components of the formal evaluation process,
  - the criteria for successfully completing the ADEPT formal evaluation, and
  - the ways in which the ADEPT formal evaluation results will be used (e.g., to determine eligibility for advancement to a professional teaching certificate and a continuing contract, to make employment decisions, to guide in developing/refining teachers' professional growth and development plans, to inform teacher preparation programs).

ADEPT Requirements for Formal Evaluation

These ADEPT formal evaluation requirements apply to all classroom-based teachers as well as to all special-area educators.

CERTIFICATE ADVANCEMENT

- Educators must be employed at the annual-contract level in a public-school setting and must successfully complete an ADEPT formal evaluation in an area or areas in which they hold current certification.
- Educators must be employed at least half-time (i.e., FTE = ≥0.5) during their formal evaluation year in order to be eligible for certificate advancement.

FORMAL EVALUATION PERIOD

- The entire formal evaluation period must cover a minimum of 90 working days over the course of the academic year.
- The formal evaluation period must consist of two evaluation cycles that are roughly equal in length (i.e., each cycle must cover approximately 45 working days, with the total period being no less than 90 working days).
- The entire first (i.e., preliminary) evaluation cycle must occur during the first semester of the school year. All or at least a portion of the second (i.e., final) evaluation cycle must occur during the second semester of the school year. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.
- Each school district must include the dates of the formal evaluation period in its annual ADEPT plan.

PERFORMANCE STANDARDS

- All ADEPT formal evaluation systems must be based on the State Board of Education–approved ADEPT Performance Standards (APSs) and their respective key elements.
- Any school district, school-based program, or teacher education program wishing to modify the APSs and/or key elements must ensure that the modified standards are directly correlated with the APSs and that these correlations are explicitly described in the district's ADEPT plan (see the "District ADEPT Plans" section, below).
- The district's ADEPT plan must be approved by the State Board of Education prior to the implementation of the modified standards.
- Evaluation results based on approved modified standards must be converted and reported to the State Department of Education (SDE) as APSs.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- According to the ADEPT statute (S.C. Code Ann. §59-26-40 (2004)), teachers at the annual- and continuing-contract levels must establish individual professional growth and development plans. These plans are incorporated into the "Fulfilling Professional Responsibilities" ADEPT Performance Standard 10 for classroom-based teachers and for educators in each respective special area.
- Any performance weaknesses that are identified during the preliminary evaluation cycle must be included in the educators' professional growth and development plans at the time of the preliminary evaluation conference.
- Teachers must be provided with appropriate support and assistance in addressing these weaknesses. However, evaluators may not serve as support persons for teachers they are evaluating.

ADEPT Formal Evaluation Requirements for Classroom-Based Teachers

The following formal evaluation requirements apply to classroom-based teachers only. Formal evaluation requirements for special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists) are delineated in a later section of this document.

EVALUATION TEAMS

- An ADEPT evaluation team must be appointed for each teacher who is scheduled for formal evaluation.
- All evaluation team members must have met all State Board of Education–approved ADEPT evaluator training requirements.
- Each ADEPT evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor; the other evaluator must possess a knowledge of the content taught by the teacher who is being formally evaluated.
- A minimum of three evaluators is required for the two groups of teachers scheduled to undergo *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - One of the three members of the evaluation team must be a teacher who has knowledge of the content taught by the teacher who is being formally evaluated.
  - Classroom observations made as part of the data-collection process must be conducted and documented by at least two of the three evaluators.
  - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

ORIENTATION

- All teachers scheduled for formal evaluation must receive a comprehensive orientation to the process prior to beginning the evaluation.
- The orientation must include, at a minimum, written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

- All ADEPT formal evaluation systems must include multiple sources of evidence that reflect the teacher's typical performance relative to each of the ten ADEPT Performance Standards (APSs) and key elements.
- Evidence must be collected from the following six sources, at a minimum: the long-range plan, the unit work sample, classroom observations, reflections on the instruction and student learning, the professional review, and the professional reflection and development plan.

Long-Range Plan

- Each teacher undergoing formal evaluation must develop a long-range plan (LRP).
- Each teacher must submit the completed LRP to the evaluation team on or before the date established in the district's ADEPT timeline. The LRP becomes part of the teacher's dossier and provides the evidence related to APS 1.

- Each evaluator must review the teacher's LRP during the first cycle of evaluation.
- If the consensus report at the end of the preliminary (first) evaluation cycle indicates that all key elements of APS 1 are *met*, the final (second) evaluation cycle review of the LRP may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APS 1 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.
- If the preliminary evaluation consensus report indicates that any of the key elements of APS 1 are *not met*, the teacher must revise his or her LRP and submit it to the evaluation team for review during the final evaluation cycle.

Unit Work Sample

The purpose of unit work sampling is to demonstrate and document the teacher's effectiveness in promoting student achievement. The unit work sample provides the evidence for the teacher's performance with regard to APSs 2 and 3.

The unit work sampling process consists of the following eight steps:

1. The teacher reviews his or her LRP and selects an instructional unit (as indicated in APS 1.C) that is scheduled to be begun and completed during the current (i.e., preliminary or final) evaluation cycle. In this context, a term *instructional unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process.

   All early childhood teachers must select a unit that relates to language or preliteracy *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine language or preliteracy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.
   All elementary teachers through grade three must select a unit that relates to English language arts or reading *if* they are required to be "content competent" in either of those areas in accordance with their current teaching assignments. Integrated units that combine English language arts or reading with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

   In order for the teacher's impact on student learning to be determined, the unit work sampling process must be conducted over a minimum two-week period. Typically, this requirement presents no difficulty since most instructional units require two or more weeks to complete. However, in rare instances, a teacher may be unable to design a unit that is two or more weeks in length. In such cases, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire (i.e., eight-step) work sample process must be followed for each unit of instruction.
2. The teacher determines the student characteristics (from APS 1.A) and other contextual factors that are likely to impact instruction and/or student learning with regard to the selected instructional unit.
3. The teacher develops a written unit plan that includes the learning objectives (APS 2.A); the necessary instructional activities and assignments, strategies, and resources (APS 2.B); and the formal and informal assessment methods and criteria (APS 3.A).
4. The teacher administers and/or obtains the results of one or more preassessments and analyzes the data to determine the learning status of the students prior to instruction (APS 3.B).
5. The teacher implements instruction, making adjustments to the unit plan as necessary. The entire instructional unit must be completed before the teacher moves to the next step.
6. The teacher administers one or more postassessments and analyzes, summarizes, and interprets the results in order to profile student learning (APS 3.B) and communicate information about student progress and achievement (APS 3.C).

7. The teacher reflects and self-evaluates on the completed unit (APS 3.B) and uses this information to determine the appropriate steps to take next (APS 2.C).
8. The teacher submits the unit work sample to the evaluation team. The unit work sample then becomes part of the teacher's dossier.

If the consensus report at the end of the preliminary (first) evaluation cycle indicates that *all* key elements of APS 2 and APS 3 are *met*, the final evaluation unit work sample requirements may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APSs 2 and 3 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team's rationale for resuming the process.

If the preliminary evaluation consensus report indicates that any of the key elements in APS 2 or APS 3 are *not met*, the teacher must complete and submit another unit work sample, following steps 1–8 above, for review during the final evaluation cycle.

Classroom Observations

During the formal evaluation process, the primary purpose of classroom observations is to gather data pertaining to APSs 4–9.

- All data-collection observations must be *unannounced* and must be a minimum of 45 minutes in length.
  In addition to these data-collection observations, evaluators may conduct other types of observations (e.g., walk-through observations, announced observations) as often as needed. Although the results of these other observations are not admissible as ADEPT formal evaluation data, these findings may trigger the need for additional data-collection observations that can, in turn, generate admissible formal evaluation data.
- Two or more members of the ADEPT evaluation team must each conduct at least one data-collection observation during each of the two evaluation cycles (i.e., preliminary and final). In other words, a minimum of four data-collection observations (i.e., *two* per cycle) must be conducted during the year.
- Each evaluator must place a written summary of the observation in the dossier following each data-collection observation. All documentation must be well organized and must contain detailed descriptions and specific examples that relate to each of the key elements in APSs 4–9.
- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - The data-collection observations must be conducted and documented by at least two of the three evaluators. However, all three evaluators must review the dossier, including the documentation of all data-collection observations.

Reflections on Instruction and Student Learning

Following each required observation, the teacher must complete a written reflection on the impact his or her instruction has had on student learning. The purpose of these reflections is to gather additional data pertaining to APSs 4, 5, 6, 7, 8, and/or 9.

Each written reflection on the lesson must include, but need not be limited to, descriptions of

- the lesson objective(s), the relationship between the objective(s) and the academic/developmental standards, and the ways in which the lesson relates to students' prior and future learning;

- the formal and/or informal assessments and criteria that have been or will be used to measure student progress in terms of the lesson's objective(s), including a sample of the formal assessment(s);
- the feedback that the teacher has provided or will provide to the students regarding their performance;
- the degree to which the lesson accomplished or did not accomplish the intended results and why; and
- the implications for subsequent instruction.

All reflections are to be submitted to the evaluation team for inclusion in the dossier within seven calendar days of the observation, unless an extension is approved by the evaluation team.

Professional Review

- Near the end of each evaluation cycle, the building principal (and other school- or district-level administrators as appropriate) must complete a written professional review of the teacher's performance. The purpose of this review is to provide evidence pertaining to APS 10.A–D.
- Written professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Self-Assessment and Professional Growth and Development Plan

- Near the end of the preliminary evaluation cycle, the teacher must complete a written self-assessment. The purpose of the self-assessment is to provide evidence pertaining to APS 10.E and to serve as the basis for the teacher's professional growth and development plan.
- The self-assessment must include, but need not be limited to, the teacher's reflections on his or her impact on student learning. Additionally, the teacher should include reflections on other professional areas such as advocating for his or her students, collaborating with his or her colleagues, and communicating effectively with others.
- The teacher's self-assessment must be submitted to the evaluation team for inclusion in the dossier.
- Each evaluator must review the teacher's self-assessment at the end of the preliminary evaluation cycle
  If the consensus report at that time indicates that the teacher has completed an appropriate self-assessment and that key element 10.E was *met*, the teacher need not complete another self-assessment during the final evaluation cycle at the discretion of the evaluation team.

  If the consensus report at the end of the preliminary evaluation cycle indicates that key element 10.E was *not met*, the teacher must revise his or her self-assessment and submit the revised document to the evaluation team for review during the final evaluation cycle.

- On the basis of the results of the preliminary and final evaluations, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate professional growth and development plan.
- The plan must include any areas of weakness (i.e., key elements that were *not met*) that were identified during the evaluation.
- If multiple areas of weakness were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.
- If no areas of weakness were identified, the plan must support continued improvements in professional knowledge and skills.

DOCUMENTATION AND EVALUATION OF EVIDENCE

- The chair of the evaluation team must maintain a dossier for each teacher who is undergoing formal evaluation.
- A copy of the entire dossier, either as hard copy or in electronic format, must be made available to each member of the evaluation team.
- The contents of the dossier must include, but need not be limited to,
  - the teacher's long-range plan,
  - the teacher's unit work sample,
  - the evaluators' documentation from each data-collection observation,
  - the teacher's post-observation reflections on each observed lesson,
  - the professional reviews completed by the administrator(s), and
  - the teacher's self-assessment.

- All evaluators must use the same scoring rubrics to review all contents of the dossier that are required for each cycle of data collection. The rubrics must directly correlate with the ten ADEPT Performance Standards and related key elements.
- A minimum of three evaluators must review the dossiers of teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).

TEAM CONSENSUS, PERFORMANCE CRITERIA, AND REPORTS

- At the conclusion of each evaluation cycle, each member of the evaluation team must independently review all data included in the dossier for that cycle and complete the scoring rubric for each ADEPT Performance Standard.
- The evaluators must then meet to discuss their independent ratings and reach consensus regarding their judgments.
- Each of the key elements within each ADEPT Performance Standard must be rated as either *met* (1 point) or *not met* (0 points). Each domain is passed if *no more than one* of its key elements receives a judgment of *not met*. The following table outlines the rating system:

Domain and Performance Standards	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
Domain 1: Planning		
APS 1: Long-Range Planning	5	**≥ 10**
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	**≥ 11**
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	

Domain and Performance Standards	**Number of Key Elements**	**Number of Key Elements Required to *Pass* the Domain**
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	**≥ 5**
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	
	5 DOMAIN TOTAL	**≥ 4**

- To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.
- The evaluation team also must prepare the written consensus report. The consensus report must contain, at a minimum,
  - the team's overall consensus judgment,
  - the rating for each of the ADEPT Performance Standard key elements,
  - the team's rationale for giving each rating, and
  - the signature of each evaluator verifying the fidelity of implementation of the evaluation process and indicating agreement with all ratings.
- Key elements that were *not met* automatically become areas for improvement. These areas must be addressed in the educator's professional growth and development plan.
- A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
  - All three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

CONFERENCES

- Following each consensus meeting, but prior to the end of each evaluation cycle, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of his or her performance with regard to each of the ADEPT Performance Standards as well as the overall results of the evaluation. The consensus report should serve as the basis for the discussion.

- The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.
- The teacher must be provided a copy of the consensus report.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the ADEPT formal evaluation process.
- School districts must analyze their ADS (ADEPT data system) reports and evaluation summaries.
- School districts must use the results of these analyses to continuously improve the design and/or implementation of their ADEPT formal evaluation process.

ADEPT Diagnostic Assistance Requirements

The ADEPT requirements for diagnostic assistance apply to all educators at the annual-contract level, including classroom-based teachers and special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists). An educator is eligible to receive *only one* diagnostic-assistance year during his or her public school teaching career in this state.

The purpose of diagnostic assistance is to allow districts to provide individualized support to annual-contract educators who have demonstrated potential but who are not yet ready to complete a formal performance evaluation. Diagnostic assistance may be provided either following an educator's induction year or following the educator's first unsuccessful formal evaluation. Once the diagnostic assistance year is completed, the school district, at its discretion, may either employ the teacher under another annual contract or terminate the teacher's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal evaluation during the educator's next year of teaching employment in a South Carolina public school.

MENTORING

- The school district must assign a mentor to each annual-contract educator who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the SDE's mentoring and induction guidelines as well as with the ADEPT training requirements that are described later in this document. The role of the mentor is to provide additional support to the educator.
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the educator, as specified in the educator's professional growth and development plan. The mentor should keep a log to document the assistance he or she has provided to the educator throughout the year.
- The mentor must *not* serve as an evaluator for the educator.

FORMAL FEEDBACK

The school district must designate one or more supervisors (e.g., administrators, lead teachers, curriculum coordinators, evaluators) to provide formal feedback to the educator during the diagnostic assistance process. The role of the supervisors is to determine the educator's progress toward meeting the

established professional growth and development goals and to gauge the educator's overall performance relative to the ADEPT Performance Standards. Districts may consider these results when making subsequent employment decisions. Districts are *not* required to conduct a full formal evaluation of educators during the diagnostic assistance year, but they may do so at their discretion. However, the SDE will *not* apply any results obtained during a diagnostic assistance year toward an educator's annual-contract formal evaluation requirements. The educator will be eligible for an annual contract and be required to undergo a full formal evaluation during his or her next year of employment, regardless of any results obtained during the diagnostic-assistance year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- A professional growth and development plan must be developed collaboratively by the supervisor and the educator.
- This professional growth and development plan must be in place no later than the 20th day of school and must include one or more performance goals that address the area(s) in which the educator needs additional support.
- The following information must be included for each goal:
  - the recommended strategies to help the educator achieve the goal(s), which might include professional development (e.g., workshops, inservices, conferences, course work, literature reviews), peer group activities (e.g., planning, reflection on instruction and/or assessment), observations of and consultations with other professionals, research activities, coaching and feedback from the mentor and/or other professionals, guided reflections, and formative assessments;
  - the methods that will be used to determine progress and overall achievement of the goal; and
  - the level of performance that will be required to confirm satisfactory progress and overall goal accomplishment.
- At least twice during the year, the supervisor must use the methods specified in the professional growth and development plan to determine the educator's progress toward meeting each of the goals.
- The supervisor must then provide the educator with oral and written feedback on his or her performance and progress with regard to each goal as well as feedback on the educator's overall performance in terms of the ADEPT Performance Standards.
- The professional growth and development plan may be modified at any point during the year as deemed necessary and appropriate. Modifications must be made in writing and must be signed by both the educator and the supervisor.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the ADEPT diagnostic assistance process.
- School districts must analyze this feedback and use the results to continuously improve the diagnostic assistance process.

ADEPT Informal Goals-Based Evaluation Requirements

The following ADEPT requirements for informal goals-based evaluation (GBE) apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists).

The primary purpose of the GBE is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful educators are encouraged to stretch themselves professionally by engaging in meaningful learning experiences and by seeking to make significant contributions to the profession. The primary role of supervisors is to facilitate, not to control, the GBE process.

- Continuing-contract educators must be evaluated on a continuous basis (i.e., *every year*). The evaluation may be formal or informal (i.e., goals-based), at the discretion of the local school district.
- Continuing-contract educators who are being recommended for formal evaluation the upcoming school year must be notified in writing no later than April 15 of the current school year. The written notification must include the reason(s) that a formal evaluation is recommended as well as a description of the formal evaluation process.
- Continuing-contract educators who are new to the district must be notified in writing at the time of their hiring if they are to receive a formal evaluation.
- Educators employed under continuing contracts who do *not* receive written notification must participate in the GBE process.
- Educators who are pursuing or who hold certification from the National Board for Professional Teaching Standards are *not* exempt from evaluation requirements. However, an educator who is pursuing National Board certification (NBC) may be allowed to develop a GBE goal around the NBC process, at the discretion of the local school district. Once the educator completes the NBC process, he or she must develop and pursue one or more new GBE goals during the remainder of the five-year cycle, regardless of whether the educator has been successful in achieving National Board certification.
- Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE, at the discretion of their respective school districts. This provision applies primarily to Program for Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers.

GBE CYCLE

Each educator's goals-based evaluation cycle will cover a maximum five-year period. The intent is to coordinate the GBE cycle with the validity period of the educator's professional certificate (issued by the SDE). During the phase-in period of these GBE guidelines, some educators will be expected to have shorter GBE cycles and, as a result, proportionately fewer goals, until they enter a new five-year certificate validity period.

GBE GOALS

Each educator participating in the GBE process must establish one or more long-term professional growth and development goals. Normally, more than one goal will be needed to meet the following requirements:

- Each goal must be aligned with one or more of the ADEPT Performance Standards (APSs).
- Each goal must be stated in terms of change or improvement over time.
- At least one goal must be stated in terms of the teacher's influence on students (e.g., improved behavior, improved attitude, increased achievement).
- If performance weaknesses in terms of the APSs have been identified, one or more goals must address these weaknesses.
- One or more goals must be supportive of any objectives in the district strategic plan and/or in the school renewal plan that apply to the particular educator.
- The educator must pursue one or more goals *each year* of the five-year GBE cycle. If all goals are completed early, the educator must develop one or more new goals to cover the remaining year(s) of

the cycle. However, the educator may be required to work toward no more than three goals during any one year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- Prior to beginning the evaluation cycle, the educator must reflect upon his or her professional strengths, weaknesses, and interests and use these insights as a basis for drafting a professional growth and development plan. Educators are encouraged to work collaboratively with other educators whenever possible to support one another in developing and implementing mutually relevant goals.
- After completing the draft of his or her professional growth and development plan, the educator must meet with his or her supervisor to discuss the proposed goal(s) and make modifications, as necessary, to ensure that all requirements are met (see the "GBE Goals" section, immediately above). For each goal, the educator and supervisor must agree upon
  - the timeline—that is, the beginning and ending dates—for the goal;
  - the appropriateness of the GBE goal for the certificate renewal processes (subject to school district policy);
  - the types of evidence required to verify annual progress and overall goal accomplishment; and
  - the level of performance required to determine satisfactory annual progress and overall goal accomplishment.
- During the planning meeting, the supervisor should review with the educator the factors that will result in a recommendation for formal evaluation. These factors must relate specifically to one or more of the ADEPT Performance Standards.
- The professional growth and development plan becomes effective upon the signature of both the educator and his or her supervisor. This plan may serve as the basis for the educator's certificate renewal activities, at the discretion of the school district.

Changes in the educator's professional performance, work-related responsibilities, and/or professional aspirations, as well as advancements in the profession itself, may be expected. Therefore, the professional growth and development plan is to be viewed as a dynamic document that should be amended at any time deemed necessary and appropriate. Amendments to the plan must be made in writing and must be signed by both the educator and supervisor.

ANNUAL GBE REVIEWS

- The educator must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor by February 15 of each school year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to April 15 of each school year. At this meeting the supervisor and educator will review the evidence for the targeted goal(s) and discuss the recommendations:
  - If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and should be discussed and agreed upon at this time.
  - If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
  - If performance weaknesses are identified and formal evaluation is being recommended, the teacher must be notified in writing on or before April 15. The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- School districts must obtain feedback on an annual basis from participating educators and supervisors regarding the design and implementation of the GBE process.
- School districts must analyze this feedback and use the results to continuously improve the GBE process.

District ADEPT Plans

- Each school district must submit an ADEPT plan to the SDE by May 1 annually.
- The ADEPT plan must describe or reference the specific details of the district's
  - induction program,
  - formal evaluation model and dates for the formal evaluation period (i.e., preliminary and final evaluation cycles),
  - diagnostic assistance model,
  - informal goals-based evaluation (GBE) model, and
  - charter school participants, if any.
- Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a school district to submit a statement of assurances form on May 1, in lieu of a duplicate plan, for years that the district seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Training Requirements

Comprehensive, ongoing training is essential to promoting the integrity and fidelity of implementation of the ADEPT system. The purpose of the training is to ensure that all ADEPT service providers have the knowledge and skills necessary to maintain the validity and reliability of the ADEPT evaluation system, to ensure its maximum freedom from bias, and to carry out its documentation requirements.

- Those educators who are responsible for implementing the ADEPT system must successfully complete one or more of the three levels of ADEPT instruction:
  - **ADEPT trainer training** is required for all educators who seek to train other educators to become ADEPT evaluators.
  - **ADEPT evaluator training** is required for all educators who serve on ADEPT formal evaluation teams for teachers employed at the annual- and continuing-contract levels.
  - The **ADEPT seminar** is the minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates. The ADEPT seminar is also recommended for mentors.

Additionally, ongoing ADEPT professional development requirements apply to educators at each of these three levels. These ADEPT professional development requirements are detailed below.

ADEPT TRAINER TRAINING

- All educators who seek to prepare educators to become ADEPT evaluators must successfully complete the ADEPT trainer training. The primary purpose of this training is to ensure fidelity of implementation of the ADEPT formal evaluation system.

- To be eligible to participate in ADEPT trainer training, an educator must
  - be an SDE-certified ADEPT evaluator,
  - have served successfully on a minimum of three ADEPT formal evaluation teams, and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.

ADEPT trainer training consists of two components. The ADEPT trainer tutorial, developed by the SDE, is designed to acquaint the trainer-in-training with the requirements for the three-day evaluator training, including the agenda, materials, and performance assessments. Once an educator has successfully completed the ADEPT trainer tutorial, he or she is eligible to begin the second training component, the ADEPT trainer apprenticeship.

- The educator must successfully complete the ADEPT trainer tutorial *prior to* participating in the ADEPT trainer apprenticeship.
- During the apprenticeship, the trainer-in-training must conduct at least 75 percent of one or more complete three-day ADEPT evaluator training sessions under the direct supervision of an SDE-certified ADEPT trainer. The length of the apprenticeship depends on the number of training sessions the trainer-in-training requires to develop the skills necessary for him or her to be able to
  - prepare for and successfully conduct a three-day ADEPT evaluator training session,
  - accurately assess and provide feedback on all assignments to the participants in the ADEPT evaluator training sessions, and
  - propose recommendations for each of the participants and present these recommendations to the supervising ADEPT trainer.
- The supervising ADEPT trainer is responsible for evaluating the performance of the trainer-in-training according to the above performance criteria. Once the trainer-in-training has met these criteria, the supervising trainer must make the final recommendation to the SDE regarding certification of the particular individual.
- An educator who became a SDE-certified ADEPT trainer prior to the implementation of these ADEPT guidelines *must* successfully complete the new ADEPT trainer tutorial in order to retain his or her ADEPT trainer and evaluator certifications. However, he or she is *not* required to complete the ADEPT trainer apprenticeship or the ADEPT seminar.

ADEPT EVALUATOR TRAINING

- All educators who serve as members of formal evaluation teams for teachers at the annual- and continuing-contract levels must successfully complete the ADEPT evaluator training. The primary purpose of evaluator training is to ensure *reliability*.
- An educator must meet the following two criteria to be eligible to participate in ADEPT evaluator training:
  - have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting and
  - be recommended for the training by a school district administrator or a faculty member at an IHE.
- All ADEPT evaluator training models must be approved by the State Board of Education, must be conducted by an SDE-certified ADEPT trainer, must include a minimum of three full days (or the equivalent) of direct instruction and guided practice, and must include a comprehensive written assessment and one or more performance exercises that require each participant to demonstrate
  - knowledge of all ADEPT Performance Standards and key elements,
  - knowledge of all procedural requirements of the formal evaluation process,
  - knowledge of the state criteria for successful completion of the formal evaluation,
  - the ability to collect valid data and appropriately document evidence for each Performance Standard,

    - the ability to analyze evidence relative to each Performance Standard, and
    - the ability to make reliable judgments relative to performance in each standard through a consensus-based decision making process.
- An educator who became an SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar (described below) in order to retain his or her ADEPT evaluator certification. However, he or she is *not* required to complete this evaluator training.

The ADEPT trainer is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT evaluator certification.

ADEPT SEMINAR

The minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates is successful completion of the ADEPT seminar. The ADEPT seminar is also the minimum ADEPT requirement for mentors. The primary purpose of the seminar is to ensure that participants have the knowledge and skills necessary to facilitate performance in each of the ADEPT Performance Standards.

- An educator must meet the following three criteria to be eligible to participate in an ADEPT seminar:
    - have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting,
    - be qualified to serve as a cooperating teacher, mentor, or supervising faculty member; and
    - be recommended for the seminar by a school district administrator or a faculty member at an IHE.
- All ADEPT seminars must follow the structure and format provided by the SDE and must be conducted by an SDE-certified ADEPT trainer or evaluator.
- An educator must attend and actively participate in the entire ADEPT seminar and must successfully complete the written assessment in order to receive a certificate of completion.
- An educator who became a SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar in order to retain his or her ADEPT evaluator certification.
- Cooperating teachers, IHE faculty members, and mentors must successfully complete this seminar if they wish to continue as ADEPT facilitators.

The ADEPT seminar leader (i.e., ADEPT trainer or evaluator) is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT facilitator certification.

ONGOING ADEPT TRAINING REQUIREMENTS

- ADEPT trainers, evaluators, and facilitators must participate in any ADEPT system update training that is required by the SDE in order for them to maintain valid ADEPT certificates.
- ADEPT-certified trainers, evaluators, and facilitators must accrue a minimum of *ten hours* of ADEPT-related professional development every five years. The ADEPT professional development may be provided by a school district, an institution of higher education, or the SDE. The employing entities are responsible for developing and implementing procedures to ensure that all ADEPT certificate holders meet this requirement.

State Sanctions

REGULATORY GUIDANCE

The ADEPT regulation—State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual-contract teachers who fail two ADEPT formal evaluations:

> An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.
>
> Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

DISTRICT REPORTING AND SDE FOLLOW-UP

- School districts must annually report to the SDE via the ADS (ADEPT data system), on or before May 1, the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:
  - the overall final evaluation judgment *and*
  - the evaluation summary, which includes the judgment for each ADEPT Performance Standard.
- When the SDE has received the district's report, the agency will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of two years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by the SDE.

ADEPT REMEDIATION PLAN

On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, the SDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- The teacher may begin work on the remediation plan at any time *after* the suspension but must complete the remediation plan within five years of the date of the certificate suspension in order to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan

within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.

- The teacher must successfully complete a minimum of 6 semester hours of course work in the content area(s) in which he or she was evaluated.
- The teacher must successfully complete a minimum of 6 additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.
- The teacher must take all required course work at an accredited institution of higher education.

  Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.
- The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.
- Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from the SDE prior to enrolling in each course. In order to obtain preapproval from the SDE, the teacher must submit the name of the institution of higher education that is offering the particular course and a copy of the detailed course description and/or syllabus.

CERTIFICATE REINSTATEMENT

After a minimum of two years but within five years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT remediation plan, the teacher is eligible to request reinstatement of his or her teaching certificate.

- The teacher must submit official transcripts to the SDE to verify completion of the remediation plan.
- The teacher must file a request for reinstatement.
- If the SDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
  - If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
  - If the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the State Board of Education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

ADEPT Formal Evaluation Requirements for Special-Area Educators:

Library Media Specialists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina's ADEPT system by providing appropriate standards and procedures for the performance evaluation of library media specialists. The ADEPT Performance Standards (APSs) described below apply to library media specialists at all contract levels. The formal evaluation procedures apply to library media specialists at the annual-contract level as well as

to continuing-contract library media specialists who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *library media specialist* refers to any individual who holds South Carolina Department of Education certification as a library media specialist and who is employed in a South Carolina public school as a library media specialist, media specialist, or library information specialist.

ADEPT PERFORMANCE STANDARDS FOR LIBRARY MEDIA SPECIALISTS

Formal evaluations of library media specialists must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of a library media specialist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The library media specialist must develop a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

APS 2: Administering the Library Media Program

The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

APS 3: Collaboration for Instruction and Services

The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state's curriculum standards.

APS 4: Library Media Collection and Resource Management

The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

APS 5: Maintaining an Environment Conducive to Inquiry

The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

APS 6: Assessing the Library Media Program

The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

APS 7: Fulfilling Professional Responsibilities

The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- Each library media specialist who is scheduled for formal evaluation must be assigned an evaluation team.
- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for library media specialists.
- At least one member of the evaluation team must be a certified library media specialist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for library media specialists.

ORIENTATION

- All library media specialists scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, orientation sessions must include written and oral explanations of the ADEPT Performance Standards for library media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the library media specialist's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- During the first semester of evaluation, each evaluator must review the library media specialist's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APS 1, (2) the library media specialist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 4, 5, and 6)

- Near the end of the first semester of evaluation, each evaluator must conduct an interview with library media specialist to collect information and view artifacts related to APSs 2, 4, 5, and 6. These APSs need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APSs 2, 4, 5, and 6 and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for these APSs may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 3)

- Each evaluator must conduct a minimum of one unannounced observation of an instructional session each semester (i.e., a minimum of four observations must be conducted during the school year).

- For the purpose of the ADEPT formal evaluation, observations should not be conducted prior to the midpoint of each semester. Additional observations may be conducted at the discretion of the evaluation team.

Library Media Specialist's "Reflection" (APS 3)

- Following each observation during the first semester of evaluation, the library media specialist must complete a written "Reflection" and submit it to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The library media specialist need not complete additional reflections following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 3 and (2) the evaluation team agrees that no additional reviews are necessary. Additional reflections may be requested during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the library media specialist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review both the "Professional Self-Report" and the "Professional Performance Description."
- The library media specialist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the library media specialist:

- specific evidence regarding the library media specialist's performance with regard to each of the seven APSs and
- a summary of the library media specialist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the library media specialist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the seven APSs regarding whether the library media specialist *meets standard* or *does not meet standard.*
- The library media specialist must meet the competency on APS 3 (Collaboration for Instruction and Services) *and* on at least five of the six remaining APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators:

School Guidance Counselors

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina's ADEPT system by providing appropriate standards and procedures for the performance evaluation of school guidance counselors. The ADEPT Performance Standards (APSs) described below apply to school guidance counselors at all contract levels. The formal evaluation procedures apply to school guidance counselors at the annual-contract level as well as to continuing-contract school guidance counselors who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *school guidance counselor* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification in elementary or secondary guidance, (2) has a master's degree in the area of elementary or secondary guidance, (3) is certified in counseling by the National Board for Certified Counselors or the National Board for Professional Teaching Standards, (4) is certified as a professional counselor by the South Carolina Department of Labor, Licensing, and Regulation, and/or (5) is a mental health counselor hired under the Program of Alternative Certification for Educators (PACE).

ADEPT PERFORMANCE STANDARDS FOR SCHOOL GUIDANCE COUNSELORS

Formal evaluations of school guidance counselors must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the counselor's performance with regard to each of these standards:

APS 1: Long-Range Planning

The school guidance counselor develops an annual long-range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.

APS 2: Short-Range Planning—Guidance and Counseling Activities

The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long-range plan.

APS 3: Development and Use of Assessments

The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.

APS 4: Providing Guidance and Counseling Services

The school guidance counselor effectively provides classroom and schoolwide guidance activities as well as group and individual counseling services that promote student educational, career, personal, and social development.

APS 5: Providing Consultation Services

The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.

APS 6: Coordinating Guidance and Counseling Services

The school guidance counselor effectively coordinates guidance and counseling program services with school and community services, programs, and/or agencies.

APS 7: Fulfilling Professional Responsibilities

The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- Each school guidance counselor who is scheduled for formal evaluation must be assigned an evaluation team.
- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for school guidance counselors.
- At least one member of the evaluation team must be a certified school guidance counselor.
- At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for school guidance counselors.

ORIENTATION

- Each school guidance counselor who is scheduled for formal evaluation must receive a comprehensive orientation prior to the initiation of the evaluation process.
- Orientation sessions must, at a minimum, include written and oral explanations of the ADEPT APSs for school guidance counselors, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the school guidance counselor's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- During the first month of evaluation, each evaluator must review the school guidance counselor's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on APS 1, (2) the long-range plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 3, and 6)

- During the first semester of evaluation, each evaluator must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to these APSs.
- The member of the evaluation team certified in school guidance counseling must focus at least one interview on the areas related to counseling.
- The other evaluator(s) must focus at least one interview on the areas related to guidance.
- Additional interviews in any area may be conducted at the discretion of the evaluation team. APSs 2, 3, and 6 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APSs 2, 3, and 6 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 4)

- Each evaluator must conduct a minimum of one unannounced observation each semester (i.e., a total of four observations must be conducted during the school year).
- The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998).
- The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session.
- All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team.

School Guidance Counselor's "Reflection" (APS 4)

- Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- The school guidance counselor need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A "Reflection" may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Consultation Surveys (APS 5)

- During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities.
- The feedback must include, but need not be limited to, written surveys (e.g., the "Consultation Survey" form) completed by parents/guardians, students, teachers, and administrators.
- Surveys must be completed by at least ten different respondents, including at least one building-level administrator.
- The school guidance counselor must complete the "Consultation Summary Report" on the basis of the surveys.
- Each evaluator must review the school guidance counselor's "Consultation Summary Report." Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive

evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team.

- APS 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this APS and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The school guidance counselor need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

- The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:
  - specific evidence of the school guidance counselor's performance with regard to each of the seven APSs and
  - a summary of the school guidance counselor's overall performance.
- This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the school guidance counselor's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the seven APSs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- The school guidance counselor must meet the competency standard on all seven of the APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators:

Speech-Language Therapists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina's ADEPT system by providing appropriate standards and procedures for the performance evaluation of speech-language therapists. The ADEPT Performance Standards (APSs) described below apply to speech-language therapists at all contract levels. The formal evaluation procedures apply to speech-language therapists at the annual-contract level as well as to continuing-contract speech-language therapists who have been scheduled for formal evaluation, consistent with the State Board of Education ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *speech-language therapist* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist (formerly, *speech correctionist*), (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

ADEPT PERFORMANCE STANDARDS FOR SPEECH-LANGUAGE THERAPISTS

Formal performance evaluations of speech-language therapists must address the following ten ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the speech-language therapist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.

APS 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation.

APS 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives—including aligned treatment strategies, resources, and schedules—that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

APS 4: Short-Range Planning of Assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.

APS 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.

APS 6: Using Strategies That Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

APS 7: Monitoring and Enhancing Communication

The speech-language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

APS 8: Maintaining an Environment That Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

APS 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing noninstructional routines.

APS 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- Each speech-language therapist who is scheduled for formal evaluation must be assigned an evaluation team.
- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for speech-language therapists.
- At least one member of the evaluation team must be a certified speech-language therapist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for speech-language therapists.

ORIENTATION

- Each speech-language therapist who is scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- At a minimum, this orientation must include written and oral explanations of the ADEPT Performance Standards for speech-language therapists, the evaluation process, the criteria for successful completion of the evaluation (including the district's procedural requirements for special education/speech and Medicaid documentation), and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the speech-language therapist's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- During the first semester of evaluation, each evaluator must review the speech-language therapist's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 1, (2) the speech-language therapist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be given a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Speech-Language Records and Documentation (APS 2)

- Near the end of the first semester of evaluation, each evaluator must review a random sampling of the speech-language records (including due process and Medicaid records) to determine compliance with applicable regulations and guidelines.
- Each evaluator should review a minimum of five records, except in special circumstances where the therapist's caseload requires fewer records to be generated. Only those records actually completed by the speech-language therapist should be selected for review; documents "inherited" from previous speech-language therapists do not constitute appropriate evidence.
- Criteria for the evaluation of the speech-language records must be consistent with the district's special education requirements for speech and Medicaid documentation.
- A records review need not be conducted during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 2 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 2 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

IEP Meetings and Interviews (APSs 3 and 4)

- During the first semester of evaluation, each evaluator must attend at least one IEP meeting (e.g., initial placement, annual review) conducted by the speech-language therapist. The evaluator may serve as the designated "administrator" for the meeting, if district policy allows.
- After each IEP meeting, the evaluator must conduct a follow-up interview with the speech-language therapist to collect information and review artifacts related to these APSs. APSs 3 and 4 need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary.
- Data collection for APSs 3 and 4 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APSs 5, 6, 7, 8, and 9)

- Each evaluator must conduct at least one unannounced observation of a therapy session each semester (i.e., a minimum of four observations must be conducted during the school year).
- All observations must last a minimum of one entire session. Evaluators should plan to arrive early to allow sufficient time for the speech-language therapist to access the student(s) IEP(s) prior to the beginning of the session. Additional observations may be conducted at the discretion of the evaluation team.

Speech-Language Therapist's "Reflection" (APS 7)

- Following every therapy-session observation conducted during the first semester of evaluation, the speech-language therapist must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- Each "Reflection" must be reviewed by the evaluator who conducted the observation.

- The speech-language therapist need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional reflections may be requested during the second semester of evaluation, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 10)

- Near the end of the first semester of evaluation, the speech-language therapist must complete and submit the "Professional Self-Report."
- A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- The speech-language therapist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 10 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the speech-language therapist:

- specific evidence regarding the speech-language therapist's performance with regard to each of the ten APSs and
- a summary of the speech-language therapist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- All members of the speech-language therapist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- The evaluation team must reach consensus on each of the ten APSs regarding whether the speech-language therapist *meets standard* or *does not meet standard*.
- The speech-language therapist must meet the competency standard on at least nine of the ten APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

APPENDIX A

Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT

- **Issued to educators who have less than one year of teaching experience**
- **Required for all educators, except for experienced out-of-state or nonpublic school teachers**

Contract Types, ADEPT Processes, and District Options

ADEPT process: **induction** ◆ Induction program and mentoring support and assistance ◆ Formative feedback ◆ Formal evaluation not required	Resulting **year-end options** for school districts: ◆ Annual-contract formal evaluation 1—if educator was successful in induction-contract year ◆ Annual-contract diagnostic assistance—if more time is needed before formal evaluation ◆ Contract nonrenewal* (educator has no due process rights in statute)
ANNUAL CONTRACT ◆ **Issued to educators who** ❖ **have completed an induction-contract year, *or*** ❖ **are from out of state or from a nonpublic school setting and have more than one year of teaching experience, *or*** ❖ **are returning to teaching following ADEPT-related state sanctions** ◆ **Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting**	
ADEPT process: **diagnostic assistance** ◆ Provided to educators who ❖ need additional assistance following an induction-contract year, ***or*** ❖ have an unsuccessful annual-contract formal evaluation 1 year, ***or*** ❖ have more than one year of teaching experience in another state or a nonpublic school setting, *if* time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation [Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]	Resulting **year-end options** for school districts: ◆ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year ◆ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year ◆ Contract nonrenewal* (educator has limited due process rights in statute) [Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]
ADEPT process: **formal evaluation 1** Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance ◆ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal* (educator has limited due process rights in statute)

Contract Types, ADEPT Processes, and District Options

ADEPT process: **formal evaluation 2** Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) ◆ State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
ADEPT process: **informal GBE** Provided *only* to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE ◆ Contract nonrenewal* (educator has limited due process rights in statute)
CONTINUING CONTRACT **Issued to individuals who** ◆ **have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate *or*** ◆ **hold a valid teaching certificate and have been employed under a previous continuing contract**	
ADEPT process: **informal GBE**	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)
ADEPT process: **formal evaluation** (If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)	Resulting **year-end options** for school districts: ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)

The *most typical* sequence for traditionally prepared educators is as follows:

Year 1: *Induction* ➔ **Year 2: *Annual* Formal Evaluation 1** ➔ **Year 3: *Continuing* GBE**

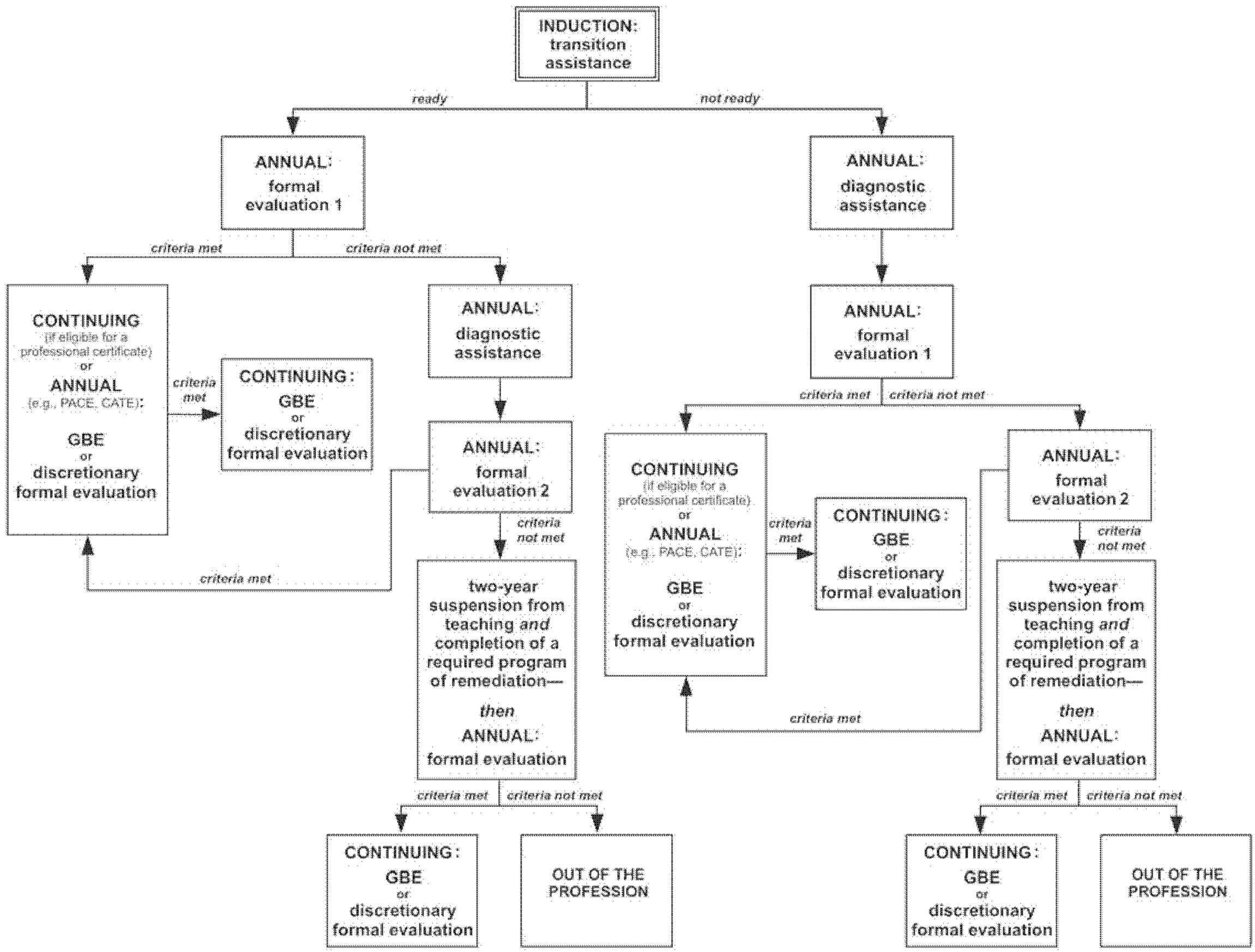
* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach

for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

Flow Chart:

Contract Types, ADEPT Processes, and District Options



APPENDIX B

ADEPT Formal Evaluation Observation Record for Classroom-Based Teachers

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Date/time of observation: _____ Observer: _____

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING *An effective teacher creates and maintains a classroom environment that encourages and supports student learning.*	
A. What was the physical environment of the classroom like?	
B. What type of affective climate did the teacher establish for the students?	
C. What type of learning climate did the teacher establish for the students?	

APS 9: MANAGING THE CLASSROOM *An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.*	
A. What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?	
B. In what ways did the teacher maximize—or *fail* to maximize—instructional time?	

APS 9: MANAGING THE CLASSROOM *An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.*	
C. What types of instructional materials, resources, and technologies were used during the lesson, and how did the teacher manage them?	

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS *An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.*	
A. What did the teacher expect the students to *learn* from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?	
B. What did the teacher expect the students to *do* during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?	
C. How did the teacher help the students *relate* to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?	

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING *An effective teacher promotes student learning through the effective use of appropriate instructional strategies.*	
A. What instructional strategies did the teacher use during the lesson?	
B. In what ways did the teacher vary the instructional strategies during the lesson, and why?	

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING *An effective teacher promotes student learning through the effective use of appropriate instructional strategies.*	
C. What evidence suggests that the instructional strategies were—or were *not*—effective in terms of promoting student learning and success?	

APS 6: PROVIDING CONTENT FOR LEARNERS *An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.*	
A. What evidence suggests that the teacher did—or did *not*—have a thorough knowledge and understanding of the content?	
B. What was the content of the lesson?	
C. How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?	

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING *An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.*	
A. In what ways—and how effectively—did the teacher monitor student learning during the lesson?	
B. In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?	
C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?	

Comments

APPENDIX C

ADEPT Formal Evaluation Consensus Report

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Academic year: _____ Cycle: ☐ preliminary ☐ final

DOMAIN 1: PLANNING

APS 1: Long-Range Planning		Met (1point)	Not Met (0 points)	Rationale
1.A	Obtaining and analyzing student information and using this information to guide instructional planning			
1.B	Establishing appropriate learning and developmental goals for all students			
1.C	Identifying and sequencing appropriate instructional units			
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement			
1.E	Planning appropriate procedures for managing the classroom			

APS 2: Short-Range Planning of Instruction		Met (1point)	Not Met (0 points)	Rationale
2.A	Developing unit objectives			
2.B	Developing unit plans (content, strategies, materials, resources)			
2.C	Using student performance data to guide instructional planning			

APS 3: Planning Assessments and Using Data		Met (1point)	Not Met (0 points)	Rationale
3.A	Developing/selecting and administering appropriate assessments			
3.B	Gathering, analyzing, and using assessment data			

3.C	Using assessment data to reflect student progress and achievement			

Domain 1 (APSs 1–3) total points earned:		(Total points possible = 11)
Domain 1 rating:	☐ **Pass** (≥ 10 points)	☐ **Fail** (≤ 9 points)

DOMAIN 2: INSTRUCTION

APS 4: Establishing and Maintaining High Expectations for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
4.A	Establishing, communicating, and maintaining high expectations for student achievement			
4.B	Establishing, communicating, and maintaining high expectations for student participation			
4.C	Helping students assume responsibility for their own participation and learning			

APS 5: Using Instructional Strategies to Facilitate Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
5.A	Using appropriate instructional strategies			
5.B	Using a variety of instructional strategies			
5.C	Using instructional strategies effectively			

APS 6: Providing Content for Learners		**Met** (1point)	**Not Met** (0 points)	**Rationale**
6.A	Demonstrating a thorough command of the subject matter			
6.B	Providing appropriate content			
6.C	Structuring the content to promote meaningful learning			

APS 7: Monitoring, Assessing, and	**Met**	**Not Met**	**Rationale**

Enhancing Learning		(1point)	(0 points)	
7.A	Monitoring student learning during instruction			
7.B	Enhancing student learning during instruction			
7.C	Providing appropriate instructional feedback to all students			

Domain 2 (APSs 4–7) total points earned:		(Total points possible = 12)
Domain 2 rating:	☐ **Pass** (≥ 11 points)	☐ **Fail** (≤ 10 points)

DOMAIN 3: ENVIRONMENT

APS 8: Maintaining an Environment That Promotes Learning		**Met** (1point)	**Not Met** (0 points)	**Rationale**
8.A	Creating a safe physical environment that is conducive to learning			
8.B	Creating and maintaining a positive classroom climate			
8.C	Creating and maintaining a classroom culture of learning			

APS 9: Managing the Classroom		**Met** (1point)	**Not Met** (0 points)	**Rationale**
9.A	Managing student behavior appropriately			
9.B	Making maximum use of instructional time			
9.C	Managing noninstructional routines efficiently			

Domain 3 (APSs 8–9) total points earned:		(Total points possible = 6)
Domain 3 rating:	☐ **Pass** (≥ 5 points)	☐ **Fail** (≤ 4 points)

DOMAIN 4: PROFESSIONALISM

APS 10: Fulfilling Professional Responsibilities		Met (1point)	Not Met (0 points)	Rationale
10.A	Advocating for the students			
10.B	Working to achieve organizational goals			
10.C	Communicating effectively			
10.D	Exhibiting professional demeanor and behavior			
10.E	Becoming an active, lifelong learner			

Domain 4 (APS 10) total points earned:		(Total points possible = 5)
Domain 4 rating:	☐ **Pass** (≥ 4 points)	☐ **Fail** (≤ 3 points)

Overall judgment: ☐ **Met** (all four domains passed) ☐ **Not Met** (one or more domains failed)

Evaluators' signatures: *By signing below, I verify that the formal evaluation process was conducted in accordance with the approved ADEPT plan and that I participated in making—and am in agreement with—the above judgments.*

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____
(optional)

Teacher's signature: *By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.*

Teacher: _____ Date: _____

APPENDIX D

ADEPT Goals-Based Evaluation

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Dates of GBE cycle: from _____ to _____

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

- **Goal:**
  (This goal is number _____ of _____ goals for the educator's five-year GBE cycle.)
- **Duration of goal:**
  Anticipated beginning date (*school year*): _____ Anticipated completion date (*school year*): _____
- **Types of evidence** required to verify annual progress/overall goal accomplishment:
- **Level of performance** required to determine satisfactory progress/goal accomplishment:
- **Certificate renewal:**
  Activities related to this goal
  ☐ may apply toward this educator's certificate renewal *if* approved by the district.
  ☐ may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [*please sign*]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

GBE REVIEW

- **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)
  ☐ The educator has *met* the above goal.
  ☐ The educator is making *satisfactory progress* toward achieving this goal.
  ☐ The educator is *not* making satisfactory progress toward achieving this goal.
  ☐ Other/comments:
- **Overall recommendation:** (to be completed by the supervisor with input from the educator)
  ☐ *Continue* the above goal.
  ☐ Develop/pursue a *new* goal because
    ☐ the above goal has been met.
    ☐ the above goal is no longer appropriate for this educator.
    ☐ one or more new priorities have been established for this educator.
  ☐ Other/comments:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____

Supervisor: _____ Date: _____

APPENDIX E
ADEPT Formal Evaluation At-a-Glance:
Classroom-Based Teachers

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR *(Consequential Evaluation)*
Complete the **LRP** (APS 1) and submit for inclusion in dossier			
Complete the (8-step) **unit work sampling** process (APSs 2 and 3) and submit for inclusion in the dossier			
Complete a **reflection** (APSs 4–9) following each data-collection observation and submit for inclusion in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	(Optional) Conduct data-collection observations (APSs 4–9) and place documentation in the dossier
Complete the **self-assessment** (APS 10.E) and submit for inclusion in the dossier	Complete the professional review (APS 10.A–D) and submit for inclusion in the dossier		
	Review the dossier	Review the dossier	Review the dossier
	Hold the consensus meeting; complete the "ADEPT Formal Evaluation Consensus Report" form		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
Library Media Specialists

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 4, 5, and 6)	Conduct the interview; complete documentation (APSs 2, 4, 5, and 6)	Conduct interview; complete documentation (APSs 2, 4, 5, and 6)	
Complete a written **reflection** (APS 3) following each observation	Conduct the observations	Conduct the observations	
	Review the **reflection**	Review the **reflection**	
	Complete the documentation (APS 3)	Complete the documentation (APS 3)	
Complete the "Professional Self-Report" (APS 7)			Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the library media specialist's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
School Guidance Counselors

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the **LRP** (APS 1)			
Begin distributing the **"Consultation Survey"** forms (APS 5)	Review the LRP; complete the documentation (APS1)	Review the LRP; complete the documentation (APS 1)	
Participate in **interviews** (APSs 2, 3, 6)	Conduct the counseling interview; complete the documentation (APSs 2, 3, 6)	Conduct the guidance interview; complete the documentation (APSs 2, 3, 6)	
Complete a written counseling or guidance **reflection** following each observation (APS 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the counseling reflection	Review the guidance reflection	
	Complete the documentation (APS 4)	Complete the documentation (APS 4)	
Analyze the results of "**Consultation Survey**"; complete the "Consultation Summary Report" (APS 5)			
Complete the "**Professional Self-Report**" (APS 7)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Review the "Consultation Summary Report"; complete the documentation (APS 5)	Complete the "Professional Performance Description" (APS 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	

	Review the "Professional Performance Description"; complete the documentation (APS 7)	Review the "Professional Performance Description"; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and "Evaluation Summary"		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the school guidance counselor's successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance:
Speech-Language Therapists

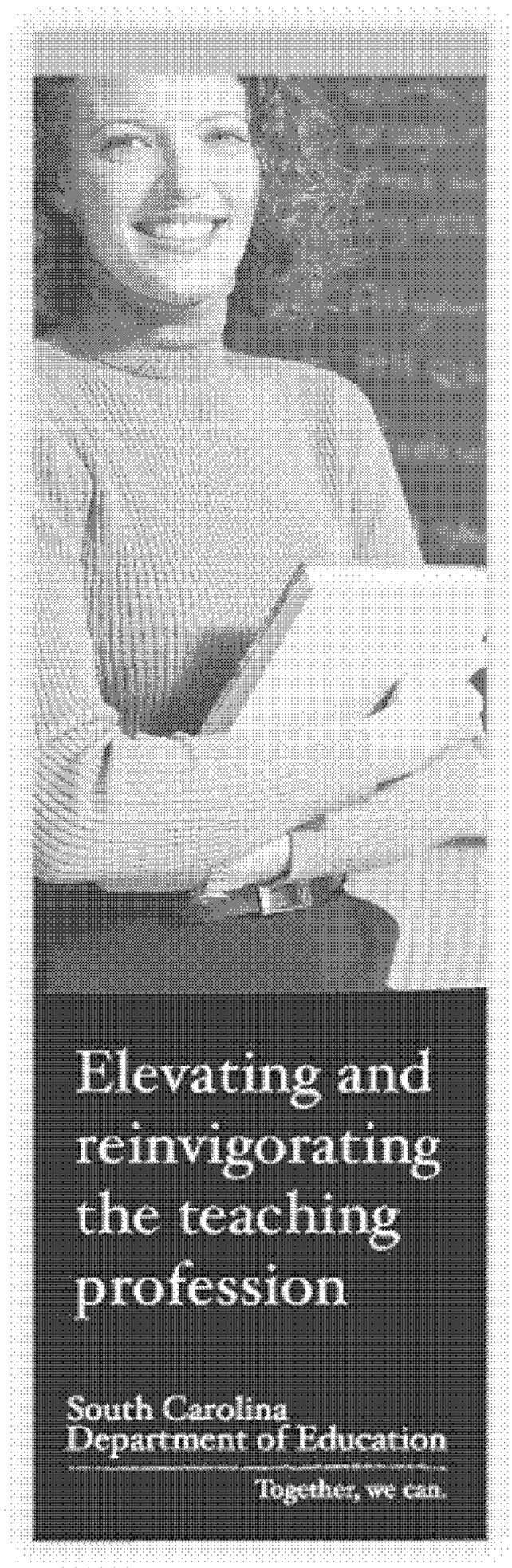
SPEECH-LANGUAGE THERAPIST (SLT)	EVALUATOR 1 (CERTIFIED SLT)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete an **LRP** (APS 1)	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Make **records** available for review (APS 2)	Review randomly selected records; complete documentation (APS 2)	Review randomly selected records; complete documentation (APS 2)	
Conduct IEP **meetings**; participate in **interviews** (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APS 3 and 4)	
Complete a written **reflection** following each observation (APS 7)	Conduct the observation	Conduct the observation	
	Review the reflection	Review the reflection	
	Complete the documentation (APSs 5, 6, 7, 8, and 9)	Complete the documentation (APSs 5, 6, 7, 8, and 9)	

<table>
<tr><td rowspan="2">Complete the “Professional Self-Report” (APS 10)</td><td>Review the “Professional Self-Report”</td><td>Review the “Professional Self-Report”</td><td rowspan="2">Complete the “Professional Performance Description” (APS 10)</td></tr>
<tr><td>Review the “Professional Performance Description”; complete the documentation (APS 10)</td><td>Review “Professional Performance Description”; complete the documentation (APS 10)</td></tr>
<tr><td></td><td colspan="2">Hold the consensus meeting; complete the consensus documentation and the “Evaluation Summary”</td><td></td></tr>
<tr><td colspan="3">Participate in the evaluation conference to discuss evaluation results</td><td></td></tr>
</table>

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the speech-language therapist’s successful preliminary evaluation results in each respective APS.

Appendix D3A
Task Force Report

Report of the Task Force on 21st Century Teaching and Learning



Presented to Dr. Jim Rex, State Superintendent of Education
September 15, 2008

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Executive Summary

In the 21st century, it is increasingly clear that we must become more innovative in our methods for recruiting and retaining the best and brightest individuals if we are to equip students with the sophisticated skills they need to participate in a knowledge-based society. The United States faces many challenges in terms of recruiting, selecting, and inducting qualified teachers for all of its communities. South Carolina has been a pioneer for establishing promising programs for recruiting and retaining well-prepared teachers. But, there is still work to do.

The Task Force on 21st Century Teaching and Learning focused on four areas that contribute to the development of a caring and qualified teaching workforce: (1) reinventing teacher compensation, (2) recasting the teaching profession, (3) improving teacher working conditions, and (4) improving community infrastructure and support for teachers.

Teacher compensation structures today look just as they did decades ago. In order to reinvent teacher compensation, the following areas need to be explored:

- Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and student outcomes.
- Consider other non-salary incentives to entice high quality individuals to the teaching profession.
- Reallocate state resources to increase teacher salaries.
- Review teacher salary models every three to five years and present recommendations to the legislature regularly.
- Ensure that incompetent teachers are removed from classrooms.

Recasting the teaching profession will serve as an important endeavor in creating a positive image of the education profession. The Task Force recommends the following actions be considered:

- Promote a positive image of the education profession.
- Develop less complicated pathways to certification and recertification.
- Redefine teacher education programs.
- Continue to offer comprehensive mentoring programs for new teachers.
- Develop a teacher community model.
- Explore innovative methods for inducting new teachers.
- Explore options to ensure substitute teachers are prepared to positively affect student performance.

The call to improve teacher working conditions has been an incessant cry from educators. There are eight main components that must be examined in order to adequately address teacher working conditions in South Carolina:

- Treat teachers as professionals.
- Offer more choices for teachers.
- Create a culture that embraces and assists new teachers as they enter the education profession.
- Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added[3] student achievement.

---

[3] Value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.

- Provide teachers with the resources they need to make positive gains in value-added student achievement.
- Create a statewide cadre of school leaders that treats all people with dignity and respect, understands instructional leadership and is passionate about success for all students.
- Create a fair way of funding schools to ensure that no teacher or student is disadvantaged based on his or her geographical location.
- Establish an ongoing working conditions feedback system for teachers.

More than ever, school districts are dependent on community support to attract and retain high quality teachers. In order to improve community infrastructure and support for teachers in South Carolina, the Task Force recommends the following actions be considered:

- Provide teachers with an appropriate quality of life.
- Visibly demonstrate a commitment to the teaching profession.
- Embrace new teachers as they join the teaching profession and local communities.
- Integrate the community and school culture into a seamless system of support for students, teachers, and families.
- Provide community support for "home grown" high school and college students and paraprofessionals to entice them into the teaching profession.
- Provide on-the-job support for teachers.

Recommendations
From the Task Force on 21st Century Teaching and Learning to:
Elevate the Teaching Profession in South Carolina

Recommendation 1: Reinvent Teacher Compensation

Today's educators are under pressure to dramatically improve student learning. Empirical research indicates that high-quality teachers are the most critical factor in improving student performance. Yet, nearly half of new teachers leave the classroom during the first five years of teaching and, although the reasons are varied, insufficient compensation is often cited. It is critical that we keep experienced and successful teachers in the profession.

Because teacher pay by far represents the largest portion of school districts' operating budgets (often as much as 88 percent), it is compelling to ask if salaries can be linked to improving teacher quality, and ultimately, student performance. Other than a parent, no one has as much influence on children as an educator. Yet teacher salaries do not reflect the work they do every day to shape young minds and lives.

In addition to the traditional compensation models, a variety of federal monies, such as grants based on performance-pay, are providing insights into how districts and teachers can collaborate to implement sustainable programs designed to improve teaching and learning while providing higher compensation rates.

We cannot use yesterday's compensation system to address the need for recruiting and retaining tomorrow's classroom teachers.

Actions to Consider

1. Transition the current flat salary schedule to a new dynamic system that rewards teacher performance and value-added student outcomes.
   A. Take immediate action to refine the current salary schedule by:

- increasing salary to national average,
- meeting salary of neighboring states, and
- raising salary cap beyond 22 years.

B. Incrementally implement a new innovative salary schedule that rewards value-added student performance more significantly than experience and credentials. The new system would be called Salary Incentives for Teacher Excellence (SITE), which would include:

- heavy emphasis on value-added student achievement outcomes,
- incentives for serving in hard-to-staff districts,
- incentives for serving in critical subject areas,
- incentives for assuming additional duties (mentoring, sponsoring activities, leading special projects or programs),
- incentives for teaching experience (years of service), and credentials (education level, National Board Certification, etc.)

The experience of The South Carolina Teacher Advancement Program (SCTAP) and other national teacher incentive models should be used to help build this new outcome-based system. Veteran teachers should be allowed to choose the current system or SITE. New teachers would be required to enter the SITE system.

2. Consider other non-salary incentives to entice high quality individuals to the teaching profession.
   A. Explore additional options for repayment of student loans.
   B. Explore giving teaching credit to career changers.
3. Reallocate state resources to increase teacher salaries.
4. Review the teacher salary model every three to five years and present recommendations to the legislature regularly.
5. Ensure that incompetent teachers are removed from classrooms.
   A. Educate school leaders on correct dismissal procedures.
   B. Explore the statute on educator employment and dismissal.

Recommendation 2: Recast the Teaching Profession

Young people today have a wide variety of professions from which to choose. Many professions offer excellent compensation, freedom, and career advancement opportunities. Unfortunately, the teaching profession has suffered from the increased competition from other professions for the best and brightest graduates. In the past, many women and members of minority groups chose teaching because other career options were less inviting. Today, women and members of minority groups are sought after throughout the professional workforce. We can no longer take a passive approach to recruiting teachers. That the teaching profession is seen as an honorable, profitable and rewarding career option is essential to recruiting a talented and diverse teaching force.

Public perceptions about the teaching profession must be changed, in order for the new generations of millenials to consider teaching as their career choice. Unfortunately, teaching is not the first career option for most college students. The perception of teaching as a career must be moved from a secondary option to the first choice. We must not only address the quantity of young people choosing education as a career, but also the quality. We must shift the selection of teachers to the top quartiles of college students.

Many local districts design and support their own recruitment programs. These isolated approaches often create inequities across the state as the wealthiest districts have the resources that poor districts lack to recruit and retain a quality workforce. We need new methods to expand the pool of candidates into the teaching profession.

Actions to Consider

1. Promote a positive image of the education profession.
   A. Establish a brand for teaching in South Carolina.
   B. Call to action ads
   C. Implement innovative marketing strategies highlighting positive examples of teaching by using:
      - television,
      - radio,
      - movie theatre previews,
      - transportation ads,
      - billboards, and
      - the Internet.
   D. Develop teachers as advocates.
   E. Promote teachers' contributions to the community at large.
2. Develop less complicated pathways to certification and recertification.
3. Redefine teacher education programs.
   A. Create a team teaching module-multigenerational.
   B. Increase Professional Development School (PDS) collaboration.
   C. Include collaboration between technical/community and four-year faculty members to structure a pathway to teacher education programs through a two-year system similar to the Diverse Pathways Project.
   D. Create a campaign to entice career-changers to teach.
   E. Ensure that teacher education programs expose students to realistic expectations of teaching culture, work load, and culturally relevant teaching.
   F. Provide more scholarships for students who are committed to teaching.
   G. Establish a paid residency for student teaching.
   H. Encourage co-teaching between college faculty and classroom teachers.
   I. Ensure that teacher education programs teach current innovative technology.
4. Continue to offer comprehensive mentoring programs for new teachers.
   A. Support training for veteran teachers to become effective mentors to new teachers.
   B. Provide salary supplements for mentors.
   C. Develop careful and effective partnering of new and veteran teachers.
   D. Explore practices such as reducing the teaching load for new teachers to allow time daily to meet with mentors for coaching.
   E. Ensure comprehensive teacher induction programs focused on the realities of teaching and provide on-going support for developing successful motivation and discipline models.
   F. Fund comprehensive induction programs for new teachers that include networking, release time, and full-time mentor coaching for the first two years.
5. Develop a teacher community model that includes:
   A. mentoring/coaching,
   B. team teaching,
   C. Professional Learning Communities,
   D. more financial support for professional development selected by teams of educators,
   E. more defined career ladders for teachers,
   F. more support to teachers so that they can focus on teaching,
   G. reduced isolation, and
   H. shared leadership.
6. Explore innovative methods for inducting new teachers.
   A. Reduce non-instructional duties to allow more time to plan and reflect.

B. Provide financial support to furnish a classroom conducive for a learning environment.
C. Include extra paid days (assimilation days) at the beginning of the school year for mentoring, classroom set-up, and completing student records.
D. Develop a team approach.
E. Create a seamless transition from teacher education program to 3rd year of teaching.

7. Explore options to ensure substitute teachers are prepared to positively affect student performance.

Recommendation 3: Improve Teacher Working Conditions

Surveys have long indicated that working conditions play a major role in teachers' decisions to change schools or leave the profession. Reasons for remaining in teaching or leaving are strongly associated with such matters as how teachers view administrative support, available education resources, teacher input into decision-making, and school climate. Of the various data implications from "Listening to the Experts" (South Carolina 2004 Teacher Working Conditions Survey Report), six primary findings were included in the report.

The first finding indicated that teacher working conditions are important predictors of student achievement. The overall findings from the analysis of the impact of teacher working conditions on student achievement provided compelling evidence to support the notion that teacher working conditions are student learning conditions. Second, teacher working conditions make a difference in teacher retention. According to the survey, while teachers indicated that time and empowerment were central in their abilities to help students learn, a collegial atmosphere and being led by a principal with a strong instructional emphasis mattered most in teachers' decisions about whether or not to stay in the school where they work. The third finding indicated that teachers' perceptions of working conditions reflect actual school conditions. Fourth, teachers' and principals' perceptions of working conditions are in synch. The fact that school leaders and teachers are in synch regarding the extent to which conditions of work are problematic makes achieving some consensus, and impetus for reforming these issues, much more likely. The fifth finding indicated that teachers, regardless of background and experience, view teacher working conditions similarly. Lastly, many aspects of teacher working conditions have "ripple effects," meaning that schools are likely to have teachers who feel generally positive or negative overall about working conditions. If satisfaction is high in one area, particularly leadership, it is likely to be high across the board.

Nationally, we lose 46 percent of our teachers by the fifth year. Our task force believes that the conditions in which teachers work can help to reduce that disturbing trend. Working conditions matter.

Actions to Consider

1. Treat teachers as professionals.
   A. Implement programs and policies that maximize the time and effort teachers have to facilitate learning.
   B. Explore options for ensuring that lunch duties are not assigned to teachers to ensure an unencumbered lunch period.
   C. Eliminate additional duties not related to teaching or teacher collaboration and learning.
2. Offer more choices for teachers.
   A. Provide flexibility by exploring options for innovative uses of time and resources.
   B. Increase school choice for students, which in turn, will increase choice for teachers.
   C. Establish adjunct teacher positions.
   D. Create job sharing opportunities.

E. Develop opportunities for teachers to team and loop.

3. Create a culture that embraces and assists new teachers as they enter the education profession.
   A. Ensure that new teachers are not assigned the most challenging students and schedules.
   B. Promote reduced class loads/duties for beginning teachers.
   C. Fund, implement, and sustain strong mentoring and induction programs.
4. Redesign the structure and schedule of schools to ensure a premium is placed on teacher growth and value-added student achievement.
   A. Ensure more time for teachers to meet, coordinate, and share information about curriculum, effective instructional methods, and ideas for improving student performance.
   B. Create teams of teachers who have responsibilities with groups of students with team rewards.
   C. Promote Professional Learning Communities by providing collaborative planning time which is protected. Also, provide professional development in establishing Professional Learning Communities for principals and teachers.
   D. Integrate technology as appropriate into all classrooms.
   E. Promote customized and relevant professional development (based on data) designed to meet different learning modalities.
   F. Ensure opportunities for teacher-led professional development.
   G. Provide state funding for full-time substitute positions that are filled by certified teachers at every school.
5. Provide teachers with the resources they need to make positive gains in value-added student achievement.
   A. Ensure that every teacher has a safe, clean, and equipped environment in which to teach (materials, technology, resources, etc.).
   B. Provide support-tech specialists to assist teachers.
6. Create a statewide cadre of school leaders that treats all people with dignity and respect, demonstrates understanding of instructional leadership, and is passionate about success for all students.
   A. Work with colleges of education to refine and improve their Educational Leadership programs.
   B. Encourage principals to develop leadership teams at the school level (principals, asst. principals, instructional specialists, teacher leaders) that create a vision for their schools through building community relationships.
   C. Empower and train teachers to engage in leadership roles within schools, districts, and across the state.
7. Create a fair way of funding schools to ensure that no teacher or student is disadvantaged because of their geographic location.
8. Establish an ongoing working conditions feedback system for teachers.
   A. Provide funding for the design, dissemination and analysis of teacher working conditions surveys.
   B. Involve stakeholders such as teachers, principals, and superintendents in the design of the survey and use of results.
   C. Ensure that responses are anonymous.
   D. Administer surveys and analyze data at least every three years.

Recommendation 4: Improve Community Infrastructure and Support for Teachers

Like any other person deciding where to live and work, teachers weigh the community infrastructure in their decisions. Teachers want to live and work in a place where they are welcome, where there is suitable housing, where there is convenient access to medical care, child care and shopping. Many of our rural communities struggle to provide the infrastructure and support necessary to attract sufficient numbers of teachers to their schools.

It is not possible to completely revitalize all communities in South Carolina to meet every teachers' needs and desires. However, it is possible to improve how we market our communities to find creative ways to address concerns about community infrastructure and support, and to take action to show teachers that they are important and valued members of the communities they serve.

In some ways, improving the support we give teachers is the most important action we can take to recruit and retain effective teachers. These professionals knew that their compensation package would be lower than most. They knew that their days would be challenging, but they expected that they would be appreciated and valued. The actions to consider below provide some ideas and programs that will help communities embrace and support their teachers.

Actions to Consider

1. Provide teachers with an appropriate quality of life.
   A. Provide affordable housing that supports social, recreational, and personal needs.
      - Establish relationships with realtors and landlords to maintain an inventory of appropriate rental housing at reduced costs.
      - Implement projects to renovate existing housing that can be dedicated to occupancy by teachers.
      - Build new housing projects that can be dedicated to occupancy by teachers (Teacher Village).
      - Work with mortgage lenders to establish special rates and discounts for teachers.
   B. Provide teachers with access to facilities, wellness programs, cultural events and other recreational activities at reduced costs.
   C. Provide daycare options for teachers at reduced costs.
   D. Develop alternative sources of support for teachers (grants, local Chamber of Commerce, businesses, churches/spiritual development opportunities, clubs, and civic groups.
2. Visibly demonstrate a commitment to the teaching profession.
   A. Create and implement an aggressive marketing campaign highlighting the teaching profession.
   B. Provide support for teachers to participate in renewal activities. Support the development and expansion of the Teacher Renewal Center and other activities that reinvigorate teachers.
   C. Establish the Governor's School for Teaching to focus on nurturing the next generation of teachers and state leaders.
   D. Create SC TeacherVillage.com, a statewide, online social network for teachers that can help replace the feeling of isolation with a feeling of connectedness.
   E. Conduct surveys of high school/college students for an understanding of what would motivate them to enter the teaching profession and serve in rural communities.
3. Embrace new teachers as they join the teaching profession and local communities.

A. Designate a person within each school district to assist with relocation efforts, housing, and acclimation to the school and district. Establish a community welcome committee for teachers.
B. Provide a web-based community/district tool kit for new teacher candidates and the employers that provides for community tours and teacher discounts.
C. Provide new teachers with time in their schedule to reflect and grow. Assign new teachers a teaching assistant or community volunteer.
D. Provide moving expenses for teachers in exchange for a specified term of service.

4. Integrate the community and school cultures into a seamless system of support for students, teachers, and families.
   A. Create "community schools" that incorporate community services into the school campus (medical, dental, fitness, child care, etc.).
   B. Open schools to community activities and programs which engage stakeholders.
   C. Create partnering programs between schools and the community so each classroom has a community sponsor/advocate.
5. Provide community support for "home grown" high school and college students and paraprofessionals to entice them into the teaching profession.
   A. Expand state and district initiatives for undergraduate student loan assistance for students willing to return to their hometown and teach.
   B. Expand current efforts to assist paraprofessionals with completion of teacher education programs by offering scholarships or tuition reimbursement to assist with student teaching.
   C. Explore options for paraprofessionals to maintain health care benefits and salary during their student teaching experience.
   D. Implement a teaching fellows program for college students that will link them with service in specific communities upon graduation. The community would "sponsor" the teaching fellow.
6. Provide on-the-job support for teachers.
   A. Relieve teachers of administrative duties (hall duty, bus duty, cafeteria duty, etc.).
   B. Ensure teachers have clean, safe and adequate classrooms and all necessary resources to provide high quality instruction.
   C. Create a system that provides differentiated roles and some flexibility for movement in and out of the classroom for sustained periods of time.
   D. Maintain a career-long professional development system for all teachers and school administrators.
   E. Create additional career opportunities for teachers to advance in the education profession while remaining in the classroom.
   F. Explore options for sharing groups of students among teachers.
   G. Provide tuition scholarships toward completion of degree programs, professional development opportunities, new technologies, participation in a mentoring program, and other perks.

Current Recruitment and Retention Efforts in South Carolina

The nation is facing an impending critical teacher shortage in specific hard-to-staff areas. The U.S. Department of Education indicates that school districts will need to hire more than two million teachers over the next decade. South Carolina currently has dozens of programs, activities, and services in place to attract and retain individuals to the teaching profession.

Recruitment Strategies

The **Center for Educator Recruitment, Retention, and Advancement (CERRA)** provides a statewide, online employment and certification application system which is accessible by all 86 school districts in the state and maintains the South Carolina Educator Job Bank. More than 31,823 applications were initiated in the system FY08. CERRA's Pro-Team, Team9 REACH, Teacher Cadet, and South Carolina Teaching Fellows Scholarship are a few of the programs designed to attract talented young people to the profession as early as middle school.

The **South Carolina Educator Recruitment Expo** is a one-day job fair that brings applicants within and outside of South Carolina to Columbia for information and interviews. The Expo is a partnership project of CERRA and the South Carolina Association of School Administrators (SCASA).

Teachers-Teachers.com is an educational recruitment system which allows applicants to create an online resume to apply for teaching positions in the state. Through this service, the number of educators interested in education positions in South Carolina has grown from 27,538 to 33,407.

A **South Carolina Department of Commerce grant** has been secured to build or renovate housing for teachers. Architectural renderings for the SC Teacher Village project, have been prepared for selected districts. The SC Teacher Village will include assorted housing configurations for beginning, international, and veteran educators who are teaching in South Carolina's rural areas. Another concept has been designed for a TEACHouse. This initiative allows a dozen first year teachers to share a home for a low monthly payment.

The **Program of Alternative Certification for Educators (PACE)** is a three-year program designed for individuals with a four-year degree who want to enter the teaching profession. This alternative route allows participants to complete a series of training seminars, workshops, and graduate courses for certification while simultaneously being employed as a full-time teacher. Individuals must also pass the Praxis II subject area exam and have two years of full-time work experience.

South Carolina Troops to Teachers (SC TTT) ranks seventh in the nation for placement of military veterans in the classroom. Since the program's inception, 398 teachers have been hired from this pool of applicants. South Carolina was selected as one of three states to add the Spouses to Teachers (SC STT) program. Based on the success of the pilot program, all states now offer this program as an employment and education initiative to support the spouses of Active Duty, Reserves, and National Guard members.

The South Carolina Department of Education has Memorandums of Understanding with China, France, Spain, India, and Taiwan and approves additional providers of J-1 and H-1B visa services that bring teachers from a variety of other countries. During the 2007–08 school year, 32 school districts participated in the **International Visiting Teachers Program** by accepting teachers for math, science, special education, Chinese, French, and Spanish. The state recruited 284 teachers through this program.

The **Diverse Pathways to Teaching Project** is a $4.7 million dollar grant program that creates a seamless transition for teaching candidates at two-year technical schools to move to four-year institutions without losing time or credit hours toward their teaching degree. The primary goal is the development of a quality teaching force that reflects the diversity of the state's population.

The **South Carolina Teacher Loan Program** was established to entice talented and qualified students into the teaching profession. Career changers and teachers in the alternative certification program may

participate. A portion of this loan is cancelled by teaching in South Carolina public schools in an area of critical need, geographic or subject area.

A **marketing and public relations campaign entitled,** "Make a Difference, Be a Teacher," was put into place which uses commercials that target five media markets in SC to increase the diversity, quality, and number of individuals starting careers in education.

The State Department of Education maintains partnerships with **Institutions of Higher Education**. South Carolina has 30 Educator Preparation Units producing an average of 2,400 teachers per year. Educator preparation units are evaluated using the National Council for Accreditation of Teacher Education (NCATE) model.

Retention Strategies

National Board Certification, a high quality professional development program based on national teaching standards is a strong retention initiative. In 2008, 658 South Carolina educators earned the prestigious credential, bringing the overall state total to 5,771, more than 12% of the state's teaching force. Teachers undergo a rigorous evaluation process to earn this certification and are awarded a $7,500 state supplement for ten years. Many school districts supplement this stipend. South Carolina ranks third in the nation for its number of National Board Certified teachers.

Project CREATE allows educators to receive cost-free course work to complete add-on or initial certification in special education. The program has made a positive impact in growing a highly qualified special education teacher workforce in the State. To date, 226 teachers have completed all required content course work for special education certification.

During the 2007–08 academic year, a total of 52,215 educators participated in the various components of South Carolina's system for **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**. The ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school counselors, library media specialists, and speech-language therapists).

ML-TEACH helps teachers identify courses needed for add-on middle level certification. Eligible teachers may apply for grants of up to $1200 to cover the cost of tuition and other related expenses for approved courses leading to add-on certification in a middle level teaching area.

The South Carolina Teacher Advancement Program (SCTAP) is an initiative to attract, retain, develop, and motivate talented people to the teaching profession. SCTAP is designed to elevate the teaching profession so that every child in South Carolina is taught by a highly skilled, strongly motivated, and competitively compensated educator. The program impacts school culture through the implementation of four elements; multiple career paths, instructionally focused accountability, ongoing applied professional growth, and performance-based compensation. Over 70 percent of teachers in SCTAP schools report high levels of collegiality. The program has earned more than $40 million in incentive grants.

The **South Carolina Teacher of the Year Program** recognizes teachers in all South Carolina districts and names a state teacher of the year. The state teacher of the year and the four honor roll teachers are announced at an annual banquet. The State teachers work with CERRA during the year of his or her ambassadorship developing and supporting district and regional teacher leadership forums and other state initiatives. He or she still receives a salary during that year. The State Teacher of the Year also

receives a $25,000 stipend from the state and use of a new BMW Z4 roadster. Honor roll teachers receive $10,000 and each District Teacher of the Year receives $1,000.

The **Milken Family Foundation National Educator Awards** provide recognition and unrestricted financial awards of $25,000 each to exceptional elementary and secondary school teachers, principals and specialists who are furthering excellence in our nation's schools. New Milken Educators also receive an all-expenses-paid trip to Los Angeles to participate in the Milken National Education Conference focused on solutions to America's pressing challenges in education today.

Weak leadership and lack of administrative support are frequent reasons teachers give for leaving certain schools. The **Leadership Continuum** is a program that spans the administrative career path from teacher-leader to experienced superintendent. It is designed to build a school culture that values teachers and, therefore, reduces teacher turn-over.

South Carolina's Mentoring and Induction Guidelines, approved by the State Board of Education, establishes support for new teachers and leadership/service opportunities for accomplished teachers. Research on mentoring supports its efficiency and effectiveness as a method of teacher retention.

The South Carolina Department of Education has partnered with Clemson University to create a **Teacher Renewal Center**. The center will respond to the urgent need to support teachers in their efforts to improve teaching and learning. The center is modeled after similar centers in the country and will provide individuals and teams of teachers a place to renew their commitment and passion for teaching, strengthen their resilience and ability to navigate difficult situations, and enhance their ability to lead innovations in their schools.

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CCL EVALUATION SERVICES

SLEI Program Evaluation Report

REPORT PREPARED FOR

South Carolina Department of Education Office of School Leadership

DRAFT **April 14, 2008**

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EXECUTIVE SUMMARY

Key Findings:

- Alumni report significant impact as a result of the program:
  - **94%** report that the SLEI program prepared them to lead effective school change to a great or very great extent.
  - **96%** report that there has been a change in their school's culture as a result of their participation in the SLEI program.
  - **93%** attribute some or a lot of the culture change to the SLEI program.
  - **88%** agreed or strongly agreed that the SLEI program taught them what they needed to know to positively impact student achievement.
  - **87%** report that their SLEI experience will accelerate their attainment of desired improvement results in the school to a great or very great extent.

- Alumni report the following positive impacts on their school:
  - Increased student achievement.
  - Greater ability to implement and manage change.
  - Increased leadership for change by teachers and administrators throughout the school.
  - Development of a culture of high performance.
  - Increased engagement of stakeholders.
  - Networking/sharing ideas.

- A key impact of the program may be to increase early career principal's instructional self-efficacy to the same level as middle and later career principals. If early career principals' are able to increase their effectiveness at a faster rate as a result of the program, this could have a significant impact over the career of the principal.

- The data from the Alumni, Schools, and Supervisors indicates that program alumni are high performers in the leadership behaviors critical to increasing student achievement at the school level.

INTRODUCTION

Program information

Evaluation Design:
Focus Groups with Alumni
Survey of all Alumni N=107 (38% response rate)
Survey of 20 schools (teachers and administrators) N=796
Survey of supervisors of school principals (N=14)

Case studies of 1 program alumni who have become "turn-around specialists." The stories of the schools, the role of leadership, and the impact of the SLEI program.

PROGRAM IMPACT

ALUMNI FEEDBACK

- **94%** report that the SLEI program prepared them to lead effective school change to a great or very great extent.

- **96%** report that there has been a change in their school's culture as a result of their participation in the SLEI program.
- **93%** attribute some or a lot of the culture change to the SLEI program.
- **88%** agreed or strongly agreed that the SLEI program taught them what they needed to know to positively impact student achievement.
- **87%** report that their SLEI experience will accelerate their attainment of desired improvement results in the school to a great or very great extent.

There are no significant differences by school level (elementary, middle, high, other) in the data.

PRINCIPAL SELF-EFFICACY FOR INSTRUCTIONAL LEADERSHIP

Instructional leadership self-efficacy is a leader's perception about his or her ability to develop, carry out and lead a group of individuals through the completion of a plan (Bandura, 1997). Goal-setting, aspiration levels, effort, persistence and adaptability are all significantly impacted by self-efficacy (Bandura, 1986; Gist & Mitchell, 1992).

Principals who display high levels of self-efficacy are generally effective at leading their schools (Bandura, 1997). They have a high sense of control, are persistent about reaching their goals despite the conditions, and they meet every challenge in a calm and confident fashion (Osterman & Sullivan, 1996). Principals with low self-efficacy however, tend to have problems controlling their schools. They have an inability to identify proper strategies when needed, and have issues resolving difficult situations. When they are challenged, they tend to blame others instead of examining themselves (Osterman & Sullivan, 1996).

It is therefore important to understand a leader's instructional leadership self-efficacy level. Given the current period of accountability and school reform, and the major role principals play as change agents in their schools, understanding the influence one's self-efficacy has on the success of the school is necessary (Smith, Guarino, Strom, & Adams, 2006).

Alumni of the School Leadership Executive Institute (SLEI) report to a great extent, that they have high levels of instructional leadership self-efficacy. In addition, no significant differences were found between the number of years a person served as principal and his or her level of self-efficacy. Other research (Oplatka, 2004) found self-efficacy to vary as a function of career stage, with early career principals expressing lower levels of self-efficacy compared to middle and late career principals. A key outcome of the SLEI program may be to increase early career principal's instructional self-efficacy, leading to increased effectiveness sooner and for a longer period of time.

High levels of self-efficacy allow principals to cultivate a successful teaching and learning environment, increase student achievement and ultimately help school districts more effectively address accountability and school reform issues.

Years as Principal	Instructional Leadership Self-Efficacy
2-3	7.1
4-7	8.0
8-12	7.8
13-20	8.1
>20	7.8

Total	8.0

No statistically significant difference between years as principal in level of self-efficacy.

Program Alumni were administered the Efficacy for Instructional Leadership scale from Tschannen-Moran and Gareis's (2004) Principals' Sense of Efficacy (PSE) instrument.

Alumni report that they believe they are able to influence important variables related to instructional leadership and student achievement quite a bit in their role as principal.

The Self-Efficacy scale reads: In your current role as principal, to what extent can you….

Self-Efficacy for Instructional Leadership	**Alumni Sample**
Motivate teachers.	7.7
Generate enthusiasm for a shared vision for the school.	7.9
Manage change in your school.	8.0
Create a positive learning environment in your school.	8.3
Facilitate student learning in your school.	8.2
Raise student achievement on standardized tests.	7.6

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
None at all		Very little		Some degree		Quite a bit		A great deal

LEADERSHIP BEHAVIORS

The basis for the Alumni, School and Supervisor surveys was the Council of Chief State School Officers ISLLC Standards for School Leaders. The survey targeted key areas within each standard for which the program was expected to positively impact the participants' level of competency. (The ISLLC Standards can be found in Appendix A.)

The evaluation answers the question, "To what extent do program Alumni meet the leadership standards set forth by the ISLLC. And how do the Alumni ratings compare to the perceptions of a sampling of school staff and supervisors of principals."

The items were rated using the following 5-point scale:

To No Extent	To a Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
1	2	3	4	5

The average rating for all competencies by all groups was 4.0 (To a Great Extent) or above.

Not all groups (Alumni, School, Supervisor) rated all competencies. Groups were asked to rate competencies for which it was expected the group could provide valid and reliable data.

HIGHEST RATED COMPETENCY BY GROUP:

- Builds a Culture of Ethics highest rated competency (4.8) by Alumni.

Competency	ISLLC Standard	Alumni Cohort Mean (SD)	School Mean (SD)	Supervisor Mean (SD)
Creates a Culture of High Performance	Standard 1 Standard 2 Standard 3	4.6 (.38)	4.2 (.81)	4.5 (.76)
Systems and Processes/ Participate in Political and Policy-Making Context	Standard 6	4.1 (.55)	4.3 (.88)	4.3 (.85)
Risk-Taking/Entrepreneurship	Standard 3	4.5 (.46)	4.1 (.89)	4.3 (.77)
Community Collaboration	Standard 4	4.2 (.55)	4.2 (.88)	4.5 (.63)

- Modeling Life-Long Learning highest rated competency by School personnel (4.5).
- Creates a Culture of High Performance highest rated competency by Supervisors (4.5)

Competency: Reflective Practice (ISLLC Standards 1 & 5)	Alumni Sample
Aware of own deeply held beliefs when dealing with others.	4.6
Knows when to hold fast to personal values and when to consider others' values.	4.9
Effectively surfaces own and others' deeply held assumptions, values, or beliefs before making important decisions.	4.4
Recognizes that every decision has conflicting interests and constituencies.	4.6
Assesses the impact of verbal communication on others.	4.4
Assesses the impact of nonverbal communication on others.	4.2
Considers the impact of actions on the entire system.	4.6
Understands own impact on situations and people.	4.5
Not afraid to ask others about impact on them.	4.1

Competency	ISLLC Standard	Alumni Cohort Mean (SD)	School Mean (SD)
Communication	Standard 1 Standard 6	4.5 (.39)	4.2 (.97)
Consensus-Building/Negotiation	Standard 1 Standard 3	4.4 (.44)	4.0 (.98)
Problem-Solving Culture/Problem-Framing	Standard 3	4.4 (.50)	4.2 (.97)
Inclusion	Standard 5	4.0 (.68)	4.1 (.92)
Fairness, Dignity, Respect/Appreciates Diversity	Standard 5	4.7 (.36)	4.4 (.96)

Acknowledgement/School Recognizes Accomplishments	Standard 2	4.3 (.57)	4.0 (.94)
Life-Long Learning	Standard 2	4.7 (.44)	4.5 (.70)
Builds a Culture of Ethics	Standard 5	4.8 (.39)	4.3 (.94)

Competency	**ISLLC Standard**	**Alumni Cohort Mean (SD)**	**Supervisor Mean (SD)**
Policy Development and Advocacy	Standard 6	4.3 (.44)	4.5 (.81)
Dialogue with Decision-makers	Standard 6	4.5 (.40)	4.7 (.57)
Change Process/Models Strategies	Standard 2 Standard 6	4.5 (.43)	4.4 (.76)

Alumni Sample N=107
School Sample N=20 schools/N=796 respondents
Supervisors N=14

Differences between School Levels: Alumni and School data

LEADERSHIP BEHAVIORS AND STUDENT ACHIEVEMENT

Relationship between leadership and student achievement found to be about r^2=.25. 25% of the variance in student achievement is explained by quality of leadership.
Waters, Marzano & McNulty (2003)
Leithwood, Louis, Anderson, Walstrom (2004)

Second only to classroom teaching in impact on student learning (Leithwood, Day, Sammons, Harris, Hopkins (2006). No examples of successful turn-around of poor performing schools without evidence of strong leadership.
Four Core tasks of school leadership:

- Building vision and setting direction
  - Shared vision
  - Fostering goal acceptance
  - Holding high-performance expectations
- Developing people
  - Developing commitment, capacity and resilience
  - Developing knowledge and skills (Professional Development)
  - Modeling appropriate values and behaviors
- Redesigning the organization
  - Building collaborative culture
  - Restructuring the organization
  - Productive relationships with parents and community
  - Managing conflict, team building, delegating, consulting

Managing the teaching and learning program
- Staffing
- Providing teacher support
- Monitoring school activity
- Protecting staff from distractions

Personal characteristics of principals- open-minded, ready to learn from others, Flexible in thinking about system of education (rather than dogmatic), persistent in holding high expectations, resilient and optimistic (e.g. have high self-efficacy).

Hopkins (2001)- Transformational leadership behaviors: Innovation, inclusion, conflict management.

Waters, Marzano & McNulty (2003)- Meta-analysis for leadership responsibilities and relationship to student achievement. Results indicate the Alumni are behaving in ways supported by research as having a positive impact on student achievement. The table below lists the leadership responsibility identified by Waters, Marzano & McNulty's meta-analysis and the average correlation between levels of performance of the responsibilities and student achievement.

Principal Leadership Behaviors related to Student Achievement	**Average correlation between performance and student achievement**	**SLEI Competency**	**Alumni Rating**	**School and/or Supervisor Rating**
Culture	r=.29	Culture of High Performance	4.6	4.2/4.5
Resources	r=.26	Culture of High Performance	4.6	4.2/4.5
Focus	r=.24	Culture of High Performance	4.6	4.2/4.5
Contingent Rewards	r=.15	Acknowledgement/School Recognizes Accomplishments	4.3	4.0
Communication	r=.23	Communication	4.5	4.2
Outreach	r=.28	Community Collaboration	4.2	4.2/4.5
Input	r=.30	Consensus-Building/Negotiation	4.4	4.0
Affirmation	r=.25	Acknowledgement/School Recognizes Accomplishments	4.3	4.0
Relationship	r=.19	Inclusion	4.0	4.1
Change Agent	r=.30	Change Process/Models Strategies	4.5	4.4

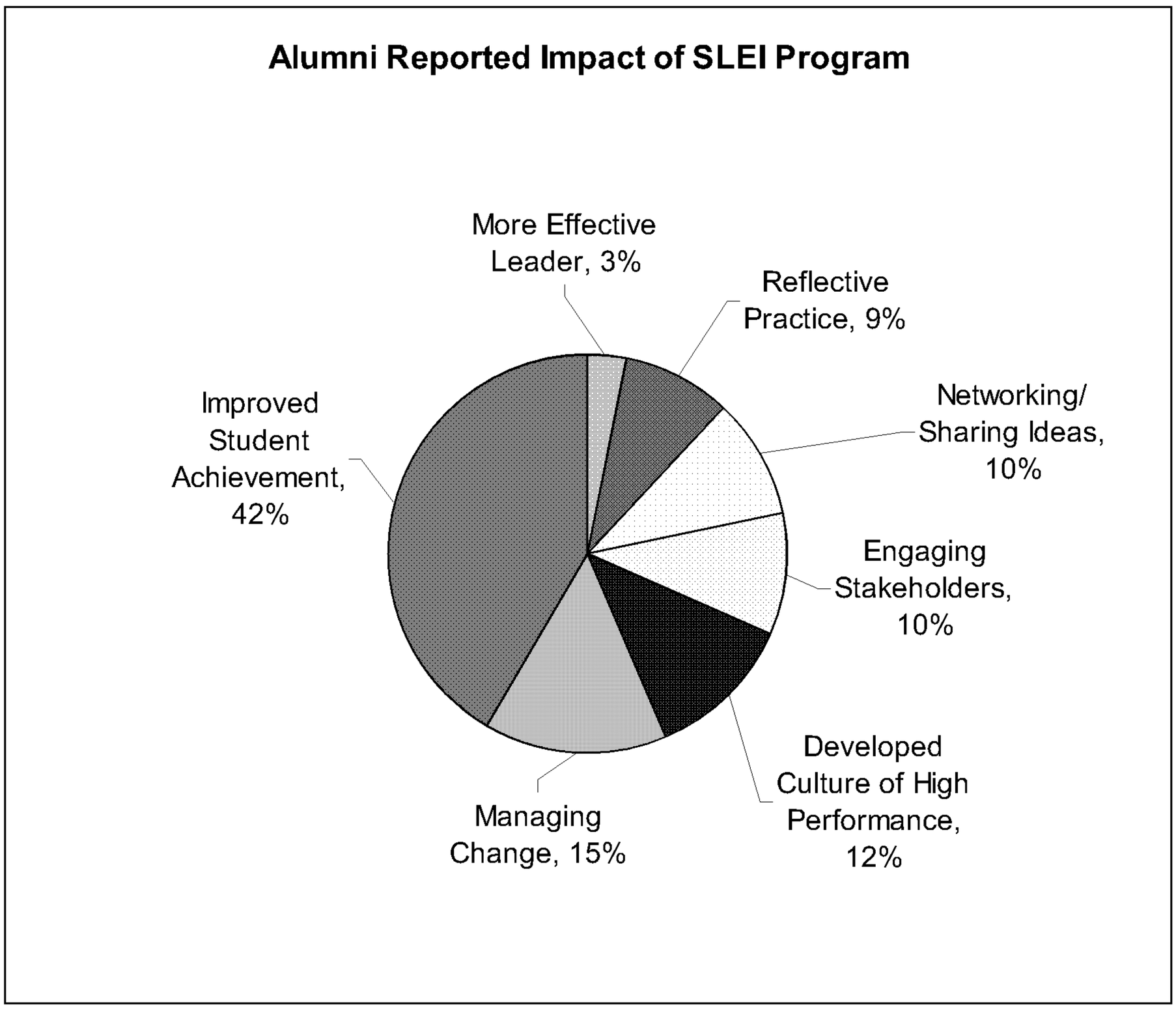
Leithwood, Louis, Anderson, Walstrom (2004)
School level determinants of student learning: School mission and goals, culture, teachers' participation in decision making, relationships with parents and wider community.

REPORTED PROGRAM IMPACT:

Alumni were asked to comment on what improvements occurred in their schools as a result of their participation in the SLEI program. The most frequently mentioned impact was increased student achievement in a variety of areas, through a variety of mechanisms.

The most frequently mentioned improvements can be categorized as:

- Increased student achievement.
    - "While in the SLEI program, my high poverty schools' achievement raised significantly. The program helped me articulate the goals and vision that needed to be shared with all of the stakeholders. During my tenure we moved from Unsatisfactory Rating to Average. That is huge progress."
    - Improvements in special education population.
    - Instruction more effective.
    - Improved relationships with teachers.
    - Implementation of best practices and innovative ideas.
    - Increased collaboration.
    - Collaborative planning and professional learning communities.
    - Fewer discipline referrals.
    - Increased student motivation.
    - Shared vision.
    - Improved climate
    - Increased focus on academic rigor.
- Greater ability to implement and manage change.
    - "Through SLEI I have learned how to manage change and involve stakeholders so that their energies can be spent on teaching and learning."
- Developed a culture of high performance.
    - "I would attribute the improvements made during my tenure as principal to maximizing and monitoring teacher effective use of formal and informal test data and stakeholder feedback to facilitate instructional decisions related to personnel placement, teacher staff development, and implementing research-based best practices related to innovative scheduling, student learning, and curriculum and instructional initiatives."
- Engaging stakeholders.
- Networking/sharing ideas.
    - "The networking with other administrators helped to provide a number of ideas to strategies to try."
- Reflective practice.
    - "It made me sharpen my skills of examination of all sides- it helped me know how I think and feel and observe- which are all critical when making a decision- and be a reflective practitioner along with change agent. Not being afraid of a challenge and accepting the hard tasks that go with raising achievement."



Alumni were also given the opportunity to provide additional comments regarding the SLEI program. These comments were categorized in the following manner:

- Overall satisfaction with the SLEI Program.
  - "The culture of my school has changed…I feel better prepared to lead any organization based upon the insight and strategies that I learned from SLEI…People don't learn to be principals from their graduate programs or former principals. They learn by doing, discussing, reflection and practice. SLEI helped me to do all those things and do it well."
- Value of self-awareness developed as a result of the program.
  - "This is the best training leadership program for principals I have ever been involved in."
- Increased self-efficacy.
- Value of life-long learning.
- Value of networking with peers.
  - "It was a great experience where one learned about other programs that one could implement with his/her school; it was good to hear that you were not the only person with that problem and together we could try to problem solve."

On the Supervisor's survey, several questions were asked regarding the principal, the school and the SLEI program. These comments are summarized below.

What changes have you seen in this principal as a result of the SLEI program?

- Enhanced leadership ability
  - "Principal has become dynamic in her leadership."
- Increased ability to manage change process.
- Increases in self-awareness and use of reflective practice.
- Increased ability to make decisions.
- Increased problem-solving skills.
- Improved school climate.

What changes have you seen in the school where this person is principal, as a result of the principal's participation in the SLEI program?

- Overall school improvement.
  - "The school continues to excel under the leadership of [this principal]."
  - "The school has improved student achievement and is recognized as one of the best high schools in the state."
  - "The school has maintained its 'excellent' rating on the Annual School Report Card and is now recognized as a '2007 Blue Ribbon Lighthouse School'."
- Improved communication/collaboration.
- Culture of life-long learning through professional development of teachers.

Are there any other comments you wish to share regarding the SLEI program or this principal?

- Overall satisfaction with the principal.
  - "I would rate [this principal] in the top 5 percent of the principals I have worked with in my 28 years of public school administration."
  - "[This principal] was already a very good principal. The SLEI experience allowed him to become more effective as a leader."
- Support for SLEI program.
  - "This is a wonderful training program for principals. It helps them to assess the things that they are doing well and assists them in improving on those areas where improvement is needed."

LESSONS LEARNED FROM THE SLEI PROGRAM — FOCUS GROUPS

In the fall of 2007, 2 focus groups were conducted with SLEI program alumni in order to identify the likely outcomes from the program at the individual and school level. The participants also provided feedback on the survey instruments used during the evaluation.

A number of significant impacts were uncovered through the focus groups with participants. These results were then supported by the evaluation data gathered from Alumni, Schools and Supervisors.

Themes from focus group:

- Fostering leadership at all levels
- Building relationships
- More effectively meeting the needs of students
- Engaging stakeholders
- Doing whatever it takes to make a difference for students
- Building a positive culture
- Building effective teams

APPENDIX A

STANDARD 1: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL COMMUNITY.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed

- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

STANDARD 2: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning

- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

STANDARD 3: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed

- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

STANDARD 4: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS, RESPONDING TO DIVERSE COMMUNITY INTERESTS AND NEEDS, AND MOBILIZING COMMUNITY RESOURCES.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority

- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

STANDARD 5: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model

- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

STANDARD 6: A SCHOOL ADMINISTRATOR IS AN EDUCATIONAL LEADER WHO PROMOTES THE SUCCESS OF ALL STUDENTS BY UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
  recognizing a variety of ideas, values, and cultures
  importance of a continuing dialogue with other decision makers affecting education
  actively participating in the political and policy-making context in the service of education
  using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the
- environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups

- the school community works within the framework of policies, laws, and regulations enacted by local state, and
- federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

APPENDIX B: SLEI PROGRAM ALUMNI COMMENTS

What improvement, if any, in student achievement would you attribute to your participation in the SLEI program?

- The networking that took place while participating in the SLEI program was invaluable!
- Initiating change. analyzing data and making collaborative decisions.
- Having the time to network with other elementary principals to share ideas and solution to common problems
- The school culture could not change unless I did. SLEI helped me identify my strengths and weaknesses to a greater degree and held a mirror up to my leadership style. It made a huge impact on my life as a leader.
- I think some improvement has resulted from the overall climate that the SLEI's programs have helped create.
- Group thinking.
- The information I learned helped me to understand myself and lead my teachers more effectively with change to help student do better on standardized test as well as enjoy learning.
- Becoming more of a leader and less of a friend has helped our achievement and building growth and achievement.
- More involvement in decision making of staff and teachers.
- I think that principal leadership which creates a learning environment where the energy is focused on student achievement is essential. Through SLEI I have learned how to manage change and involve stakeholders so that their energies can be spent on teaching and learning.
- A more focus approach to examining data.
- It made be a sharpen my skills of examination of all sides- it helped me know how I think and feel and observe situations- which are all critical when making decisions- and be reflective and sensitive practitioner along with change agent- not being afraid of a challenge- and accepting the hard tasks that go with raising achievement- I have twice been asked by the superintendent to take on schools to turn them around.
- The way that I work with faculty and parent groups- I have had some difficult situations but I used the techniques that I learned in Greensboro! Great success!
- Increased student achievement for the last seven years.
- SLEI Program has allowed me to become a better leader and utilize the talents of the people around me in a more affective manner. This has provided others the opportunity to take ownership and create new and innovative methods of instruction.
- I was able to gain different views and different processes from other school administrators. It was great to have feedback and a bond with other administrators. I learned a lot from my peers as to what they were doing in their school and if I had a concern they were a line of communication for me.
- SLEI has certainly impacted my leadership style for getting results. However, the culture of my school has recently shifted that has caused myself and the staff to change the way we currently lead for results.
- SLEI confirmed and enhanced many of my previous held beliefs regarding effective school leadership. In my early training I had many professional development opportunities with the "Correlates of Effective Schools".

- We made AYP.
- High graduation rate.
- I have a better handle on conflict and how I handle it.
- More opportunities to network and share initiatives that have made a positive impact at individual schools.
- Sharing the experiences with staff encouraged them to think out of the box.
- Somewhat
- Consistent improvement on HSAP each spring; shared vision among stakeholders in attaining goals for improved achievement
- Special education population has improved
- Ways to focus on the positive aspects for students
- Providing effective and meaningful professional development and creating a "servant leadership" environment generates the supportive atmosphere students and staff need
- Providing teachers opportunities to participate in Book Talks have helped them stay abreast of current trends in the educational arena.
- I feel there has definitely been an increase in our student's achievement since I participated in SLEI.
- I have been able to think through issues and analyze them. It has made me more likely to include teachers in decisions regarding content and instructional methodology.
- As a result of ideas I brought from my SLEI experience regarding teamwork, teacher are planning and collaborating more than ever to provide curriculum experiences for their students. I feel that instruction is more effective because of this.
- Forward thinking, networking with others, impact on professional growth
- I have become very proactive in bringing about changes in climate and academic rigor. I believe this commitment has enabled us to become more student achievement oriented.
- I think my relationship with teachers impacts student learning - I believe my relationship has improved with several teachers
- The discussions with colleagues from around the state really provided some first hand knowledge of different programs and best practices. These conversations led to the implementation of best practices that were not utilized prior to the SLEI program. As educators, we are isolated in our buildings. SLEI opened doors to see what schools like ours where doing to increase student achievement.
- Opportunity to network and hear of other successful intervention programs.
- The willingness to be assertive and make changes involving working with individuals for make change happen.
- A good deal
- The networking with other administrators helped to provide a number of ideas of strategies to try. We are still watching to see how much those ideas will impact achievement.
- Student achievement has been positively impacted in my school due to sessions I attended on change.
- I really appreciated the opportunity to go through this program and am so impressed with every facilitator. I still stay in touch with several friends. I think the improvement in achievement was about the change I made with faculty of having every member know just how important they are to the success and failure of our students. With standards as they are, we must teach things in 5K to help build the foundation they need in 2nd and 3rd. We collaborate more now after SLEI.
- fewer discipline referrals/change in teacher behaviors/several teachers left because they did not like change
- While in the SLEI program, my high poverty school's achievement raised significantly. The program helped me articulate the goals and vision that needed to be shared with all of the stakeholders. During my tenure, we moved from Unsatisfactory Rating to AVERAGE!!! THAT IS HUGE PROGRESS!!
- Our school is one of four out of 108 schools like ours in South Carolina that has maintained it GOOD rating on the state report card. This based on student achievement.

- Goal setting and use of student data
- The achievement would be based on the knowledge I gained during our sessions and the impact it had on my thinking and decision making.
- Our student achievement continues to go up and I believe that to be the results of a better understanding of using data and individualized instruction.
- Leading change in teaching strategies used in my school to attain the highest results on our standardized tests.
- It gave me confidence to face hard changes in my personal as well as professional environment. It gave me the courage to take risks and try something new. So for those reasons I guess you could say all because I am walking the talk now :o)
- My leadership ability to be a change agent for improving and enhancing the delivery of instruction and student learning.
- We have seen students PACT and MAP Scores increased.
- Teacher involvement throughout the school
- Positive attitude in wading through data and using it and resources effectively.
  I had to spread my wings with technology and SLEI helped me do that .
- The professional development has been outstanding and has given me a better understanding of my own strengths and weaknesses, and my ability to be the academic leader of the school. This in itself has had an impact on teacher effectiveness and thus student achievement.
- some change
- I would attribute the improvements made during my tenure as principal to maximizing and monitoring teacher effective use of formal and informal test data, using test data and stakeholder feedback to facilitate instructional decisions related to personnel placement, teacher staff development, and implementing research-based best practices related to innovative scheduling, student learning, and curriculum and instructional initiatives.
- Administrative team is more cohesive. I discussed the survey results with the team. We were able to identify issues and plan how to best address them.
- Accept contributions of teachers more readily and involve more stakeholders in decisions.
- How to structure teacher response around the data and expect positive change in the results.
- Focus on data and reflection for both teachers and students.
- Helping students understand intrinsic and extrinsic motivation. Helping students identify a goal or dream for themselves.
- By collaborating with other principals, I acquired good information and ideas for improving student achievement.
- Professional learning communities and collaborative planning have contributed to achievement.
- During the time of my participation in SLEI, I was not a principal. Previous questions were answered about the school where I was principal between 1986 and 1999.
- Test scores have increased, but not as much and as fast as I would like.
- Sub group improvement is all areas
- The amount of change is uncertain; I would attribute some positive gains to some initiatives that resulted from SLEI
- Some
- Their attitudes about wanting to be successful on high-stakes testing, as well as productive citizens in general

Are there any other comments you wish to share regarding the SLEI Program?

- Being a participant in the SLEI program has made be not only a better administrator, but a better person over all. It was a life changing even for me. I would do it again without hesitation.

- I loved the program and cherish the friendships I made.
- The program was great for my personal awareness. It is something I am thankful for the opportunity to completed the program.
- Enjoyed the program
- The program is great; however, I would suggest that book studies be divided by chapters because the books are great but because of administrative duties. The opportunities in Greensboro was WONDERFUL and I would suggest more time be spent there.
- It was a wonderful experience. I am sad to report that Richard Hitch died this past fall. Dickie was a great educator and participated in this cohort group. His contributions to education will be missed.
- Great experience for new principals.
- This was a great opportunity for me to learn more about myself as a leader, to collaborate and learn from others, and to network with principals across the state. The knowledge gained has been very useful in my job as a leader of leaders!
- I felt that it was the most outstanding program that I have been involved in.
- It was just as good as my program at Harvard!! I highly recommend it to others-
- The SLEI Programs that allows candidates to learning about themselves, their values, and attitudes and how to incorporate not impose them on others to help make the best decision for educating children.
- The SLEI Program has really helped me to understand my own personality and how I lead. It has shown me, based on my personality, my strengths and weaknesses. The program has been very effective for me and I am now conscious of many of the reasons why I make decisions the way I do. I am now working on my inherent weaknesses and strive to build on my strengths. It has been a fantastic program for me!
- It is in my opinion an excellent program!
- I constantly recommend SLEI to other school administrators. My wife is currently a participant.
- I have benefited greatly from the SLEI Program and will recommend to beginning administrators.
- Wonderful experience that made me a much better school leader!
- It was without a doubt, the best professional development. It was hard to look at results from the 360 sometimes, but it gave me a clearer view of areas to work on.
- the program gave me the opportunity to learn from other, more experienced principals, as well as from the facilitators from CCL, which was invaluable
- It was a great experience. I think all administrators should have the experience because I have grown immensely as a person and an administrator due to my membership and involvement in SLEI.I truly miss the program already because sharing with colleagues from other districts proved to be a great learning and networking experience. Thanks SLEI.
- It was a great experience where one learned about other programs that one could implement in his/her school; it was good to hear that you were not the only person with that problem and together we could try to problem-solve.
- Great program.
- The self-awareness element has been extremely helpful, as well as learning to know very well the other principal leaders and their operational modes.
- SLEI has been a positive influence in my professional career. I've used the materials and information from the sessions to help me do a better job with the concept of collaboration.
- I wish I had participated in it 15 years ago.
- It was a wonderful growth experience for me. I learned to look at what I do well as well as what I needed to work on. It helped me to be able to accept constructive input from others and take it as a way to grow.
- The program is a wonderful experience that provides you with the true understanding of how teamwork and a team approach can truly grow a community of learners.

- The program is VER valuable and I hope one that will continue for many years. I would like to see a follow up with each group every year or two...
- The culture of my school has changed. Calabrese stated, "Effective Leaders know how to manage and facilitate the change process." (Calabrese, 2002) I feel better prepared to lead any organization based on the insight and strategies that I learned from SLEI. Another important piece was the CCL visits. The four visits to the site were meaningful and well worth the time away from the building. I believe that in order for South Carolina to become number one in student achievement, we must ensure that our leaders are well able to manage the change that is needed to ensure excellence for all. Leaders must know how to create synergy! (CCL) If South Carolina does not spend the time to train their leaders, we will never realize our goals. People don't learn to be principals from their graduate programs or former principals. They learn by doing, discussing, reflection and practice. SLEI helped me to do all those things and do it well. As a result, we made AYP this year and went from unsatisfactory in improvement to average. We are shooting for Good next year and by creating and a sustaining a supportive school climate, I think we will do it.
- I LOVE SLEI YEAH!
- SLEI is a wonderful program. My wish would be for the state to allow more opportunities for on-going training for those wanting to be the best at their job. The learning styles, techniques, research and much more has made me personally a better leader.
- It was a wonderful experience. The collegial support is vital and this program develops that in a strong way.
- The SLEI Program components are at the top of my list of personal staff development. It is a model that should be used in South Carolina to train effective school leaders. Even though I have been out of the program, I refer to some of the readings and notes from my sessions to keep my leadership skills sharp.
- It is a wonderful program and I thank you for so much learning I received about myself...
- It was a life-changing experience that all principals need.
- Of all the professional development I have been involved in over my 13 years in education, SLEI and CCL far surpasses any learning experience I have ever been privileged to attend. This program is a MUST for all SC administrators, I believe. The legislators in our state must recognize the huge impact on improving schools this program has, and must decide to fund it and support it fully. To think of this program being diminished in any way is a travesty. CCL has been the single largest change factor in my personal and professional life.
- I had to set three goals when I participated in the SLEI Program. These goals have improved my school and my professional career. This is a very good program. It is worth the investment in time and resources.
- I believe it is a great program that needs to be continued and all principals should participate. I am a better principal because of this program.
- I am constantly recommending this program to my fellow principals.
- I hope the program will continue. It caused me to do a lot of reflection and still does. It was one of the most professional trainings I have ever attended where we felt we were part of the professional community and not just with education. The skills that were taught we knew they could be transferred anywhere in life and that is what real growth is all about.
- I thoroughly enjoyed being a part of SLEI and wish there was a Part 2 series for former participants to continue their growth and professional development.
- I think that every administrator should go through the SLEI Program. Growth in Leadership skill will increase from result of going through this program. The networking is also awesome.
- Alumni should be invited back once a year for a session
- It was absolutely the best program I have ever been in to help me as a leader. I value the experience and the bonds that were made with the staff and cohorts. I NEVER dreaded going, I never watched the clock hoping it would soon be over. I HATED to see the opportunities to grow with that program

come to an end. SC spent THAT money well. Also, of all the people I know who have been in the program , I have never heard a negative comment. I learned so much about my self and my leadership style , that I am a much better administrator because of SLEI. Thank you !

- This is the best training leadership program for principals that I have ever been involved in. Please continue the program for future principals...they need this opportunity.
- Excellent program for school leaders. It truly makes you look at yourself to see why you make the decisions you do.
- Excellent leadership program for the school leaders in South Carolina!!
- Best program I ever participated in and taught me a lot about shared leadership.
- It was a great experience.
- Wonderful and practical experience.
- Excellent and beneficial program!
- Greensboro sessions were outstanding and the opportunity to collaborate with other principals was very worthwhile. Strong relationships were established. Thanks!
- It should be for all administrators (early in their career)
- The experiences at Greensboro were outstanding.
- It was a very positive experience. I would highly recommend it for other administrators.
- It was the single-most outstanding training/learning that I have ever experienced!
- Not at this time.
- The SLEI program is an awesome preparer of instructional leadership for teacher support and the rapidly changing learning styles of students.

APPENDIX C- SUPERVISOR COMMENTS

What changes have you seen in this principal as a result of the SLEI program?

- Principal has become dynamic in her leadership.
- More receptive to change and understanding the needs of the teachers.
- [This principal] consistently exhibits high levels of professionalism. I think participation in the program has added to her personal sense of "self" in the role of leader.
- [This principal] has led many efforts in her building and community to meet the instructional as well as financial needs of her clientele.
- [This principal] has improved his problem solving skills. He has become a more effective leader.
- Improve the climate of the school.
- [This principal] appears to be more reflective.
- Principal is more comfortable with the decision making process; has a thorough understanding of the principles that undergird decisions made.

What changes have you seen in the school where this person is principal, as a result of the principal's participation in the SLEI program?

- The school has become more collaborative.
- More congenial atmosphere. The team approach is more apparent.
- I cannot attribute direct causality to SLEI or any other specific event, however, certainly [this principal's] outlook regarding her school has appeared to become more positive in recent years.
- The school continues to excel under the leadership of [this principal]. Students are given the opportunity to participate in numerous innovative programs, student as well as parent involvement has increased, the climate of the school is inviting and conducive to enhancing learning, academics is a focus but so is the social adjustment of the students. I can really say that [this principal] seeks to find the best placement for each child that enters her doors.

- The school has improved student achievement and is recognized as one of the best high schools in the state.
- He allows the stockholders to help make the decisions.
- Professional development has become more personalized for the school's needs.
- This school has maintained its "excellent" rating on the Annual School Report Card and is now recognized as a "2007 Blue Ribbon Lighthouse School."

Are there any other comments you wish to share regarding the SLEI program or this principal?

- [This principal] is a capable and conscientious administrator. I think perhaps there is room for additional innovation at [this] Elementary and perhaps additional collaboration with colleagues in similar schools as well.
- [This principal] does a great job and has a wonderful school.
- [This district] is very pleased to have a principal such as [this principal]. She has a heart for the children and fully understands the desires and needs of the parents. I think this is reflective of the report card rating of the school absolute-good and improvement-excellent.
- The program needs to provide 360 degree feedback to its participants. Participants need to understand that as a principal, they are not living in silos. They absolutely must work as a team with district to accomplish the mission of the community for high performing schools.
- I would rate [this principal] in the top 5 percent of the principals that I have worked with in my 28 years of public school administration.
- [This principal] was already a very good principal. The SLEI experience allowed him to become more effective as a leader.
- [This principal] is great! I wish there were more like her. She loves the students and it shows in her day to day actions. She is totally focused on what is best for children. She leads her school with confidence and a willing to explore other possibilities.
- This is a wonderful training program for principals. It helps them to assess the things that they are doing well and assist them in improving in those areas where improvement is needed.

APPENDIX D: FOCUS GROUP COMMENTS

Think about the positive things have happened in your school as a result of your participation in the SLEI program. Select an image that represents the changes in your school as a result of your development as a leader.

- Everyone in the building has something to contribute, even those agree with, to the total good of the school.
- Allow everyone to contribute- to take responsibility.
- Greater organization in thoughts and communications.
- Seeing all sides to a situation- everyone brings a valuable perspective.
- Lots of ways to do the right thing.
- Developed sensitivity but still have high expectations and ability to hold others to high standards.
- Developed a warm and caring attitude among the staff.
- I can now whether what ever storm I face.
- Sometime we get caught up in the team concept without thinking about all the work that goes into the team before you even launch the boat. If any one of the people in the boat doesn't have their oar in the same time then the boat is not going in the direction you want.

- All these people (teachers) come with different experiences and backgrounds but they are all pulling in the same direction of helping our kids get to a higher level- we have to learn what motivates each of them to pull in the same direction.
- New principals want to be in charge of everything- but your job as principal is to have the vision and to hire people smartly, and then let them take your vision and run with it.
- Sometimes it's lonely to be principal- and that's okay. When I left the program I had a network of 26 people I could count on.
- I don't have to jump up right away- I can reflect and be patient. It's okay not to have all the answers.
- I am fearless- I can do anything.
- I don't care if the rope is not long enough- I will hit my head over and over again to the right thing. But it is critical to have good rope tiers.
- The program gave us courage to talk about things that were not working, and the courage to step up to do what we need for our kids.
- It's so important to reflect on everything we do. Asking the right questions may be more powerful than having the right answer.
- There are a lot of leaders out there, we just have to listen and give them a chance to lead.
- Reflection…listening…and growing teacher leaders.
- After the program I started to be able to solve the problems at my school and I had a vision of where I wanted to go.

Think about how the SC SLEI program changed you as a leader of your school. Select an image that represents this change in you as a leader.

- Leaders symbolize receptiveness and trust.
- The leader is the touch point that people return to for assurance.
- It (SLEI) gave me the skills I need to let people fly and get out there on their own. I understood that I didn't have to be responsible for absolutely everything…I could let people soar out on their own and this would help them as well as myself as principal.
- As a principal leader working with other principals, you are expected to give them advice. So I have wisdom and a certain amount of experience to give them that advice.
- I had to be very open because when I went into different schools, there were totally different kinds of faculty so I needed to be open to what was there.
- You have to learn the culture and be open to all cultures within the school.
- All interactions and connections with others are meaningful. Our greatest effectiveness is through our influence with different types of people with different needs.
- Strengthen the leadership of others (the team) to avoid spreading yourself to thin.
- Delegate tasks and give some things up.
- If they are on your team and they fail, it is your responsibility to go back and get them up. The team will be stronger having gone back to help bring that person forward.
- I've always been driven to get the task done and figured that if I could be at the top of the task piece. I didn't have a worry about the relationship piece. To the extent that "footprints" were left of people's backs showing that I had gotten the job done. I was forced to look at the missing piece, the relationship piece, during the SLEI program.
- I think this made a difference in my school…I think people say the difference in me...not quite as fast but with everybody more together…working as a team.
- If someone comes out with an opinion and their opinion seems to be the car that is out of line, we think our goal is to get them back in line by "getting back to the agenda." But sometimes that person is disenfranchised by what we do and in the end , you create the person who is going to sabotage things because you are ignoring their viewpoint.
- As leaders we sometimes move too fast and need to slow down.

- We are all blind to some of our own inadequacies. The whole aim is to grow and develop.
- Everyone is different, its not just different personalities but also culturally so we have to even look at our kids in the same way. They don't come from the same backgrounds so we have to understand their point of view so when we have to understand their point of view so when we are dealing with them, we deal with them in a better way and understand them a whole lot better.
- We tend to perceive other people in terms of ourselves. Sometimes if someone is so different from us, we don't know they have so much to offer us. In the school setting (staff, parents, students) the strangest person can give us a revelation, show us something or come up with an idea.

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ABOUT THE CENTER FOR CREATIVE LEADERSHIP

The mission of the Center for Creative Leadership (CCL®) is to advance the understanding, practice and development of leadership for the benefit of society worldwide. We conduct research, produce publications and provide a wide variety of educational programs and products to leaders and organizations in the public, corporate and nonprofit sectors.

Funding is derived primarily from tuition, sales of products and publications, royalties and fees for services. In addition, the Center seeks grants and donations from corporations, foundations and individuals in support of our educational mission.

Each year, some 20,000 individuals from more than 2,000 organizations participate in Center programs worldwide. These organizations include more than two-thirds of the Fortune 100 and institutions from across the nonprofit, government and education sectors.

RECOGNIZED AS A TOP PROVIDER OF LEADERSHIP DEVELOPMENT WORLDWIDE

The *Financial Times* placed CCL's open-enrollment programs in the top 10 worldwide for the sixth consecutive year. The Center's open-enrollment programs also placed among the Top 5 in four categories: aims achieved, course design, teaching materials and faculty. CCL is the only institution in the survey focused exclusively on leadership education and research, placing it in the company of many of the world's elite business schools.

Appendix D3C
Salary Incentives for Teacher Excellence

SALARY INCENTIVES FOR TEACHING EXCELLENCE (SITE)

Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives				
erience		Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance		School Performance	
ltiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend
0		BA		$0	1st - 10th	0.2	$6,000	0.1	$3,000	0.2	$6,000	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0
.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.1	$3,000	0.05	$1,500
.075	$2,250	Master's +30	0.2	$6,000												Exceeds 2	0.25	$7,500	0.1	$3,000
0.1	$3,000	Ph.D	0.3	$9,000																
.125	$3,750																			
.15	$4,500																			
.175	$5,250																			
0.2	$6,000																			
.225	$6,750																			
.25	$7,500																			
.275	$8,250																			
0.3	$9,000																			
.325	$9,750																			
	yes			yes			no		no		no		no		no			no		no

SALARY INCENTIVES FOR TEACHING EXCELLENCE (SITE)

Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives					
xperience		Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance		School Performance		Instru Obser
Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	Multiplier
0		BA		$0	1st - 10th	0.2	$6,000	0.1	$3,000	0.2	$6,000	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	0
0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.1	$3,000	0.05	$1,500	0.05
0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.25	$7,500	0.1	$3,000	0.1
0.1	$3,000	Ph.D	0.3	$9,000																	
0.125	$3,750																				
0.15	$4,500																				
0.175	$5,250																				
0.2	$6,000																				
0.225	$6,750																				
0.25	$7,500																				
0.275	$8,250																				
0.3	$9,000																				
0.325	$9,750																				
	yes			yes			no		no		no		no		no			no		no	

A teacher with 10 years experience, a Master's degree and NBC that is serving as a mentor in a challenged school Has low student achivement and above average classrom observations.

Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives					
xperience		Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance		School Performance		Instru Obser
Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	Multiplier
0		BA		$0	1st - 10th	0.2	$6,000	0.1	$3,000	0.2	$6,000	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	0
0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.1	$3,000	0.05	$1,500	0.05
0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.25	$7,500	0.1	$3,000	0.1
0.1	$3,000	Ph.D	0.3	$9,000																	
0.125	$3,750																				
0.15	$4,500																				
0.175	$5,250																				
0.2	$6,000																				
0.225	$6,750																				
0.25	$7,500																				
0.275	$8,250																				
0.3	$9,000																				
0.325	$9,750																				
	yes			yes			no		no		no		no		no			no		no	

A teacher with 3 years expereice thais serving in a cahllenged school, in a high needs content area. Has excellent student perfomance and classroom observations.

Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives					
xperience		Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance		School Performance		Instru Obser
Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	Multiplier
0		BA		$0	1st - 10th	0.2	$6,000	0.1	$3,000	0.2	$6,000	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	0
0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.1	$3,000	0.05	$1,500	0.05
0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.25	$7,500	0.1	$3,000	0.1
0.1	$3,000	Ph.D	0.3	$9,000																	
0.125	$3,750																				
0.15	$4,500																				
0.175	$5,250																				
0.2	$6,000																				
0.225	$6,750																				
0.25	$7,500																				
0.275	$8,250																				
0.3	$9,000																				
0.325	$9,750																				
	yes			yes			no		no		no		no		no			no		no	

A teacher with 25 years expereince that has not pursued professional advancement, does not serve low performing schools or students. Has low student achievment and substandard classroom observations.

Experience and Credentials								Additional Duties				Market Incentives				Outcomes - Performance Incentives					
xperience		Education			NBC			Teacher Mentor		Master Teacher		Serving Challenged School		Serving Hard-To-Fill Content Area			Student Performance		School Performance		Instru Obser
Multiplier	Stipend	Level	Multiplier	Stipend	Year	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Multiplier	Stipend	Performance	Multiplier	Stipend	Multiplier	Stipend	Multiplier
0		BA		$0	1st - 10th	0.2	$6,000	0.1	$3,000	0.2	$6,000	0.15	$4,500	0.15	$4,500	Meets Expectations	0	$0	0	$0	0
0.05	$1,500	Master's	0.15	$4,500	beyond 10	0.2	$6,000									Exceeds 1	0.1	$3,000	0.05	$1,500	0.05
0.075	$2,250	Master's +3	0.2	$6,000												Exceeds 2	0.25	$7,500	0.1	$3,000	0.1
0.1	$3,000	Ph.D	0.3	$9,000																	
0.125	$3,750																				
0.15	$4,500																				
0.175	$5,250																				
0.2	$6,000																				
0.225	$6,750																				
0.25	$7,500																				
0.275	$8,250																				
0.3	$9,000																				
0.325	$9,750																				
	yes			yes			no		no		no		no		no			no		no	

A teacher with 30 years expereince that has a Ph.D and NBC. Serves as a master teacher in a challenged school in a hard-to-fill content area. Excellent stuent perfomance and classroom observations.

Appendix D3D
School Transformation Leaders Academy

THE SCHOOL TRANSFORMATION LEADER ACADEMY
A Proposal by the Office of School Leadership

Background
As NCLB requirements for higher standards and high-stakes testing continue to identify schools in need of "restructuring," the idea of "turnaround schools" is gaining momentum across the nation. *The Turnaround Challenge*, a report from the Mass Insight Education & Research Institute (http://www.massinsight.org/micontent/trnresources.aspx) sponsored by the Gates Foundation, makes the following observation:

> "Turnaround requires dramatic changes that produce significant achievement gains in a short period (within two years), followed by a longer period of sustained improvement. Turning around chronically under-performing schools is a different and far more difficult undertaking than school improvement. It should be recognized within education – as it is in other sectors – as a distinct professional discipline that requires specialized experience, training, and support. There is little track record of turnaround success at scale."

Currently, there is little information on turnaround success and only two nationally recognized programs to prepare turnaround specialists. One is a partnership between the University Of Virginia School Of Education and the Darden School of Business (Virginia School Turnaround Specialist Program-VSTSP) and the other is the Louisiana School Turnaround Specialist (LSTS) program, based on the Virginia program. It is important to note that these programs include the development of a seven member district turnaround team for each school (the principal, three district persons and a three-person school leadership team.)

The Need
South Carolina has over 15,000 (135 Day Report, March 2009) children enrolled in chronically underperforming schools. In 2006, sixteen schools were identified as unsatisfactory due to their long-standing failure to make expected progress as defined in the State Board of Education regulations. As an alternative to state takeover, these schools have been involved in the Palmetto Priority Schools project, a collaborative effort for challenged schools. The initial 16 Palmetto Priority Schools have been joined by an additional twenty-five schools this year. Three schools have closed, leaving a total of 38 PPS Schools. Administrator inexperience and turnover is a persistent problem. Of the 38 schools, 7 have induction principals enrolled in the Principal Induction Program for the 2009-10 school year. Additionally, 9 of the returning principals have three years or less of principal experience. In the *Palmetto Priority Schools Year One Report* prepared by the SC Education Oversight Committee, none of the schools had Leadership listed as a strength on the School Profile School Climate Dimensions section of the School Report Card. Three schools identified Leadership as a weakness.

Research
Research on school turnaround programs is in its infancy. Much of the current understanding is based on turnarounds in other sectors, primarily business and government. We must use existing knowledge to develop curriculum to teach turnaround strategies. To date the research has shown that the top strategies for turnaround administrators to engage in are:

- Communicating a positive vision
- Making necessary staff changes
- Helping staff deal with changes (change is mandatory, not optional)
- Focusing on successful tactics and stopping all others

Gaining support from key influencers
Collecting, analyzing and acting on data
Requiring decision makers (ALL) to share data and problem solve
Silencing critics with speedy successes

Turnarounds are not conducted in isolation at the school. MassInsight observes, "Dramatic change requires bold, comprehensive action from the state, together with districts and partners." Transformation administrators must have the support of internal and external stakeholders and the freedom to act when implementing the change necessary to transform failing schools.

"Incremental improvements made while everyone else is getting better are not taking us where we want to be in this state. We are still doing way too many things that don't work for way too many kids"

-Jim Rex

The Concept

The Office of School Leadership (OSL) proposes to establish a "School Transformation Leaders Academy" that would provide specialized experience, training and support to prepare leaders to transform our most challenging schools. This Academy would develop a pool of talented, capable, and technologically adept administrators committed to working in our lowest performing schools and to developing others in the schools to sustain strategies used in the turnaround effort. OSL would continue to work with graduates when they are hired to lead a transforming school. This would include helping the transformation leader build a strong school leadership team and build capacity to sustain improvement. Professional development for the team would be designed and delivered by OSL staff. OSL would collaborate with other SCDE offices to include best practices for the improvement of teaching and learning. The Academy would also partner with IHE's that have graduate programs in Educational Administration to identify, develop and deliver specialized training necessary to the turnaround process. Other potential partners include graduate schools of business and the Center for Creative Leadership (CCL). CCL has been a strong partner in the OSL School Leadership Executive Institute and has much to offer on the business perspective of leadership. OSL and the Office of Educator Certification will explore the possibilities of adding a turnaround endorsement for graduates of the Academy.

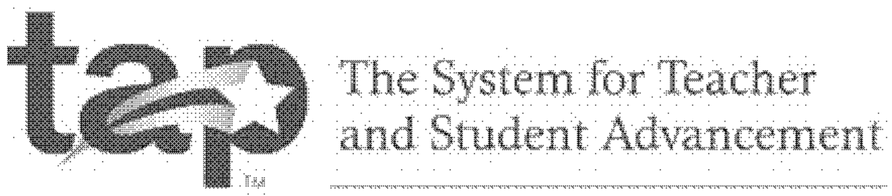
Considerations

- South Carolina must take a systemic approach to turning around schools. The MassInsight Report proposes a framework for the turnaround process that involves many stakeholders, from state level officials to students. The Academy would be one part of the process.
- The selection process for the Academy must be rigorous and designed to identify administrators with the potential to lead immediate change in low-performing schools and who will commit to serving 2-3 years in rural or urban schools. This may require relocation for some participants.
- School Transformation Leaders must have the authority to select or dismiss staff to build a strong, highly effective team for the school.

Actions

- Explore the University of Virginia School Turnaround Specialist Program and the Louisiana School Turnaround Specialist Program to determine essential elements of turnaround development for replication in South Carolina.
- Work with members of the Education Leadership Round Table to identify those institutions interested in partnering with OSL to develop and provide curriculum components for the program.
- Prepare an initial budget and identify possible funding sources.
- Identify incentives for Transformation School Leaders.
- Identify selection criteria and develop the selection process.

- Continue our collaboration with OSP to increase our understanding of the dynamics in underperforming schools. Gather data through observations, interviews and surveys to determine common and disparate elements to assist in tailoring the Academy to the needs of South Carolina schools.
- Hold focus groups to gather input on the design and content of the Academy.
- Develop a timeline for design and implementation of the program.



December 23, 2009

Dear Dr. Rex,

Given the new federal opportunities to advance successful reform efforts in the areas for teacher and principal effectiveness, I appreciate the on-going discussions with your team and the potential opportunities to advance the partnership between the National Institute for Excellence in Teaching (NIET) and the South Carolina Department of Education through the South Carolina Race to the Top application. Within this partnership, we seek to expand TAP™: The System for Teacher and Student Advancement (TAP) as a reform option for additional schools in the State of South Carolina.

NIET also proposes to use its extensive expertise with teacher evaluation systems and related online support structures to support the state as it develops a knowledge management system for ADEPT, the state evaluation system. The successful and growing implementation of TAP will provide a concrete and tested example of a rigorous teacher evaluation system and supporting knowledge management tools that could be expanded in the state.

Organizational Background
Research demonstrates that the single most important school-related factor for student success is having an effective teacher in the classroom. TAP™: The System for Teacher and Student Advancement was launched in 1999 as a strategy to attract, retain, develop and motivate talented people to the teaching profession. TAP's comprehensive, research-driven reform model provides career advancement opportunities; continuous on-site professional development; a fair, transparent accountability system; and differentiated compensation for teachers based on their performance in the classroom and the performance of their students. TAP administrators are included in incentive pay as well, with bonuses based on school-wide student achievement and their own performance as school leaders.

Education reform pioneer and Milken Family Foundation chairman Lowell Milken, along with others at the Milken Family Foundation (MFF) — already noted for its national teacher awards — brought together the best available research to develop a comprehensive, systemic school reform model to address the challenges facing K-12 education. TAP is now operated by the National Institute of Excellence in Teaching, an independent 501(c)(3) public charity, based in Santa Monica, California. Lowell Milken remains our founder and chairman.

Results to Date
NIET, through the implementation of TAP, has demonstrated the power of our model and approach to significantly increase and sustain student achievement growth in the most challenged schools. TAP offers a proven method for achieving the kind of achievement growth that is necessary to get high-need schools on track to reach or exceed proficiency goals.

In recent independent studies, TAP schools have demonstrated higher performance than comparative non-TAP schools in raising student achievement (see Appendix A for charts and

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
1250 Fourth Street * Santa Monica * CA 90401-1366
office: (310) 570-4860 * *fax:* (310) 570-4863

inority students and those from low income families than do other South Carolina schools, these AP schools have shown success with 83% or more of schools meeting or exceeding one years owth using a value added student achievement model. Additionally, two independent studies ing value-added methods and multi-state data have shown that TAP schools outperform similar on-TAP schools. These studies included South Carolina data, and showed a higher percent of TAP hools than non-TAP schools in the state performing at the highest level of value-added growth.

ne overall impact of TAP on educational quality can also be seen in the pattern of teacher retention d turnover in TAP schools (Appendix B). Because the TAP system provides rigorous teacher aluations, offers incentives for teachers who show effectiveness and supports those who are illing to develop acquire more instructional skills, TAP has a positive impact on the quality of achers who stay in a school. Teachers who remain in TAP schools tend to be those with higher aluation scores, while those with lower scores are more likely to leave a TAP school. umulatively over time, this trend results in both greater student learning and lower costs of teacher rnover in high-need schools.

taffing and Support

IET, and before that the Milken Family Foundation, has made a long-term investment in pporting TAP in South Carolina dating back to 2001. This investment, both in terms of our past nancial support, as well as the current technical assistance, exemplifies NIET's strong ommitment to expanding our TAP partnerships in the state. NIET plans to continue to provide sources to the South Carolina State Department of Education at its current levels through the uration of the RTTT project. In addition, we would like to add to our national team and create a rgeted liaison position who will work directly with the South Carolina TAP leadership focused on is expansion opportunity and the support services provided to schools and development of hools.

Conclusion

ne Race to the Top grant creates an opportunity to take the South Carolina TAP system to greater ale, while offering a turnaround option for schools that seek a defined "blueprint" with proven pport and results. It offers an opportunity to build a TAP Training Portal to support more fective and individualized TAP implementation support. These efforts provide a concrete and sted example of a new approach to teacher evaluation and professional development that can form the development of more rigorous systems at the statewide level.

ncerely,

(b)(6)

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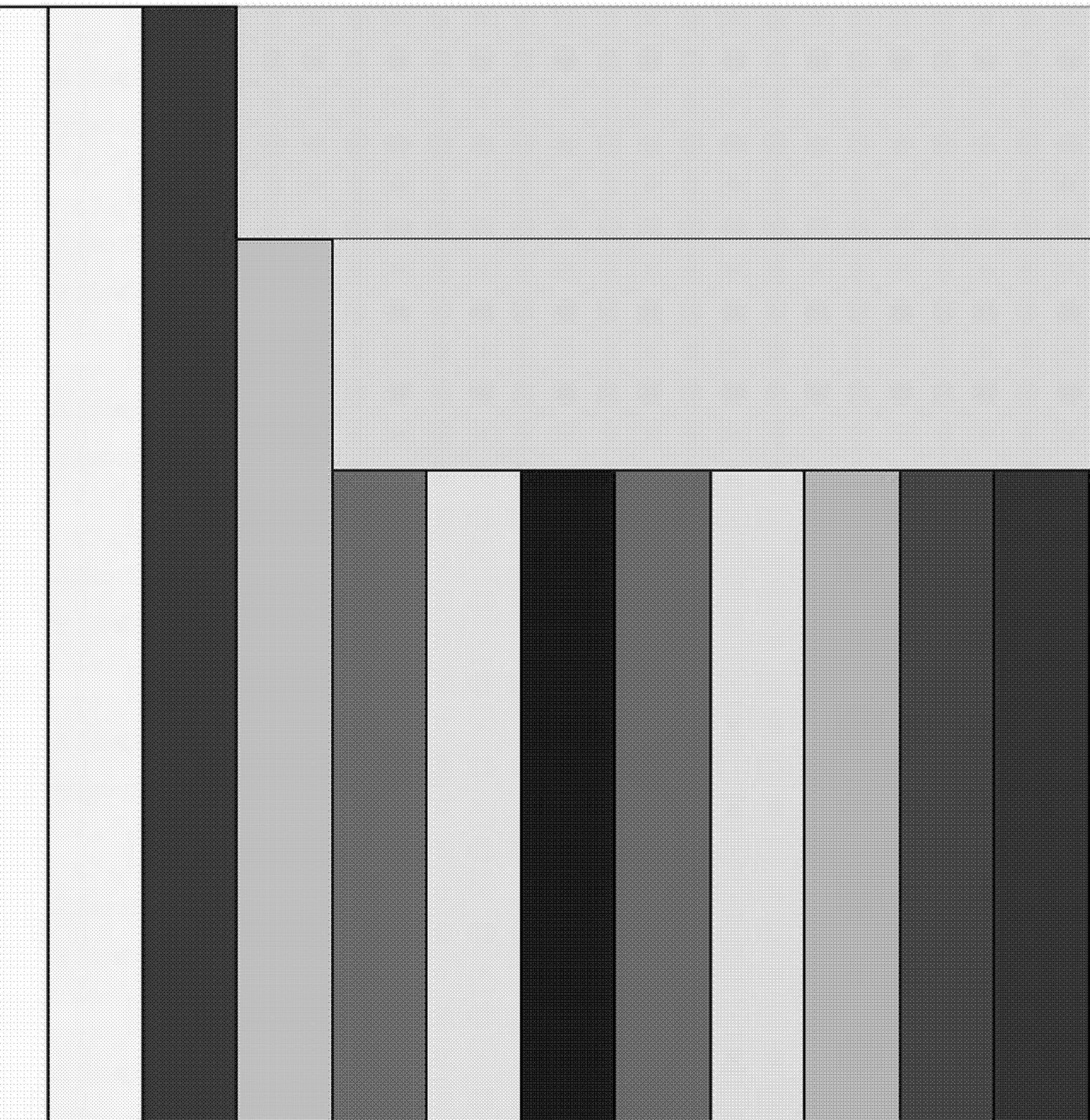
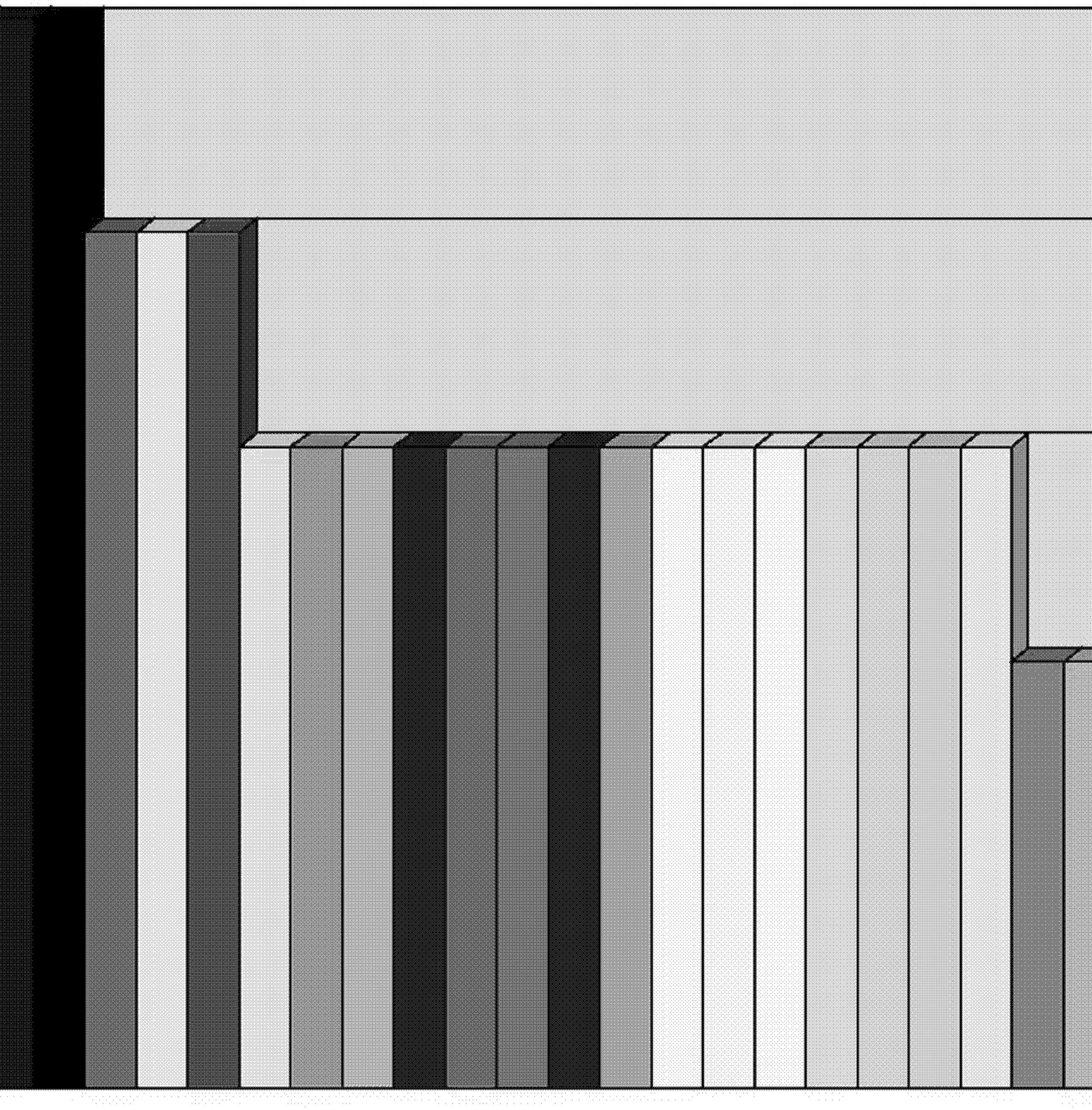
nief Operating Officer

AP schools achieved at least 1 year's growth. Chart 1 shows th

ed Student Achievement in South Carolina TAP School

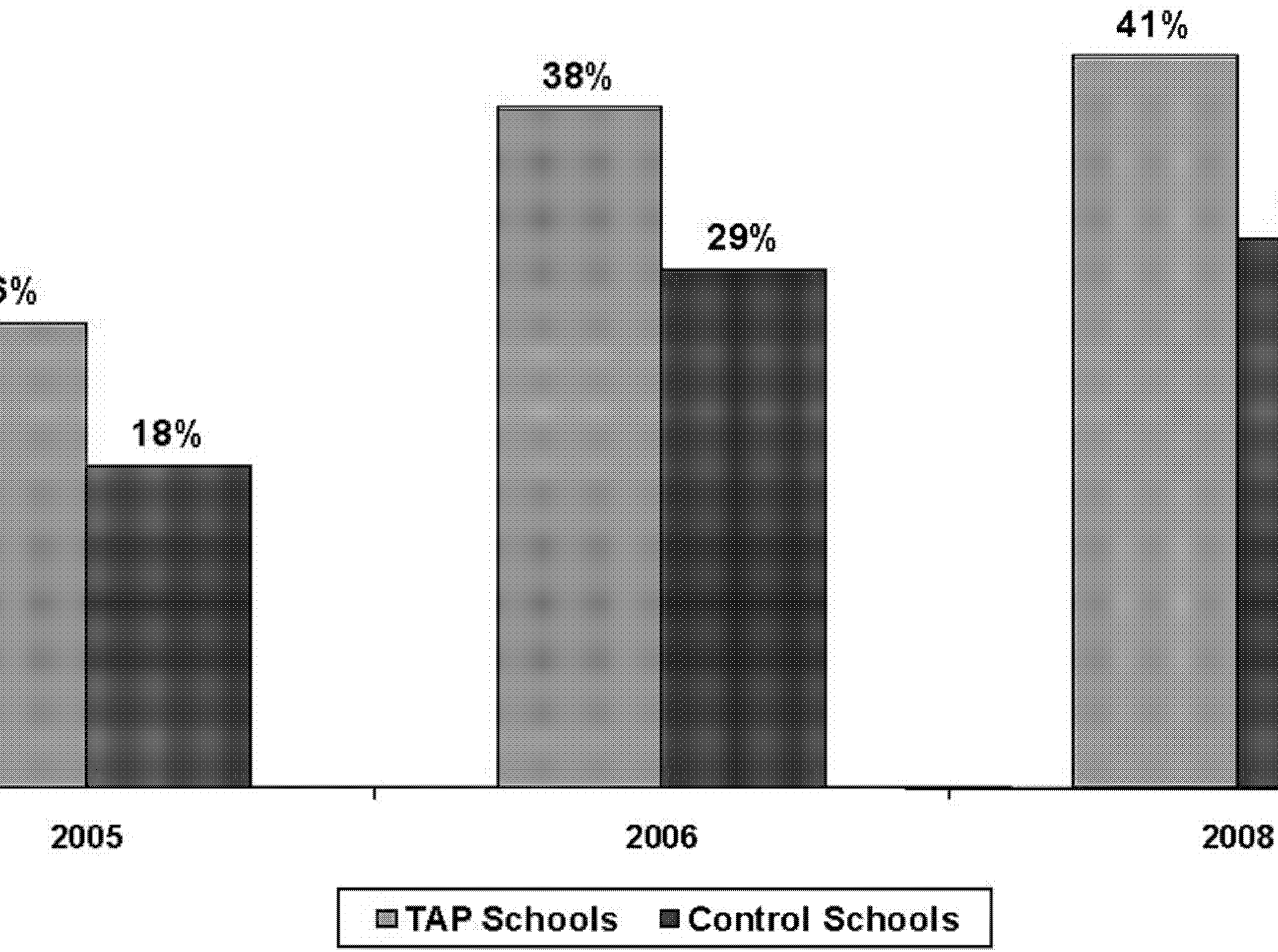




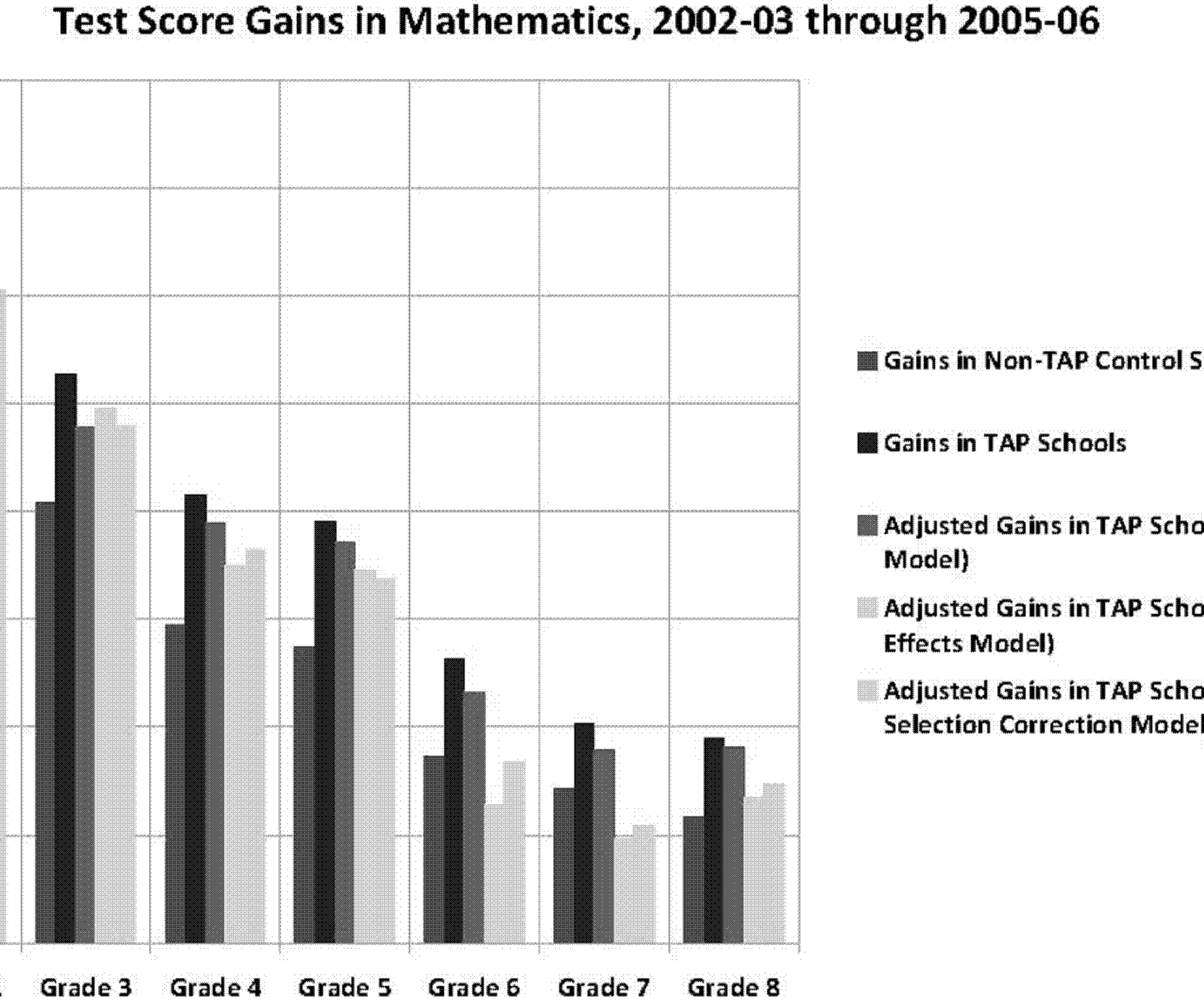
along with similar results that were observed in 2004-2005 an

ed to Student Achievement in TAP Schools (EVAAS® S

Percentage of Schools Achieving Much More Than an Average Year of Student Growth (5 points on 1-5 value-added scale)



ve study, researchers at the National Center on Performance I



The fall-to-spring improvement in test scores on the Northwest Evalu
ation mathematics assessment, which has national average scores of a
depending on grade level. Gains are shown for non-TAP control group
nd for the TAP schools in the study (blue).

odel: Ordinary least squares linear regression, controlling for student
raphics, school average demographics and school average poverty.

ffects Model: Comparing changes over time within schools that began
nentation during the study, essentially disregarding control group sch
s that were in TAP for the entire study.

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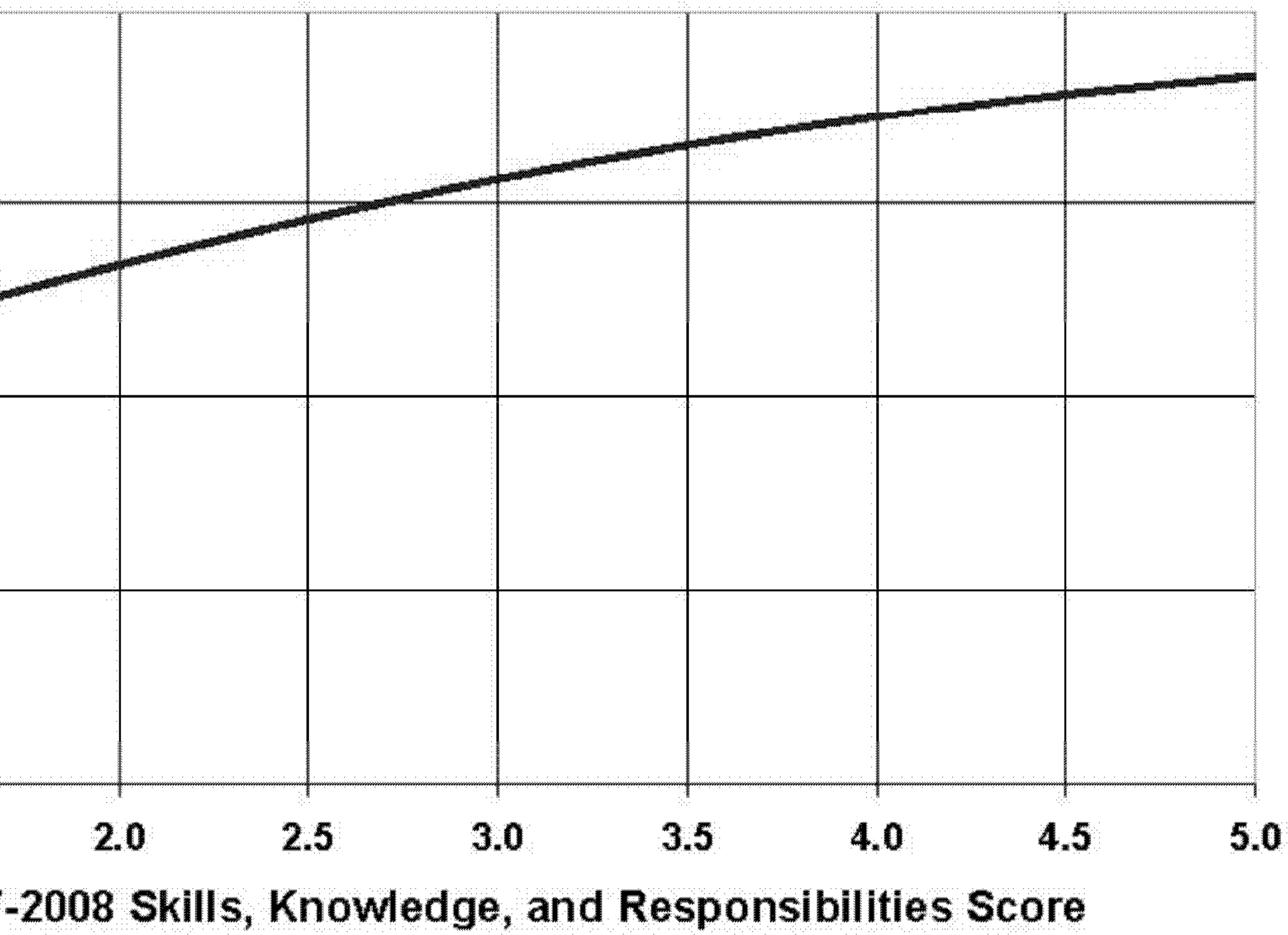
al Quality and Teacher Retention in TAP Schools



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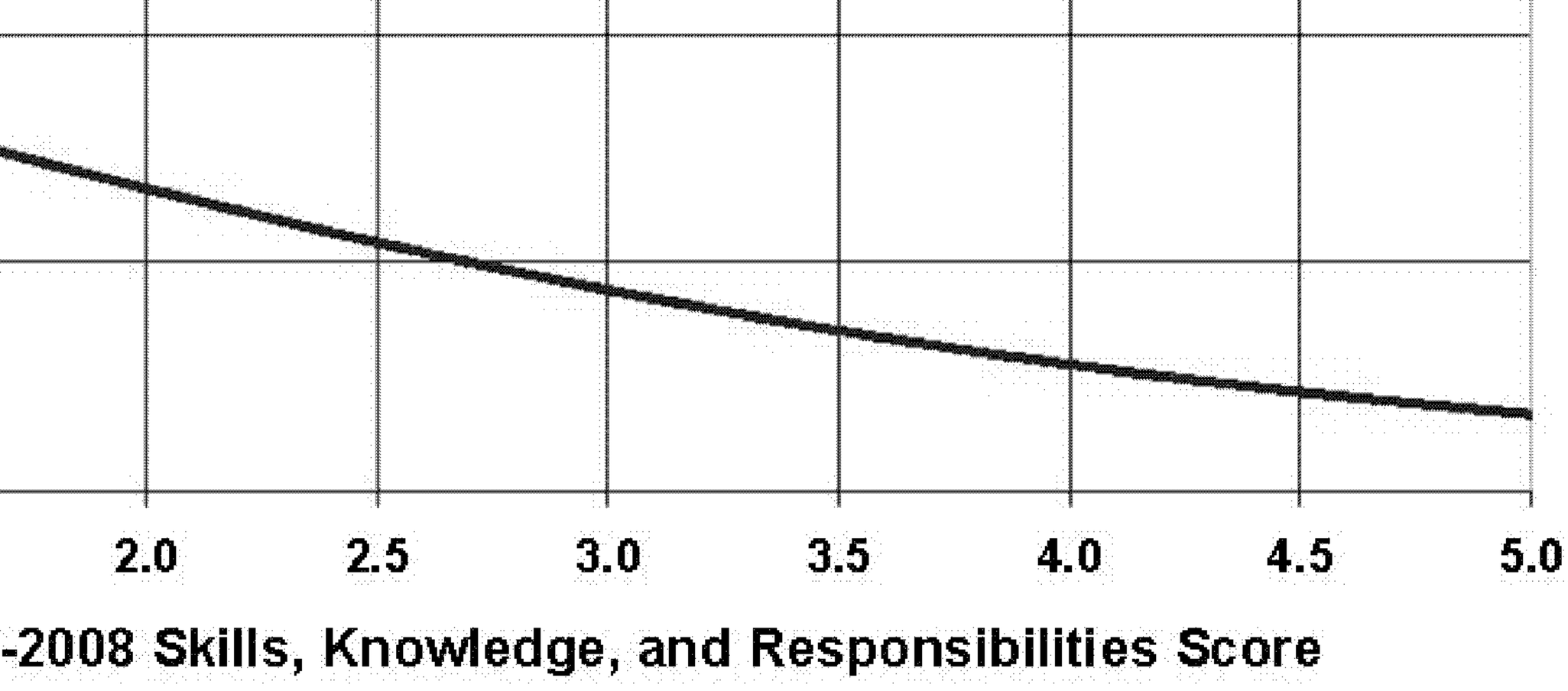


rs in South Carolina and Texas

des teachers who stayed in TAP, including master and mentor teache

des teachers who became administrators, moved to non-TAP schools,

Appendix D3F
Pro Team Description

Purpose:

To attract academically talented minority middle school students to the teaching profession

Mission:

1. to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option, and
2. to expand the pool of minority and male teachers available to the public schools of South Carolina.

Fact: South Carolina and the nation face an acute shortage of minority and male teachers, as well as academically talented students who are interested in teaching as a career.

Overview

The ProTeam Program aims to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Positive learning experiences and role models are essential to the Program's success.

Piloted in twenty middle schools in 1989-90, the ProTeam Program served 9 schools serving approximately 150 students in 2007-2008. ProTeam provides a semester or year-long hands-on course with student driven activities that create opportunities for students to grow as learners.

Eligibility Requirements for ProTeam, the Middle School Program:

* 7th and/or 8th graders
* Top 40% of current grade level
* Positive recommendations from current teachers
* Disposition or potential for post-secondary education

Why Do We Need ProTeam?

- Young people need to see "folks like them" in professional positions…whether they be doctors, lawyers, accountants or TEACHERS.
- Many minority teens are turned off to teaching by the time they reach their senior years in high school.

- Many other talented minority youths never make it to the senior year prepared to enter college and pursue a professional career.
- Many teachers and parents/guardians actively discourage minority youngsters from considering teaching.

Curriculum

The DreamQuest curriculum is designed to help students set realistic goals for the future that include the steps to prepare for successful completion of high school and college. It includes an emphasis on career development competencies. The ProTeam program can be considered the beginning course in the Education and Training career cluster model.

The DreamQuest curriculum has seven modules. Each module has required components as well as optional ones. Family involvement activities have been infused throughout the curriculum.

Module One: I Can Self-Reflect
Provides the opportunity for students to begin reflecting on who they are and learn how to be reflective young adults

Module Two: I Can Communicate
Stresses the importance of communication

Module Three: I Can Teach Others
Explores the basic nature of helping and provides experiences for the students in teacher-like roles

Module Four: I Can Be Different
Explores the dynamics of living and working in diverse groups

Module Five: I Can Set Goals
Teaches students how to make wise decisions in their personal and professional lives

Module Six: I Can Make Decisions
Encourages students to establish the goal of attending and graduating from college and setting realistic goals for their future

Module Seven: I Can Think Positively
Encourages students to develop a positive attitude in their personal relationships, in group work, and toward their education

Middle schools are encouraged to offer a ProTeam Club as a follow-up to the class as a means of keeping students involved in teacher-like activities and on the right path to success in high school and college. Club sponsors are encouraged to use optional activities from the curriculum at the club meetings.

Also includes:

* College campus visits
* Educational conferences
* Information about high school requirements

* Emphasis on service learning and family involvement
* Interaction with younger students in teacher-like activities

Appendix D3G
Pro Team with MMGW

Alignment of the ProTeam Curriculum (*DreamQuest*) with the 10 Key Practices of Making Middle Grades Work			
Module	**Title**	**MMGW Key Practice(s)**	
1	I Can Self-Reflect	**1, 2, 4, 6, 9**	self-identification; self esteem; parental involvement; personality traits; career exploration; teaching profession
2	I Can Communicate	**2, 4, 9**	social skills; communicating with others; listening skills
3	I Can Teach Others	**2, 4, 9**	characteristics of effective teaching; roles and responsibilities of teachers; traits of an ideal teacher; cooperative learning; planning and delivering lessons; pros and cons of teaching
4	I Can Be Different	**2, 4, 9**	Learning styles; cultural differences; disabilities and the role it plays in education; duties of school personnel; personal characteristics; strategies for self-improvement
5	I Can Set Goals	**1, 3, 4, 6, 9**	Goal setting; success in College Preparatory courses; strategies for achieving short and long-term goals; career exploration; preparing for college
6	I Can Make Decisions	**1, 4, 6, 9**	priorities and decision-making; characteristics of post-secondary schools
7	I Can Think Positively	**1, 2, 3, 4, 9**	future trends; positive self-esteem; plans for success; life skills
***DreamQuest* Curriculum**	Professional Development & Training for ProTeam Instructors	**5, 7, 8, 10**	

Appendix D3H
Teacher Cadet Description

Stewart House at Winthrop University
Rock Hill, SC 29733
800-476-2387
Fax 803-323-4032
www.cerra.org

Homegrown Recruitment

The Teacher Cadet Program is an innovative curriculum-based high school level course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.
This program has proven to be successful as more than 4,000 alumni were classroom teachers in South Carolina during the 2008-2009 school year. Meanwhile, across the country the curriculum has been adopted at the school, district, or state-level in 33 states and is expected to grow.

The curriculum's 10th edition will be unveiled this summer after being revamped by a team of Teacher Cadet instructors from across South Carolina. Each of the program's 44 standards has been aligned with standards set forth by the following organizations: Association of Teacher Educators (ATE), Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), and the National Council for Accreditation of Teacher Education (NCATE).

For more information or to purchase *Experiencing Education*, contact Marcella Wine-Snyder at 800-476-2387 or via e-mail at winesnyderm@cerra.org.

Experiencing Education is organized around three central themes:

Experiencing Learning

Students will be introspective and learn about themselves and others in the class through awareness and reflection. They will identify learning needs and styles as well as gain an understanding of growth and development as it relates to diversity.

Experiencing the Profession

Students will learn the history and trends of education as well as the structure and governance of schooling, especially special education. Students will be able to describe the proper steps to teacher certification and employment in their state.

Experiencing the Classroom

Students will observe teachers and prepare lessons after identifying effective teaching practices. Students will apply their instruction during an internship where they will teach in a classroom. Students are to describe, analyze, and reflect on their field experience.

The Teacher Cadet Program is a teacher recruitment program

supported by the Center for Educator Recruitment, Retention,
& Advancement in Rock Hill, South Carolina.

Appendix D3I
Teacher Cadet Standards Cross Walk

South Carolina's Teacher Cadet Curriculum
Experiencing Education, 10th Edition

Standards Alignment Matrix

I. Experiencing Learning

SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
I.1.1 *Analyzing self as learners	Core Prop. 2, 4, 5	Standard 1, 3, 4	Principle 2, 9
I.1.2 *Evaluating self as individuals, learners, and community members	Core Prop. 2, 4, 5	Standard 1, 2, 4	Principle 3, 5, 6, 7, 9
I.1.3 *Examining and appreciating diversity	Core Prop. 1, 3	Standard 1, 2	Principle 3, 6, 7, 9
I.1.4 *Analyzing the role of self-esteem in learning	Core Prop. 1, 2, 3	Standard 1	Principle 1, 2, 5
Styles And Needs:			
I.2.1 *Evaluating different learning styles	Core Prop. 1, 2, 3, 4	Standard 1, 2, 3	Principle 1, 2, 3, 7
I.2.2 *Identifying special needs and exceptionalities of learners and the effects on the learning process	Core Prop. 1, 2, 3, 4, 5	Standard 1, 2, 3, 6	Principle 1, 2, 3, 5, 7
I.2.3 *Examining the physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 3, 9	Principle 1, 2, 3, 5, 7

Growth And Development:			
I.3.1 *Differentiating among the physical stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.2 *Examining the cognitive stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.3 *Examining the moral stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.4 *Examining the psychosocial stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.5 *Examining the developmental changes of learners	Core Prop. 1, 2, 3, 4	Standard 1, 2	Principle 1, 2, 7

II. Experiencing the Profession

SCTCC	NBPTS	ATE	INTASC
History And Trends:			
II.1.1 *Tracing the history of education	Core Prop. 2, 4	Standard 3	Principle 1, 9
II.1.2 *Evaluating educational philosophies and issues	Core Prop. 4, 5	Standard 1, 3	Principle 1, 9
II.1.3 *Predicting future educational movements	Core Prop. 4, 5	Standard 8, 9	Principle 1, 9
Structure And Governance:			
II.2.1 *Comparing various types of schooling	Core Prop. 1	Standard 1	Principle 1, 2
II.2.2 *Examining the governance of local, state, and national educational systems	Core Prop. 5	Standard 1, 7	Principle 1, 9

Certification And Employment:			
II.3.1 *Exploring careers in education	Core Prop. 1, 2, 4, 5	Standard 8, 9	Principle 1
II.3.2 *Describing the process and structure of teacher certification	Core Prop. 1, 4, 5	Standard 8	Principle 1
II.3.3 *Identifying factors contributing to teacher shortages by subject and geographic areas	Core Prop. 5	Standard 8, 9	Principle 1
II.3.4 *Demonstrating effective job application and interview skills	Core Prop. 1, 2, 4, 5	Standard 1, 8	Principle 1
Ethics And Professionalism:			
II.4.1 *Analyzing the code of conduct for educators	Core Prop. 1, 5	Standard 1, 8	Principle 9
II.4.2 *Evaluating rights conferred upon teachers	Core Prop. 1, 4, 5	Standard 1, 8	Principle 9
II.4.3 *Exhibiting leadership as advocates and agents of change	Core Prop. 1, 4, 5	Standard 1, 2, 3, 4, 5, 7, 8, 9	Principle 9, 10
II.4.4 *Assessing the importance of service to community and civic responsibility	Core Prop. 1, 5	Standard 2, 3, 6, 7, 8, 9	Principle 1, 5, 9, 10
II.4.5 *Identifying the services of professional organizations	Core Prop. 5	Standard 1, 3, 4, 5, 6, 8	Principle 9, 10

III. Experiencing the Classroom

SCTCC	NBPTS	ATE	INTASC
Observation And Preparation:			
III.1.1	Core Prop.	Standard	Principle

*Analyzing personal strengths and weaknesses as potential teachers	4	1, 9	3, 9
III.1.2 *Evaluating appropriate instructional objectives based upon the developmental stages of learners	Core Prop. 2, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7, 8
III.1.3 *Distinguishing between desirable and undesirable teaching strategies and traits	Core Prop. 1, 2, 3, 4	Standard 1	Principle 1, 2, 4, 5, 7
III.1.4 *Analyzing the impact of a teacher's personality, disposition, and cultural competence on student learning and interactions	Core Prop. 1, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7
III.1.5 *Defending and applying effective teaching methodologies	Core Prop. 1, 2, 3, 4	Standard 1, 3, 9	Principle 1, 2, 3, 4, 6, 7
III.1.6 *Evaluating components of effective classroom climate, management, and discipline	Core Prop. 1, 3	Standard 1	Principle 1, 2, 5, 6, 7
III.1.7 *Incorporating various technologies in planning for instruction	Core Prop. 1, 2, 3, 4	Standard 1, 9	Principle 1, 2, 3, 4, 6, 7
III.1.8 *Evaluating various assessment techniques	Core Prop. 3	Standard 1, 9	Principle 1, 2, 4, 7, 8
III.1.9 *Designing and delivering an effective lesson (for instructor and peer feedback) that differentiates instruction to accommodate all learners	Core Prop. 2, 3	Standard 1	Principle 1, 2, 3, 4, 6, 7
Application And Instruction: The Internship With a Cooperating Teacher			
III.2.1 *Implementing developmentally	Core Prop. 1, 2, 3, 4	Standard 1, 6, 9	Principle 1, 2, 3, 4, 5, 7

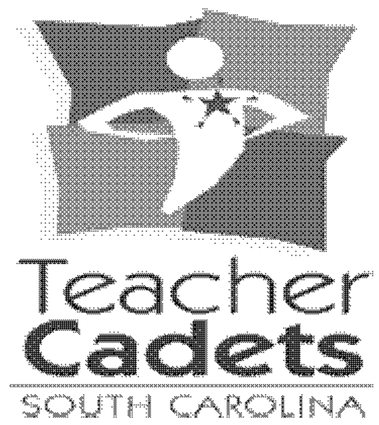
appropriate learning activities for all learners			
III.2.2 *Accommodating physical, social, and personal challenges that impede learning	**Core Prop. 1, 2, 3, 5**	**Standard 1, 2, 6**	**Principle 1, 2, 3, 4, 7**
III.2.3 *Applying knowledge of learning styles, multiple intelligences, Bloom's taxonomy, brain-based strategies, and classroom management to instruction and assessment	**Core Prop. 1, 2, 3, 4**	**Standard 1, 6**	**Principle 1, 2, 3, 4, 7, 8**
III.2.4 *Designing and delivering an effective lesson in a classroom setting that differentiates instruction to accommodate all learners	**Core Prop. 1, 2, 3**	**Standard 1, 2, 6**	**Principle 1, 2, 3, 4, 5, 6, 7**

IV. Experiencing Education

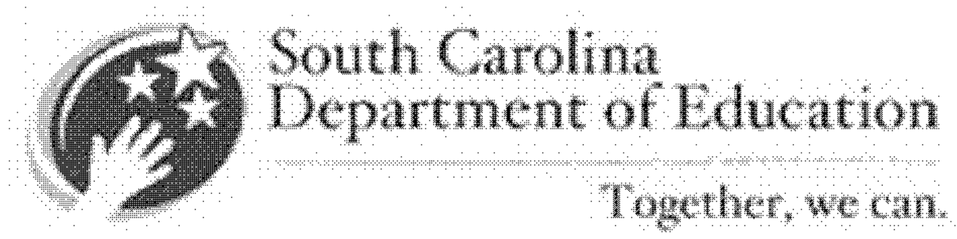
SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
IV.1.1 *Evaluating the positive and negative aspects of the teaching profession	**Core Prop. 4**	**Standard 1, 8**	**Principle 1, 9**
IV.1.2 *Describing, analyzing, and thinking systematically about the practice of teaching	**Core Prop. 4, 5**	**Standard 1, 4, 9**	**Principle 1, 3, 4, 6, 7, 9**
IV.1.3 *Developing a personal philosophy of education	**Core Prop. 4**	**Standard 3**	**Principle 9**
IV.1.4 *Submitting requested data for program development and evaluation	**Core Prop. *****	**Standard *****	**Principle *****

~Legend~

SCTCC:	South Carolina Teacher Cadet Curriculum
NBPTS:	National Board for Professional Teaching Standards
ATE:	Association of Teacher Educators
INTASC:	Interstate New Teacher Assessment and Support Consortium
***:	Not Applicable



Appendix D3J
SC Teachers for Tomorrow



South Carolina Teachers for Tomorrow Program

The Federal Race to the Top initiative provides grant funds to states in order to ensure the equitable distribution of effective teachers. The SC Department of Education, recognizing the shortage of teachers in school districts with high percentages of high minority, high poverty students, has applied for funding for the South Carolina Teachers for Tomorrow Program for South Carolina. The mission of the South Carolina Teachers for Tomorrow Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities that will enable them to return to their home communities as teachers. The program will annually provide scholarships for up to 40 high school seniors in school districts with high percentages of high minority, high poverty students who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in their home districts.

South Carolina Teachers for Tomorrow participate in advanced enrichment programs, have professional development opportunities in their home districts during summer months, and are involved with local businesses. They receive up to $32,000, in yearly scholarships (up to $8000 a year for four years) while they complete a degree leading to teacher certification. The scholarship provides up to $7700 for tuition and board and $300 for summer enrichment programs administered by CERRA. A South Carolina Teacher for Tomorrow agrees to teach in their home district one year for every year he or she receives the scholarship.

Applying for South Carolina Teachers for Tomorrow consists of two phases: the application phase, and the interview phase.

The South Carolina Teachers for Tomorrow application will be available online September 1 through November 1. A detailed process guide will be included with the application. ***Applications must be submitted online by November 1.*** In order for applications to be considered complete, a high school transcript and three (3) references on official forms must be obtained and sent to CERRA, postmarked by November 15. Applications, transcripts, and references are then assessed by an initial screening committee. Qualifying applicants are invited to a regional interview, and all applicants are notified as to whether they have been selected for this second phase of the process.

The purpose of the interview is to assess the following: communication skills, commitment to teaching, problem solving ability, originality and knowledge of world and educational processes. Applicants will be scheduled to complete a thirty (30) minute writing prompt during the interview. Scores from the interview and essay will be combined with the application score to make up a final total composite score. A maximum of 40 of the top scorers will be offered South Carolina Teachers for Tomorrow scholarships. Other qualifying applicants will be placed on an alternate list.

DEPARTMENT OF EDUCATION

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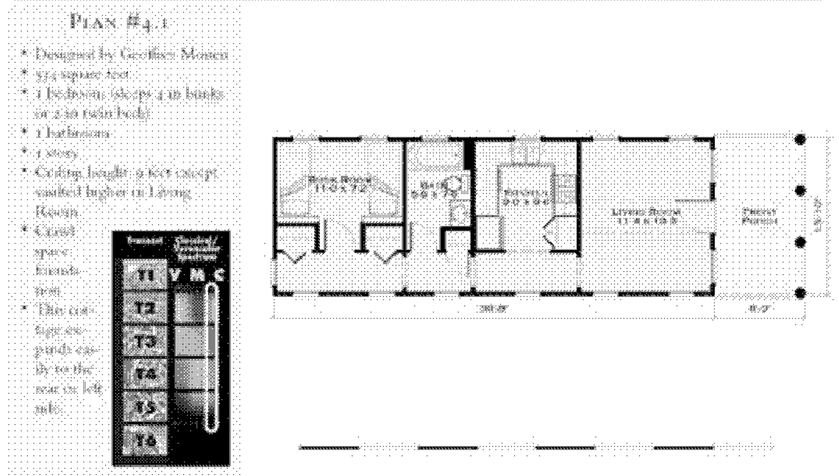

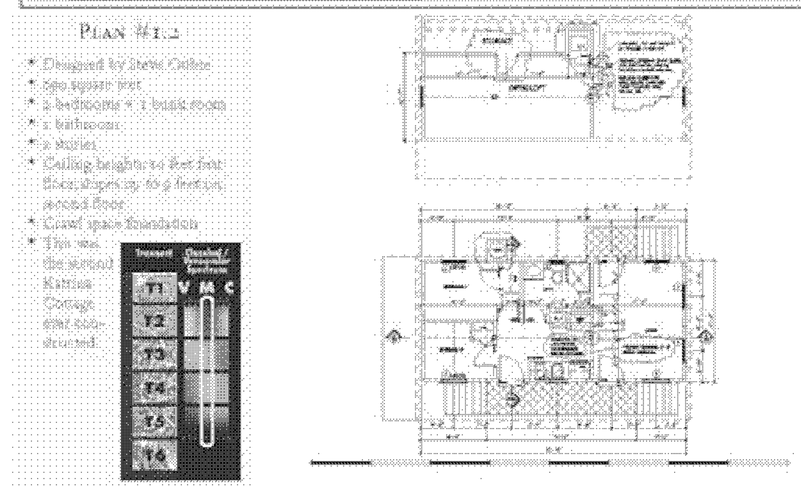

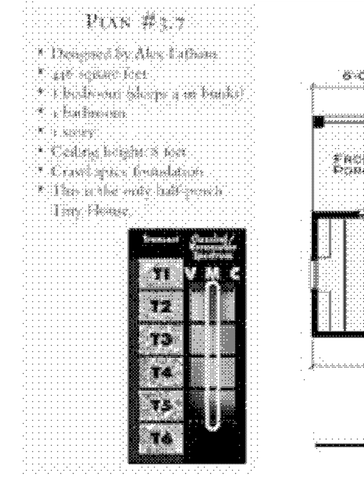

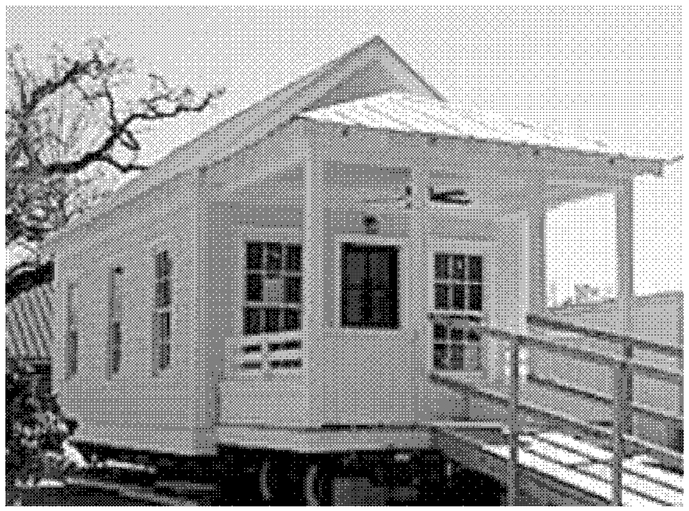

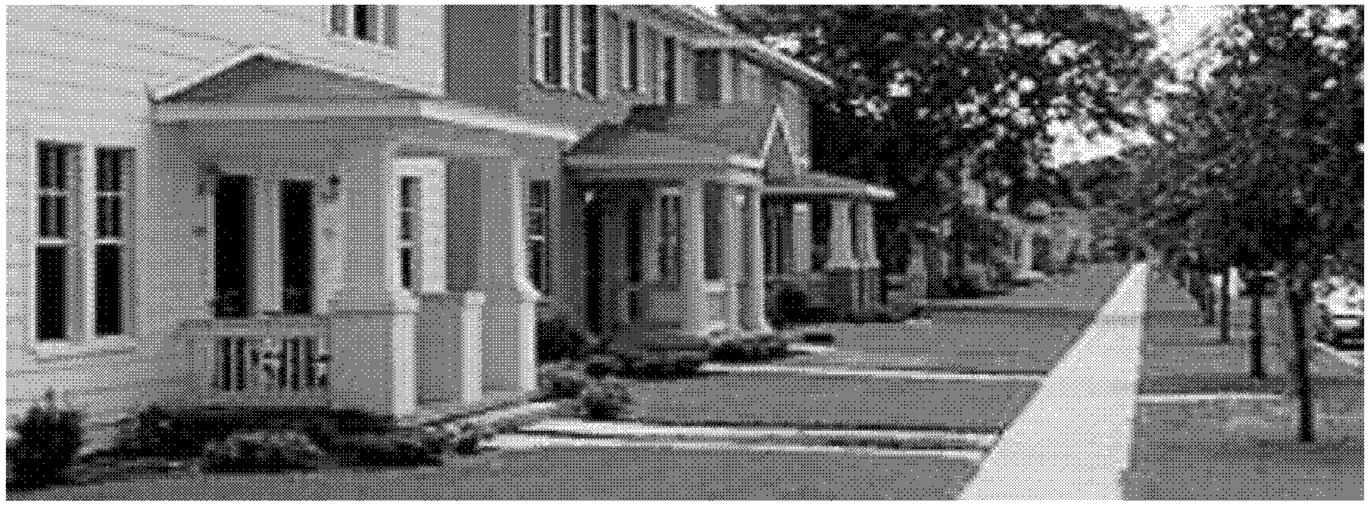

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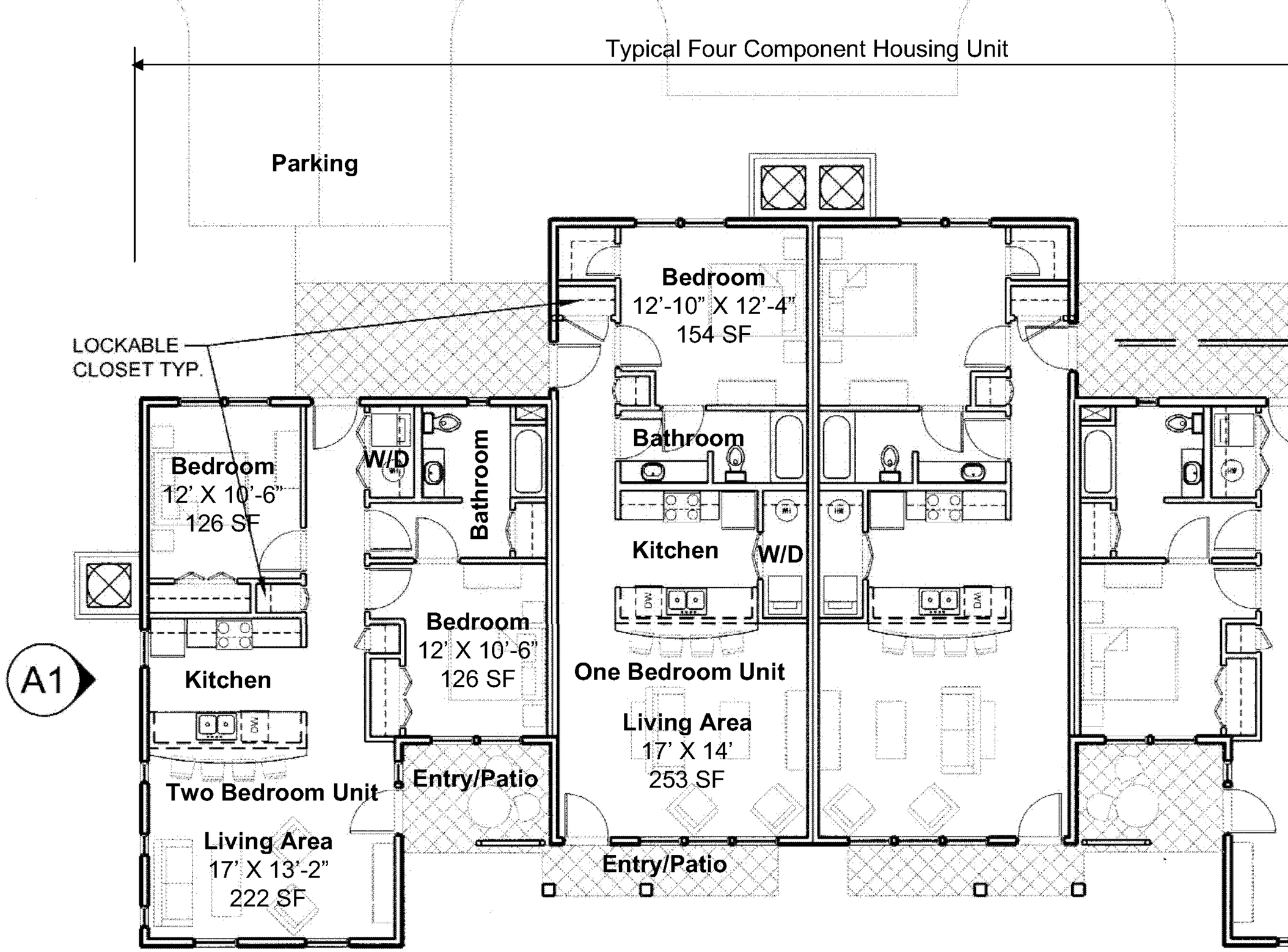

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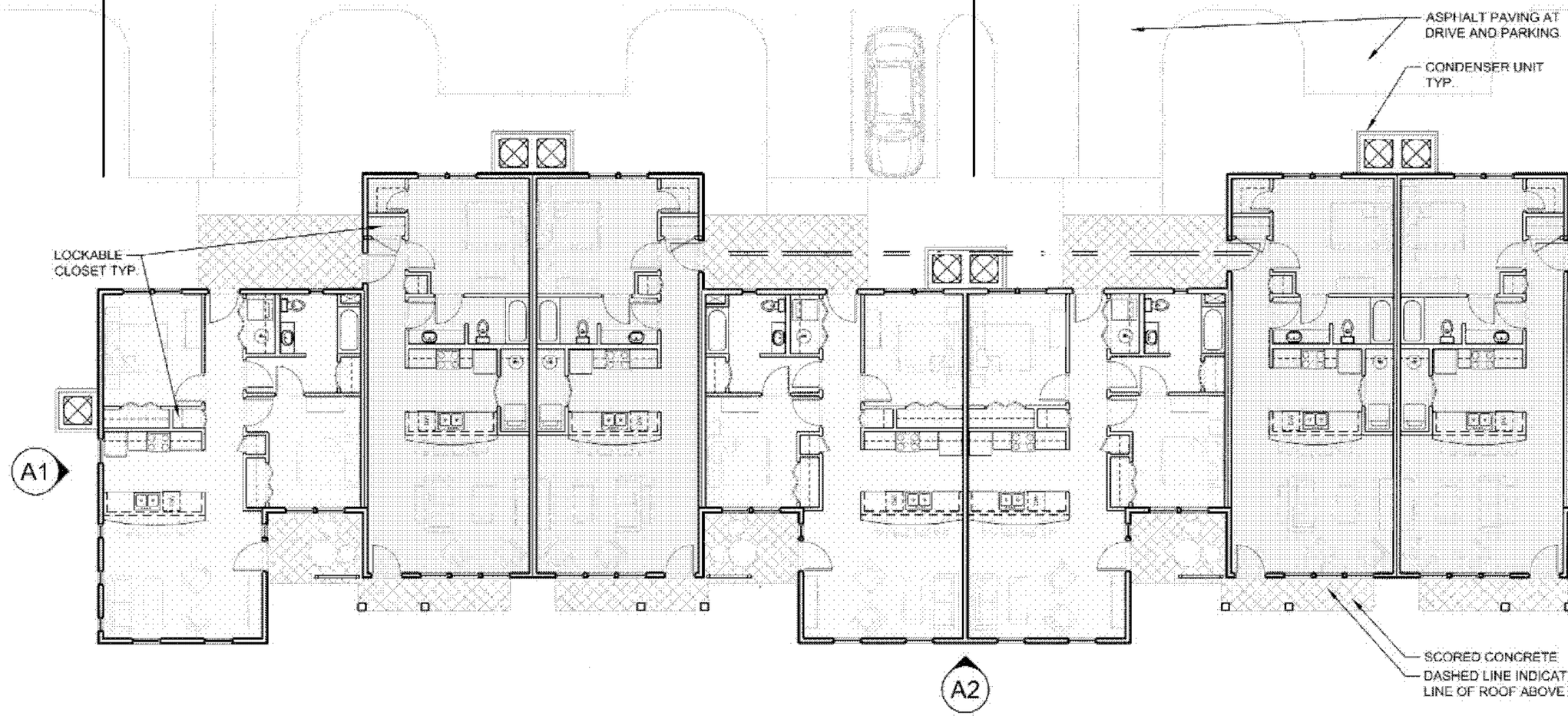

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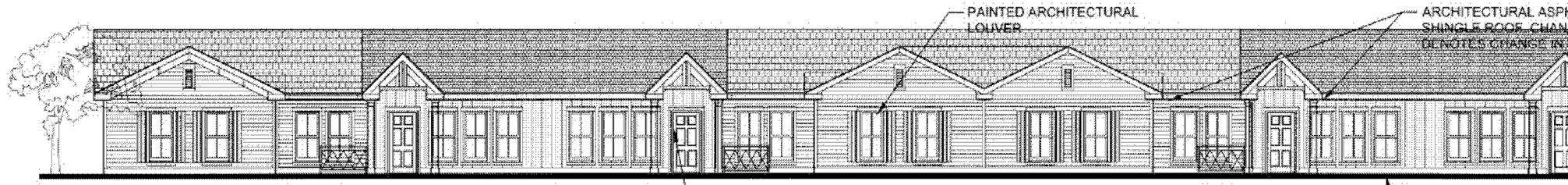

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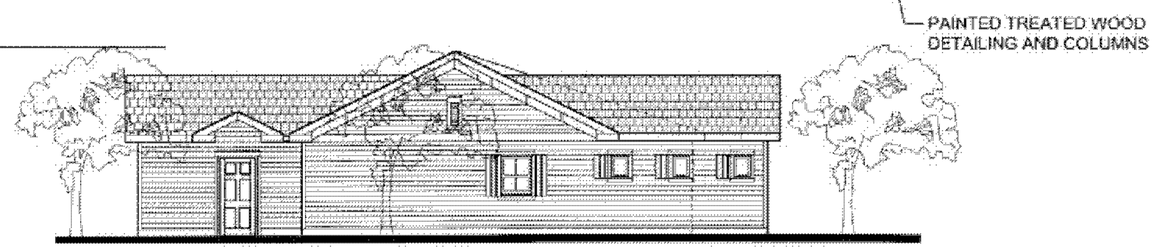

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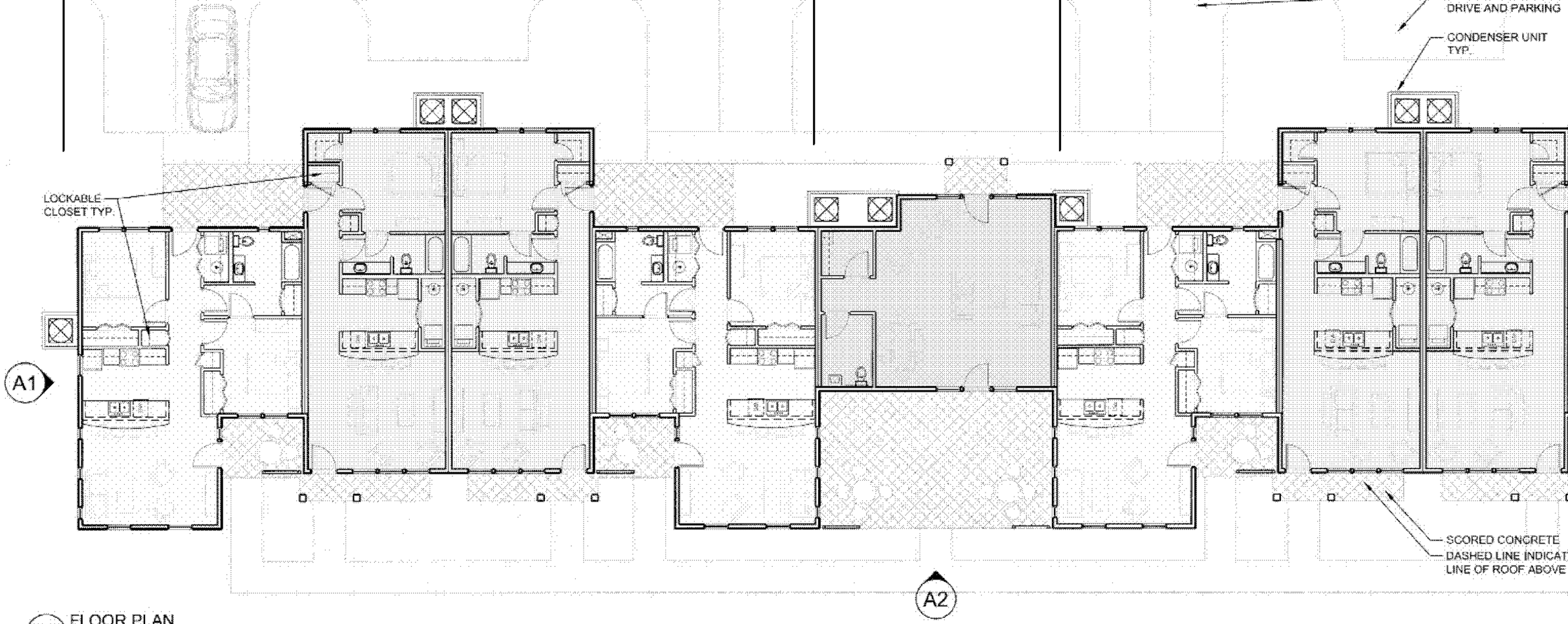

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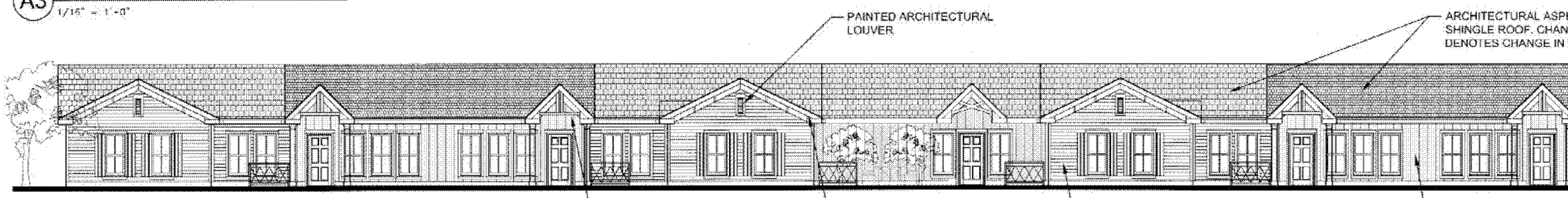

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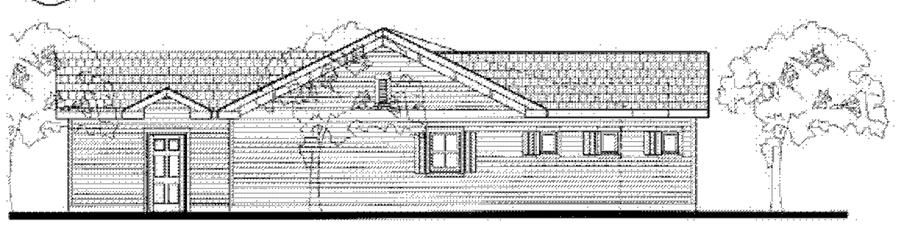

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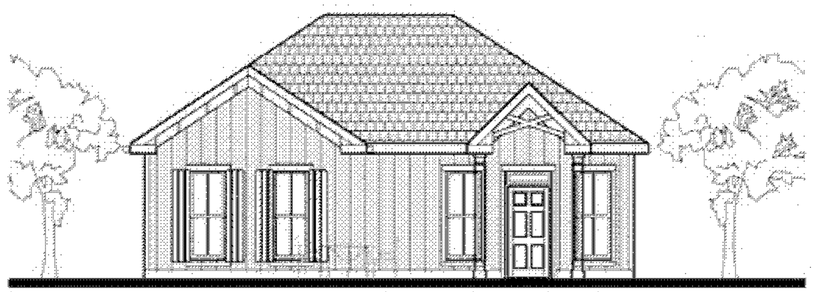

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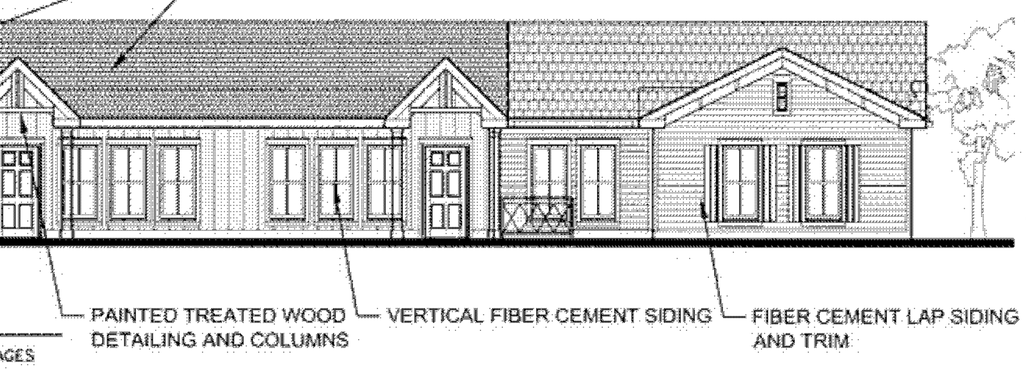

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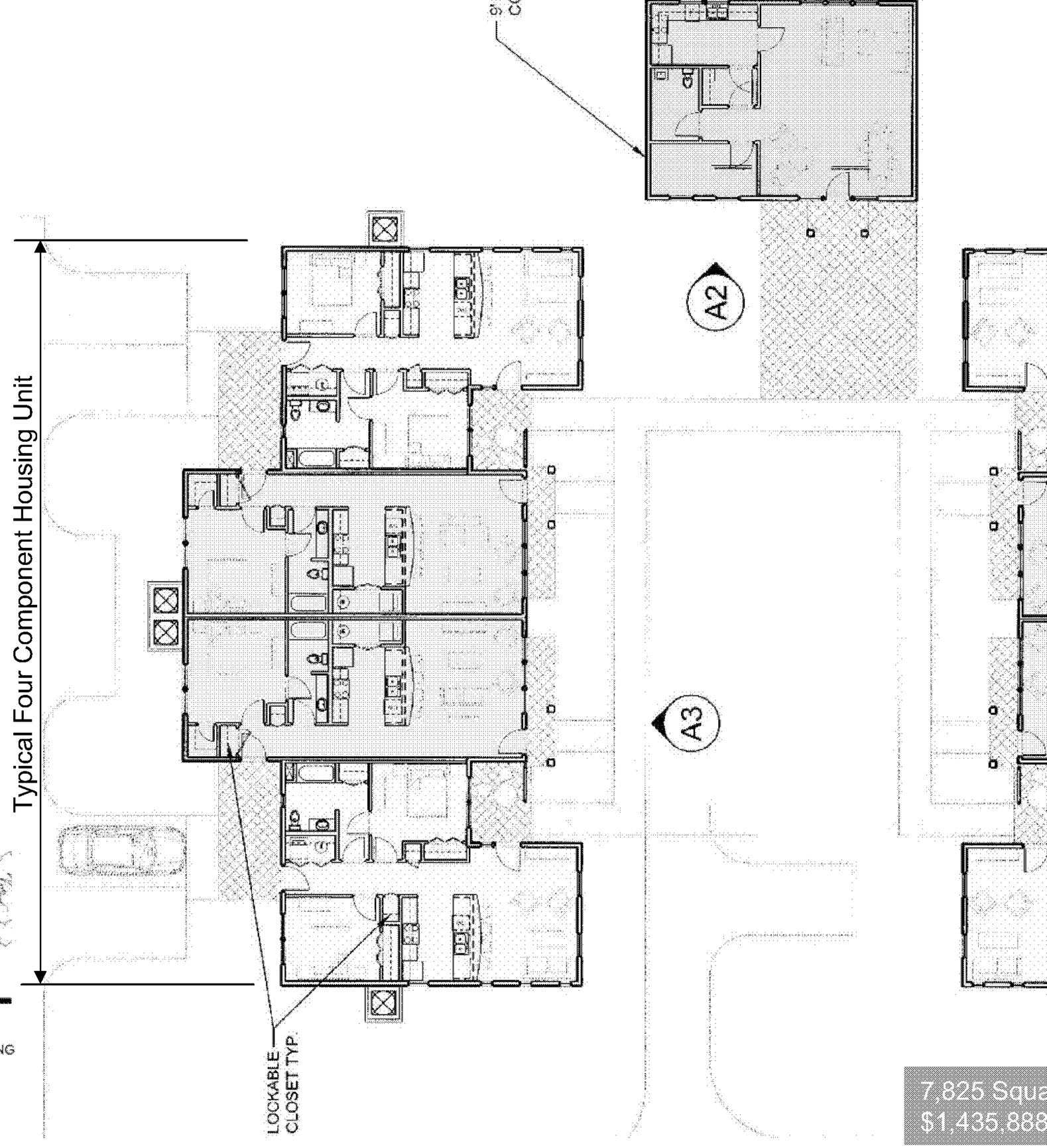

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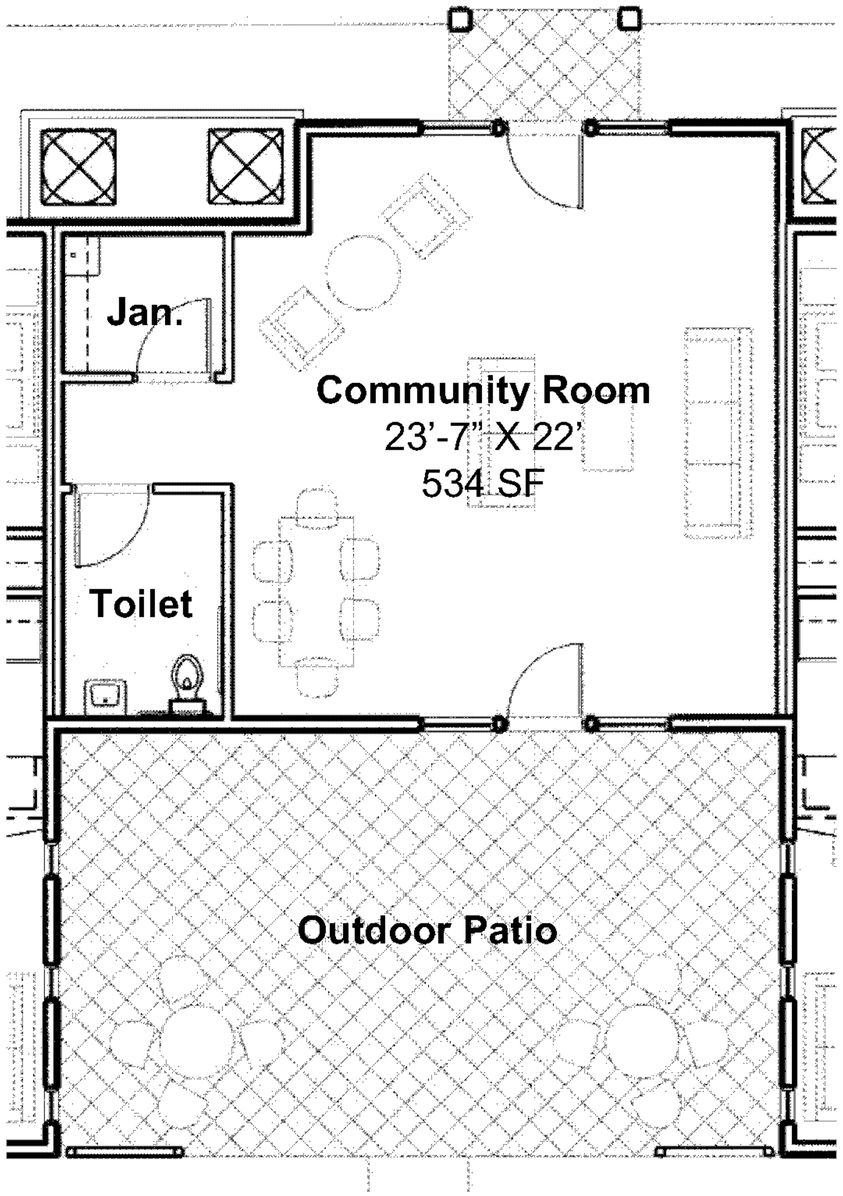

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Appendix D3L
U-TEACH

UTeach started at The University of Texas at Austin in 1997 as a new way to prepare secondary science, math and computer science teachers. Its strength lies in the unique collaboration between the Colleges of Natural Sciences and Education. If you are an undergraduate who wants to teach, a college graduate who wants to return for certification, a new teacher who wants a supportive community, or an experienced teacher who wants an advanced degree, then UTeach is for you.

UTeach has proven to be so effective that it is now being replicated at universities across the United States. Read more about the replication efforts of The UTeach Institute.

All students enrolled in the UTeach Natural Sciences Program have the opportunity to participate in a paid internship . Find more information about our programs for current UTeach students including course schedules and degree plans.

News
President Obama Mentions UTeach in National Address:
"And we also need to reward states that are placing outstanding teachers in schools and subjects -- like math and science -- where they're needed most. That's one way to foster the next generation of math and science teachers. And by the way, everyone has a role to play in training these teachers. So universities and nonprofit organizations can launch programs like **UTeach at UT Austin** that allows aspiring teachers to get a math or science degree and teaching certificate at the same time. And businesses can follow the examples of Intel and Microsoft by developing the software tools and cutting-edge technologies that prepare today's students to be tomorrow's teachers..."

THE UTEACH INSTITUTE

The UTeach Institute was created to provide direction and leadership to expand and replicate the UTeach mathematics, science, and computer science teacher preparation program at universities across the nation. The primary goal of replicating UTeach is to increase the quantity and quality of mathematics, science, and computer science teachers in schools. UTeach is a highly innovative and successful teacher preparation program, which has doubled the number of mathematics and science majors being certified at The University of Texas at Austin.

The UTeach Institute is partnering nationally with the National Math and Science Initiative (NMSI) and also in Texas with the Texas High School Project to select universities who are eligible to receive replication grants. The UTeach Institute provides support to qualified replication sites including:

- Planning for implementation of the UTeach program including budget development
- Guidance and technical assistance with the implementation of the UTeach Elements of Success
- Evaluating and monitoring to assist universities with keeping programs on track and achieving goals.

In addition, the UTeach Institute is creating a number of resources to help replication sites, including a UTeach *Operations Manual* and a framework for collecting demographic data and conducting evaluations. The UTeach Institute is also building and supporting a community and network of faculty and Master Teachers who teach the UTeach courses to facilitate the sharing of successful practices.

Appendix D3M
Project CREATE

FINAL REPORT

CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF TEACHERS IN SPECIAL EDUCATION OF SOUTH CAROLINA, 2007–2008

YEAR 5

Personnel Preparation Project for
Growing a Highly Qualified Special Education
Teacher Force in South Carolina

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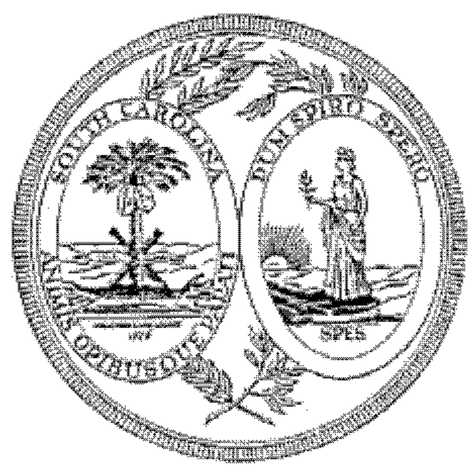

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Submitted to the
Office of Exceptional Children and the
Division of Educator Quality and Leadership
SOUTH CAROLINA DEPARTMENT OF EDUCATION

January 15, 2009

Suggested Citation

Sutton, J. P., Bausmith, S., Boggs, A., Engelhard, J., Hodge, J. P., Marshall, K. J., McIntyre, L., O'Connor, D., Pae, H., Skinner, M., West, T., & Witzel, B. (2009). *Project CREATE: Centers for the Re-Education and Advancement of Teachers in special education in South Carolina, Final report for Year 5, 2007–2008* (Technical report No. 08-01). Columbia, SC: South Carolina Department of Education, Office of Exceptional Children, Division of Educator Quality and Leadership.

PROJECT CREATE–YEAR 5

The twofold mission of CREATE has remained consistent over its five years of operation, which is to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State's public schools. With joint funding from the South Carolina Department of Education's Office of Exceptional Children and Division of Educator Quality and Leadership, qualified participants have received course scholarships for both tuition and textbook costs to pursue add-on, alternative, or initial certification in special education. For 2007–2008, the project operated centers at Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Lander University, SC State University, University of South Carolina Columbia, University of South Carolina Upstate, and Winthrop University.

This Executive Summary highlights principal findings from the Year 5 final report that follows, specifically, (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) progress of participants; (e) perceptions of participants; (f) enrollment in courses; (g) program completers; (h) recruitment, selection, and advising; and (i) employment of participants.

Participants. The project enrolled 198 participants employed at 65 of the State's 85 (76%) school districts. The participant cohort was largely female (89%) and new (72%) to the project. Fully one-third (33%) were African-American. Of the declared areas of special education certification that participants were pursuing, the majority were Learning Disabilities (37%) or Emotional Disabilities (30%).

Appropriateness of Courses. In order to reach a greater number of qualifying participants, particularly, those in remote areas of the State, we varied the format delivery of courses to include on-campus courses, distance/ETV courses, and online courses. Course content, as outlined in course syllabi, was evaluated in light of Council for Exceptional Children standards, and determined to be appropriate. For the year, the 11 CREATE centers collectively offered 19 certification courses a total of 118 times.

Adequacy of Course Content. An overall mean rating of 3.43 (1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the project, when compared with previous special education courses taken elsewhere, (a) provided more knowledge and skills about instruction in special education, (b) made more relevant applications to the real-world of the classroom, (c) broadened their perspective more in how to teach students with disabilities, and (d) significantly contributed to their overall preparation. The Introduction to Exceptional Learners and Characteristics courses received the highest ratings from participants.

Progress of Participants. Progress was calculated by dividing the number of courses that the participants completed through CREATE by the number of courses prescribed in their respective certification programs. The average progress of participants seeking alternative certification in the PACE program (n=36) was 81% (range of one to three courses). The average progress of participants pursuing add-on certification (n=102) was 70% (range of one to nine courses). earned A or B grades in 92.4% of their completed course work, while the initial certification cohort earned A or B grades in 87.5% of their completed courses.

Perceptions of Participants. Mean ratings on the 30-item online course evaluation ranged from 3.25 to 3.60 (1=Strongly Disagree to 4=Strongly Agree). Items reflecting Interaction Skills of the Instructor trended toward Strongly Agree (3.55). Mean ratings for the remaining categories of items (i.e., Teaching Skills of Professor; Course Requirements; Evaluation of Learning; Course Syllabus; Course Content, and

Impact of Course) fell in the Agree range (3.44 to 3.48), with a total course evaluation mean rating of 3.49 (Agree). No mean item ratings fell below the Agree rating; therefore, we judged the teacher perceptions of courses sponsored by CREATE as generally positive.The average progress of participants enrolled in initial certification programs at the bachelor's or MAT level (n=60) was considerably less at 28%; however, the range of needed course work was 11 to 21 courses. Academically, the add-on/ alternative participant cohort

Enrollment in Courses. Participants enrolled in 484 courses, which represented 81.3% of the 595 available course scholarships for the year. The number of course scholarships awarded per participant ranged from one to ten. Across the CREATE centers, the number of course scholarships awarded per semester was 75 (Fall 2007), 146 (Spring 2008), and 263 (Summer 2008).

Program Completers. Data show that 145 participants completed all course work for their respective certification programs, which included current participants and participants enrolled in prior years of the project who had completed remaining certification requirements on their own. The completers were overwhelmingly female (90%), and 27% were African-American, Asian-American, or Hispanic. Forty-five percent finished course work in Learning Disabilities certification, followed by Emotional Disabilities (33%), Mental Disabilities (13%), and Multi-categorical Special Education, Severe Disabilities, and Visual Impairment each with 2%. The majority (77%) were currently employed as special education teachers with a restricted alternative certificate or special education teachers in the PACE program. The Francis Marion University Center contributed the greatest percentage (20%) of the course work toward the completers' certification programs.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the project was accomplished by (a) a statewide mailing each semester from the SC Office of Exceptional Children to district special education directors, directors of personnel, and school principals and (b) phone and email campaigns. Advising qualified participants on which certification courses would meet their needs was accomplished via phone and email. All 198 qualified participants for Year 5 were verified to be non-certified in special education and employed full-time in a SC public school district.

Employment of Participants. We verified the 2008–2009 employment of the 145 program completers who finished their course work in 2007–2008, and determined that 100% of the completers (excluding the three who completed initial certification programs) were still employed in the State's public school system. Only 20 (13.8%) had relocated to a different school district than the one in which they were employed when they were initially enrolled in CREATE. That 86.2% of the completers have remained employed in their respective sending districts is a positive sign that districts are "growing their own" special educators.

In sum, project personnel have evaluated the success of Year 5 of CREATE as outstanding. Data collected and discussed in this report that support this conclusion follow:

- ►Available course scholarships: 595
- ►Awarded course scholarships: 484
- ►Participants enrolled: 198
- ►School districts represented: 65
- ►Participants completing course work: 145

The five-year total of 422 program completers is compelling, empirical evidence that CREATE continues to accomplish its mission of reducing the number of non-certified special education participants in South Carolina, while simultaneously growing a more highly qualified special education teacher force.

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HISTORY OF THE PROJECT

For years, South Carolina public schools have been unable to adequately and consistently employ highly qualified special education teachers for its more than 100,000 students with disabilities. By 2002–2003, the number of special educators who were not appropriately certified to teach special education exceeded 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006. In an effort to curtail the burgeoning population of non-credentialed special educators, the South Carolina Department of Education's (SCDE) Office of Exceptional Children (OEC) funded Year 1 of Project CREATE in 2003–2004. Continuation funds from both OEC and the SCDE's Division of Educator Quality and Leadership were provided in 2004–2005 (Year 2), and again in 2005–2006 (Year 3) and 2006–2007 (Year 4). From the outset, the chief mission of CREATE has been to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State's public schools. By underwriting both tuition and textbook costs, qualified participants have been able to complete needed course work in order to obtain add-on or alternative certification in special education, thereby better preparing them to teach students with disabilities more effectively. A brief summary of the project's success for Years 1, 2, 3, and 4 follows:

Year 1 (2003–2004). CREATE operated centers at three colleges, and enrolled 100 teachers from 33 of the State's 85 (39%) school districts, who collectively completed a total of 121 certification courses. Progress toward completion of add-on certification averaged 37%, based on the number of courses completed out of the number of needed courses prescribed in their programs of study. Of the participants, four completed all required content course work for certification.

Year 2 (2004–2005). CREATE expanded its consortium to four colleges, and matriculated 246 teachers from 59 school districts (69%) who collectively completed a total of 411 certification courses. Progress toward completion of add-on certification programs averaged 63%. Of the participants, both new and returning to the project, 74 completed all required content course work for certification, for a two-year total of 78 program completers.

Year 3 (2005–2006). CREATE increased its college centers to six, and enrolled 197 teachers from 63 school districts (74%), who collectively completed a total of 288 certification courses. Progress toward completion of add-on and alternative certification programs averaged 79%. Of the participants, both new and returning to the project, 147 completed all required content course work, for a three-year total of 225 program completers.

Year 4 (2006–2007). CREATE expanded its consortium once more to 11 college centers, and enrolled 152 participants from 53 school districts (62%), who collectively completed 279 certification courses. Progress toward completion of alternative (i.e., add-on and PACE) and initial certification programs averaged 56.5%. Of the participants, both new and returning to the project, 52 completed all required content course work, for a four-year total of 277 program completers.

YEAR 5 OPERATION

With the goal of preserving the mission of CREATE, the project broadened participant eligibility for the 2007–2008 year to include all full-time SC public school employees in both instructional and non-instructional positions, whose desire was to become a highly qualified special education teacher. Primary targeted groups included currently employed special education teachers who did not hold full certification

in special education, specifically, [a] those holding a restricted alternative certificate (RAC) in various disability specialties, and
[b] those enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program in Emotional Disabilities. For purposes of growing the potential pool of highly qualified special educators across the State, the project targeted a number of other groups, including general education (GEN) teachers who expressed interest in making a career change into special education; teacher assistants (TA) wanting to upgrade to full certification, long-term substitute (SUB) teachers, and various other (OTH) public school staff. All qualified participants pursued special education certification through one of two approaches: (a) add-on/alternative certification; or (b) initial certification via a bachelor's or master of arts in teaching (MAT) degree program in special education.

As in previous years of the project, qualified participants were awarded course scholarships on a first-come, first-served basis, which provided financial assistance to pay for tuition and textbook costs. Courses were delivered in various formats and reflected add-on/alternative and initial certification needs of participants. Courses were scheduled and delivered during the Fall 2007, Spring 2008, and Summer 2008 semesters at CREATE centers established at the following 11 colleges/universities in the State, all with NCATE/State-approved programs in special education teacher preparation (Note: Center directors' names are provided in parenthesis): Clemson University (Dr. Janie Hodge); Coastal Carolina University (Dr. Judy Engelhard); College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College
(Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith), Lander University (Dr. Dava O'Connor); SC State University (Dr. Leonard McIntyre); USC Columbia (Dr. Kathleen Marshall); USC Upstate (Dr. Holly Pae); and Winthrop University (Dr. Brad Witzel). Dr. Joe Sutton, Bob Jones University, continued his post as project director and principal investigator for Year 5.

PARTICIPANTS

The project received and processed 376 applications for the year, from which 230 (61%) were qualified to receive course scholarships. Representing 65 of the 85 (76%) school districts in the State (see Table 1, p. 15), 198 of the 230 (86%) qualified applicants enrolled in one or more courses during the three semesters. Enrollees were predominantly female (89%; see Figure 1, p. 16) and, as first-year participants, were overwhelmingly new (72%) to the project (see Figure 2, p. 16). The majority of participants were seeking either Learning Disabilities (37%) or Emotional Disabilities (30%) certification (see Figure 3, p. 16), followed by Multi-categorical (15%), Mental Disabilities (10%), Visual Impairments (5%), and Severe Disabilities (3%). Representation by race/ethnicity included Caucasians (66%), African-Americans (33%), Asian-Americans (1%), and Hispanics (1%; see Figure 4, p. 17). Participants held a variety of full-time positions including special education teacher assistants (23%), special educators seeking another area of special education certification and long-term substitutes (22%), special education teachers of emotional disabilities enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program (18%), general education teachers (14%), special education teachers with restricted alternative certificates (12%), and other non-instructional staff (11%; see Figure 5, p. 17). Most of the participants were enrolled in add-on/alternative certification programs in special education (70%), with a smaller percentage (30%) enrolled in initial certification programs in special education, including bachelor of arts/science (BA/BS) degree, or master of arts in teaching (MAT) degree programs (see Figure 6, p. 17).

EVALUATION OF THE PROJECT

The evaluation design described in the initial 2003–2003 proposal required preparation of a final report after each year of operation. Like previous years, the final report for Year 5 addressed the following questions (data for each evaluation question is provided and discussed in subsequent sections):

1. How appropriate were the selection of courses in relation to certification course needs of the qualifying participants?
2. Has the content of the coursework been adequate in providing instruction for needed skills and competencies?
3. Are participants progressing at an appropriate rate toward completion of certification?
4. What are the participants' perceptions of the project?
5. Has anticipated enrollment been maintained throughout the project period?
6. What percentage of the initial qualifying group completed certification?
7. How effective is the recruitment, selection, and advising process? and
8. Have the participants been employed in positions appropriate to their new certification areas?

APPROPRIATENESS OF COURSES

Access to Courses. With participants residing in virtually all geographic regions of the State, appropriateness of courses from one perspective was evaluated by determining the extent to which the project provided participants with access to courses, whether they resided within driving proximity of a nearby CREATE college center or whether they lived in rural, more remote areas of the State. We believe the project maximized the opportunity for basically all participants to avail themselves of needed course work by offering three course formats, including (a) regular campus courses, (b) distance/ETV courses, and (c) online courses. Through use of tuition vouchers, participants were able to join other teachers-in-preparation in *regular campus courses* offered as part of a university's late afternoon/evening semester schedule. Some of the CREATE centers also offered regular courses on a contract basis at their main or extension campuses by enrolling up to 25 participants. *Distance/ETV courses,* which had the capacity to serve a State-wide audience, broadcasted live instruction from a campus studio class to numerous extension public school or public library sites. *Online courses* enrolled a State-wide audience of 18 or more participants which would allow participants to learn at-home or other site via Internet.

Range of Courses. Appropriateness of courses also was evaluated by determining the extent to which the project offered a range of needed add-on certification courses to participants, who represented 70% of the participant group. Course contributions for each CREATE center and corresponding formats for each of the three semesters for Year 5 are provided in Tables 2, 3, and 4 (see pp. 18-19). For the year, CREATE centers collectively offered 19 certification courses a total of 118 times, 31 (26%) of which were either online or distance/ETV.

Content of Courses. Finally, course appropriateness was determined by evaluating course content, as outlined in course syllabi, and determining the extent to which it corresponded with the professional standards of preparation for special educators espoused by the Council for Exceptional Children, as adopted by the South Carolina Department of Education. Center directors and the project director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, we judged the access, range, and content of available courses as appropriate to meet the course needs of participants.

ADEQUACY OF COURSE CONTENT

We assessed the adequacy of course content in meeting competency needs of participants through the project's course evaluation process, which required issuing online course evaluations at the end of each of the three semesters. When prompted with the statement, "In comparison with other special education courses I have taken, this course…," participants used a four-point Likert scale to rate the following four (of 30) items on the course evaluation survey that specifically addressed course content:

- Provided more knowledge/skills about instruction in special education.
- Made more relevant applications to the "real-world" of the classroom.
- Broadened my perspective more in how to teach disabled learners.
- Significantly contributed to my overall preparation in special education.

Table 5 (see p. 19) provides the mean ratings of these four items from 231 of 484 (48%) returned, valid course evaluations. Results were collapsed into five special education preparation content areas (all special education certification areas combined): Assessment (As), Behavior Management (BM), Characteristics (Char), Introduction to Exceptional Learners (EL), and Procedures/Methods (Proc). We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending toward Strongly Agree; 2.51–3.50= Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. The overall mean ratings for all certification courses fell in the Agree range; only the Introduction to Exceptional Learners course received an overall mean rating that trended toward Strongly Agree. Both Bachelor's and MAT program course ratings also fell in the Agree range. The collective results suggest that participants viewed course content as generally sufficient in meeting their professional preparation needs.

PROGRESS OF PARTICIPANTS

The project awarded 484 course scholarships to 198 participants in Year 5. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial certification by calculating the following:

- Percentage of participants who earned satisfactory grades of A, B, or C in their course work for the three semesters (See Table 6, p. 20); this data represents academic progress of participants.
- Percentage of courses that participants completed out of courses prescribed in their respective certification programs (See Table 7, p. 20); this data describes individual progress of participants.

Table 6 shows that more than two-thirds (69%) of participants seeking add-on/alternative certification earned A grades, and about one-fourth (24%) earned B grades, indicating a high level of competency. Acceptable competency was demonstrated by 3% of participants with C grades. Fewer than 2% of participants earned D/F grades. These data suggest high academic progress of participants. Grades were generally proportionate for participants seeking initial certification in bachelor's and MAT programs (see Table 7). Collectively, 63% earned A grades, followed by approximately 22% with B grades. A higher percentage of C grades (7%) were earned by initial certification participants, however, as well as D/F grades (4.5%).

Perhaps the best measure of participants' individual progress toward completion of certification is a mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their programs of course work and study. For example, a teacher seeking add-on certification, and who completed two courses out of four needed courses for LD certification for the year, would demonstrate 50% progress (i.e., 2 / 4 = 50%).

We divided the 198 participants into three groups (PACE-ED, add-on certification, and bachelor's/MAT), and computed progress measures on each group. The average progress of participants seeking alternative certification in the PACE program (n=36) was 81% (see Table 8, p. 21). PACE participants are required to take three graduate courses for their certification requirement. The average progress of participants pursuing add-on certification (n=102) was 70% (see Table 9, p. 21). The number of courses required for add-on certification range from one to nine. The average progress of participants enrolled in initial certification programs was 28% (see Tables 10 and 11, p. 22). The range of required courses for those enrolled in initial certification programs ranged from 11 to 21 courses; therefore, it was

expected that the progress would be considerably less. Overall, these data suggest that the participants are demonstrating satisfactory progress toward completing certification.

PARTICIPANT PERCEPTIONS

We assessed the perceptions of participants by gathering their views and opinions through an online course evaluation survey. The course evaluation was voluntary and anonymous, and administered at the end of each semester. The survey included 30 items which participants rated using the following four-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. Survey items were subsumed under the following categories: Teaching Skills of Professor; Interaction Skills of Professor; Course Requirements; Evaluation of Learning; Course Syllabus; Course Content, and Impact of Course (Note: Results of the category of survey items, Impact of Course, was presented and discussed earlier in this report.).

A summary of mean item ratings from 231 of the 484 course evaluations (48% response rate) is provided in Table 12 (see p. 23). We interpreted mean ratings as follows: 3.51–4.00= trending toward Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. The mean item ratings ranged between 3.25 and 3.60. The overall mean rating for Interaction Skills of Instructor trended toward Strongly Agree (3.55). Overall mean ratings for the remaining four categories of items fell in the Agree range (3.44–3.48). With no mean item ratings falling below the Agree rating, we judged the teacher perceptions of courses sponsored by CREATE as generally positive.

ENROLLMENT IN COURSES

Of the 595 course scholarships available through the 11 CREATE college centers for Year 5, the project awarded 484 (81.3%). Table 13 (see p. 24) displays the number of course scholarships awarded out of available course scholarships for each of the CREATE centers. Enrollment for individual centers ranged from 40.7% (SC State University) to 100% (Lander University and USC Upstate). Figure 7 (see p. 24) shows the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 07 (n=75); Spring (n=146); Summer (n=263). Table 14 (see p. 25) provides a distribution of course scholarships awarded per school district. The five school districts that received the greatest number of course scholarships were Greenville 01 (n=41), Greenwood 50 (n=33), Florence 01 (n=27), Laurens 55 (n=23), and Newberry 01 (n=23). Explanations for why these districts received more course awards varied. One reason was that these districts had more participants who qualified for the project. Another reason was that participants from these districts simply expressed greater interest. Nonetheless, the project consistently operated under a first-come, first-serve policy for awarding course scholarships. Additionally, given that all of the available course scholarships were not depleted for the year, the project had the ability to award more course scholarships to other districts in the State.

PROGRAM COMPLETERS

The project identified 145 participants who completed all course work for their respective certification programs. Representing 54 of 85 districts (63.5%) and two State-operated programs (Division of Juvenile Justice, SC School for the Deaf and Blind), Greenville 01 District produced the greatest number of completers with 17, followed by Horry 01 District with 9, and Charleston 01 and Richland 01 both with 8. The remaining districts had a range of 1 to 6 completers (see Table 15, p. 26). The completers were overwhelmingly female (90%; see Figure 8, p. 27), and fully one-fourth (26%) were African-American, Asian-American, or Hispanic (see Figure 9, p. 28). Figure 10 (see p. 27) shows that 45% of the completers finished course work in Learning Disabilities certification, followed by Emotional Disabilities with 33%, and Mental Disabilities (13%). Multi-categorical Special Education Severe

Disabilities, and Visual Impairment each had 3% of the completers. The greater proportion of completers was employed as special education teachers holding a RAC (49%); however, a sizeable proportion (28%) was PACE-ED teachers (see Figure 11, p. 28). Most took one course (40%) or two courses (30%) to complete their respective certification program requirements (see Figure 12, p. 29). Figure 13 (see p. 29) shows that Francis Marion University Center contributed the greatest percentage (20%) of course work with 66 of the 321 courses (see Table 16) toward the completers' certification programs.

Note: Seventy-two of the 145 completers did not participate during Year 5 of CREATE; however, they all had been enrolled in one/more certification courses sponsored by CREATE in prior years of the project's operation. These completers had apparently completed certification course requirements on their own. Since they were previously enrolled as a CREATE participant, we decided to include them in this year's total count of completers.

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. The process of recruitment for CREATE was the joint responsibility of the SCDE Office of Exceptional Children, the project director, and all CREATE center directors. Recruitment was initiated prior to the start of each of the three semesters by SCDE, who mailed a letter of information about the project, with accompanying course schedules, flyers, and contact information, to all district directors of special education, directors of personnel, and school principals in the State. Subsequently, more targeted recruitment efforts each semester included direct phone/email campaigns and postcard mailings to individual participants, who either had (a) enrolled in the project the previous year or (b) submitted a new application to CREATE. Having expended more than 80% of the project's available course scholarships for the year, we evaluated the effectiveness of our recruitment efforts as highly successful.

Selection. Appropriate selection of teacher participants hinged on both fairness and viability factors. With regard to *fairness*, we continued Year 5 operation of the project on a first-come, first-served policy for selection of participants for enrollment, while ensuring representation from all school districts in the State. We believe this guideline was successful and equitable in the long-run in guaranteeing broad participation. A review of Table 1 reveals that we enrolled one or more participants from 65 of the State's 85 (76%) school districts. More importantly, we rejected no qualifying participants from any district. As for *viability* of participants, the project selected and enrolled only participants who were employed in SC public schools and who were non-certified in special education. We were able to verify that all 198 participants enrolled in the project for Year 5 were, in fact, employed full-time in the State's public schools and were non-certified in the area of special education indicated on their application. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the project director and the center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused mainly on recommending appropriate course work to applicants as prescribed on their respective certification programs. A perfect concordance between courses that participants eventually enrolled in and successfully completed, and needed course work identified on their program checksheets, allowed us to judge our advising process as highly successful.

EMPLOYMENT OF COMPLETERS

Once the project has financially assisted participants in obtaining their special education teaching credential, they are expected to remain employed in the State's public schools for a minimum of three years. In late-December 2008, we verified the 2008–2009 employment of each of the 145 program completers from Year 5 through use of SCDE's Certification Portal. Although the Portal does not specify

whether the completer is teaching special education, it does provide proof of continued employment in a SC public school district. Excluding the three completers who finished requirements for initial certification in special education through a bachelor's or MAT degree program and whose teaching certificates were unverifiable at the writing of this report, we determined that 100% of the remaining 142 completers were still employed in one of the State's 85 school districts or a State-operated program (e.g., Department of Juvenile Justice or SC School for the Deaf and Blind). Twenty (13.8%) of the completers had relocated to a different SC school district than the one in which they were employed when they were enrolled in certification course work through CREATE. That 86.2% of the completers have remained employed in their respective sending districts is a positive sign that districts are "growing their own" special educators.

SUMMARY

Project personnel have evaluated the success of Year 5 of CREATE as outstanding. Data collected and discussed in this report that support this conclusion follow:

- Available course scholarships: 585
- Awarded course scholarships: 484
- Participants enrolled: 198
- School districts represented: 65
- Participants completing course work: 145

The five-year total of 422 program completers is compelling, empirical evidence that CREATE is accomplishing its mission of reducing the number of non-certified special education teachers in South Carolina, while simultaneously growing a highly qualified special education teacher force.

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Submitted to SCDE: January 15, 2009

Table 1. *School District Affiliation of Participants (n=198), Project CREATE, 2007–2008*

District	No.	District	No.
Abbeville 60	1	Hampton 02	1
Aiken 01	3	Horry 01	9
Allendale 01		Jasper 01	1
Anderson 01		Kershaw 01	4
Anderson 02		Lancaster 01	2
Anderson 03		Laurens 55	6
Anderson 04		Laurens 56	
Anderson 05	5	Lee 01	
Bamberg 01	2	Lexington 01	3
Bamberg 02		Lexington 02	1
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	
Barnwell 45	1	Lexington 05	4
Beaufort 01	3	Marion 01	1
Berkeley 01	3	Marion 02	1
Calhoun 01	1	Marion 07	
Charleston 01	9	Marlboro 01	1
Cherokee 01	2	McCormick 01	1
Chester 01	2	Newberry 01	9
Chesterfield 01	3	Oconee 01	1
Clarendon 01	2	Orangeburg 03	
Clarendon 02	1	Orangeburg 04	1
Clarendon 03		Orangeburg 05	
Colleton 01	2	Pickens 01	4
Darlington 01	4	Richland 01	11
Dillon 01		Richland 02	6
Dillon 02	2	Saluda 01	3
Dillon 03	1	Spartanburg 01	2
Dorchester 02	1	Spartanburg 02	1
Dorchester 04	1	Spartanburg 03	
Edgefield 01	1	Spartanburg 04	1
Fairfield 01	2	Spartanburg 05	1
Florence 01	10	Spartanburg 06	2
Florence 02	1	Spartanburg 07	7
Florence 03	2	Sumter 02	2
Florence 04	1	Sumter 17	3
Florence 05		Union 01	4
Georgetown 01	1	Williamsburg 01	3
Greenville 01	15	York 01	2
Greenwood 50	6	York 02	1
Greenwood 51	2	York 03	2

Greenwood 52		York 04	
Hampton 01	1	SCSDB	5
		TOTAL	198

Figure 1. *Gender of Participants (n=198), Project CREATE, 2007–2008*

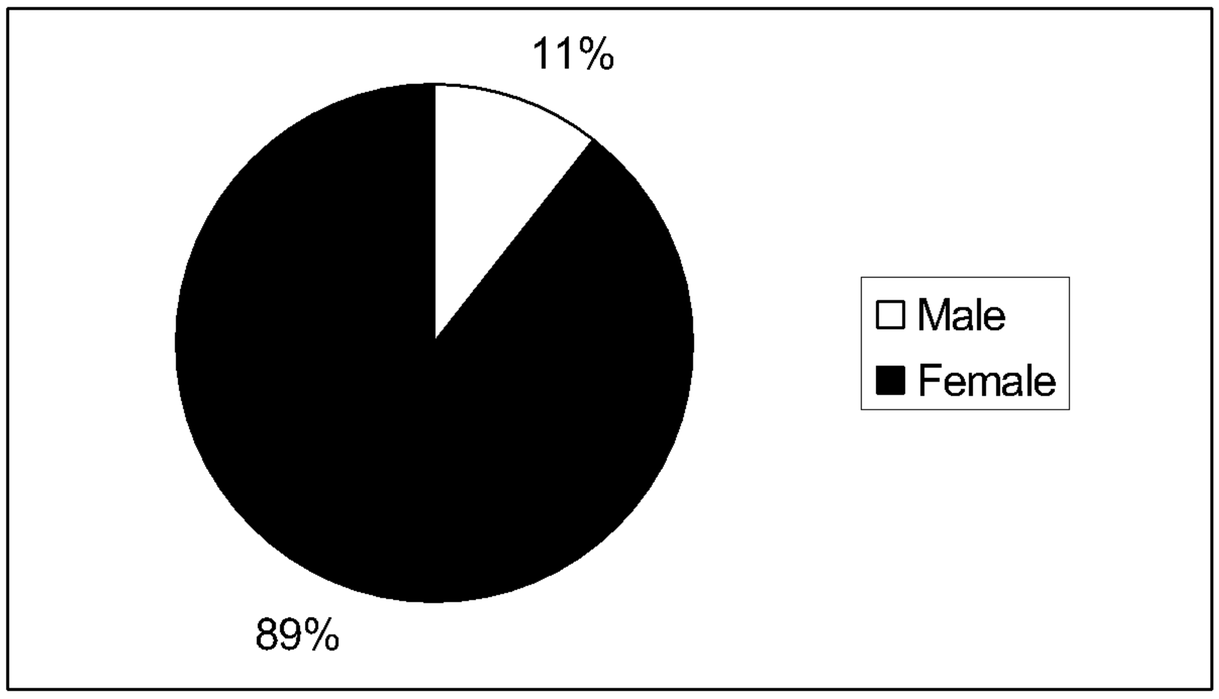


Figure 2. *New or Returning Status of Participants (n=198), Project CREATE, 2007–2008*

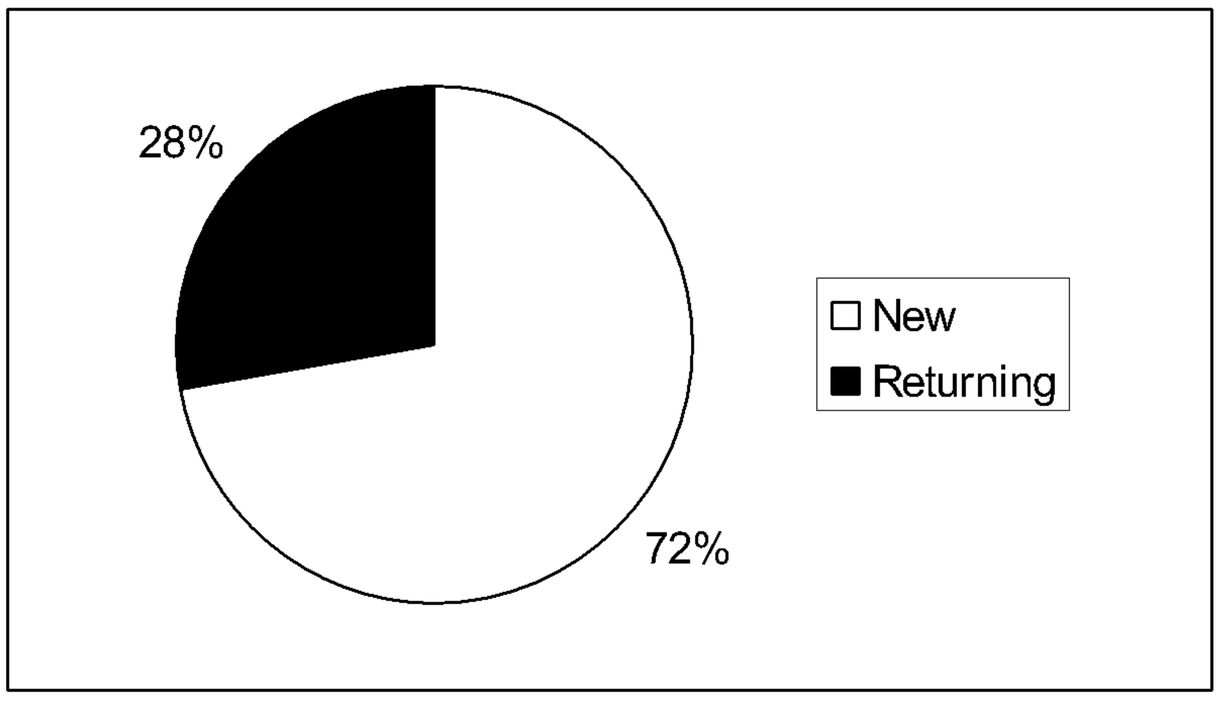
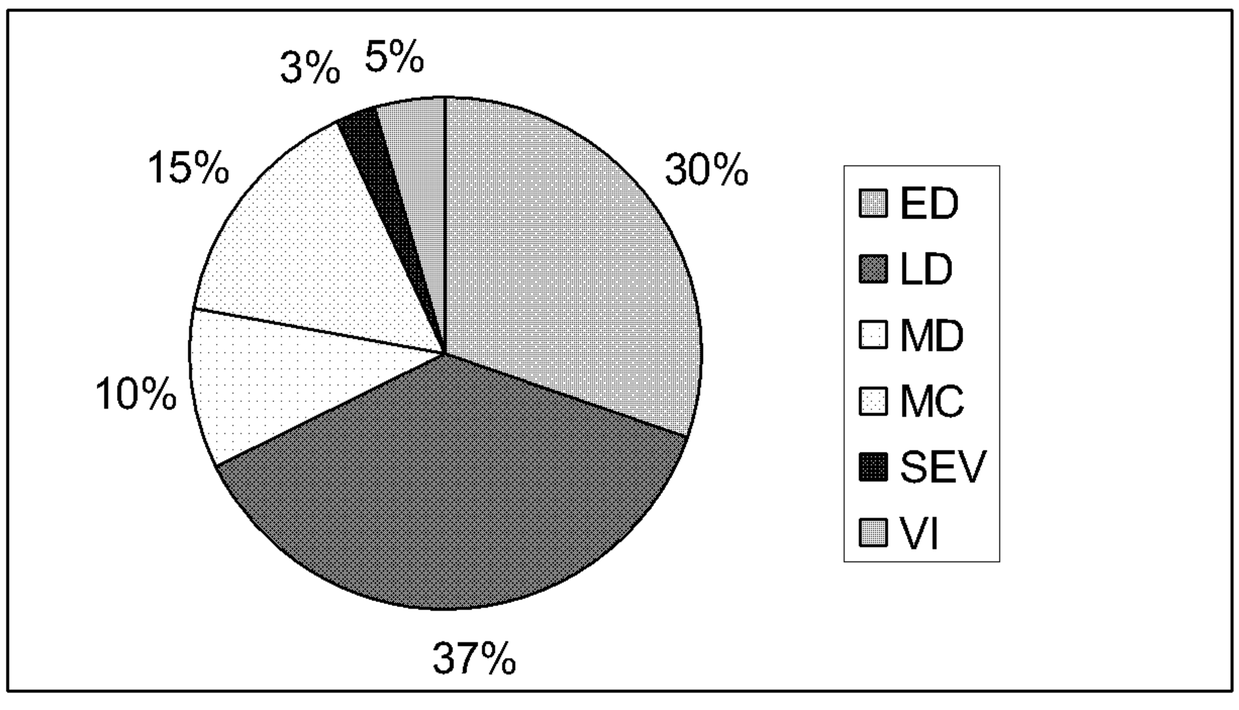


Figure 3. *Certification Area of Pursuit for Participants (n=198), Project CREATE, 2007–2008*



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical; MD=Mental Disabilities; SEV=Severe Disabilities; VI=Visual Impairments.

Figure 4. *Race of Participants (n=198), Project CREATE, 2007–2008*

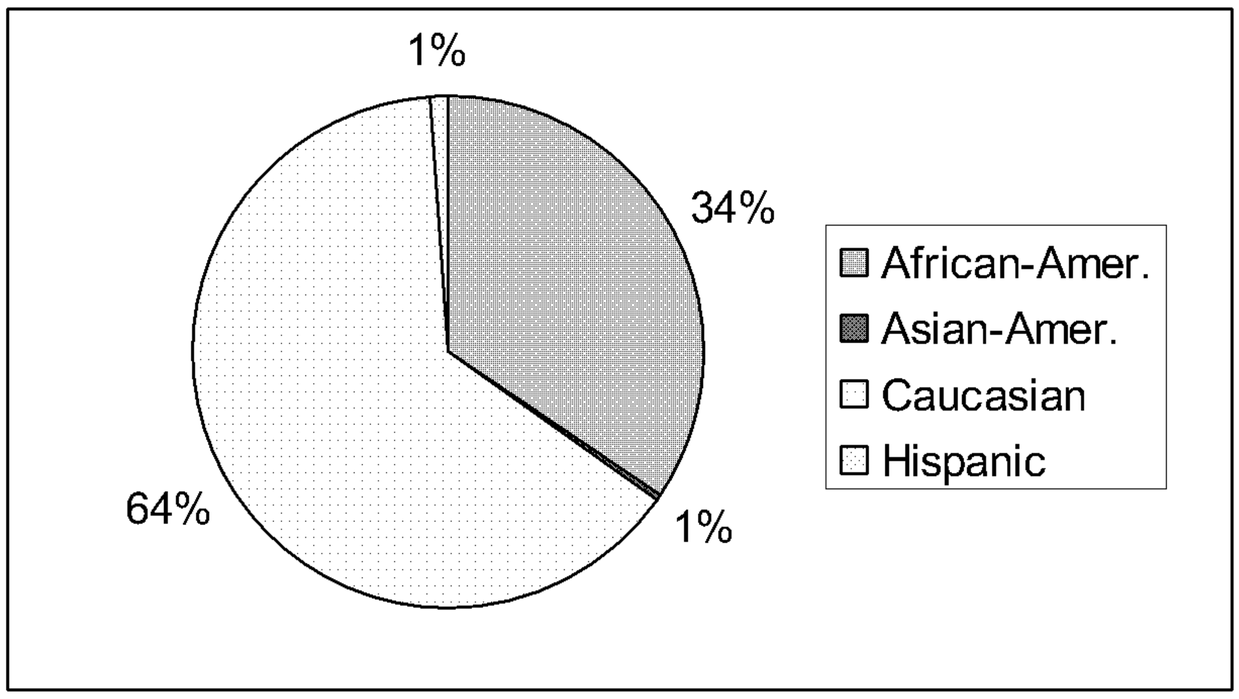
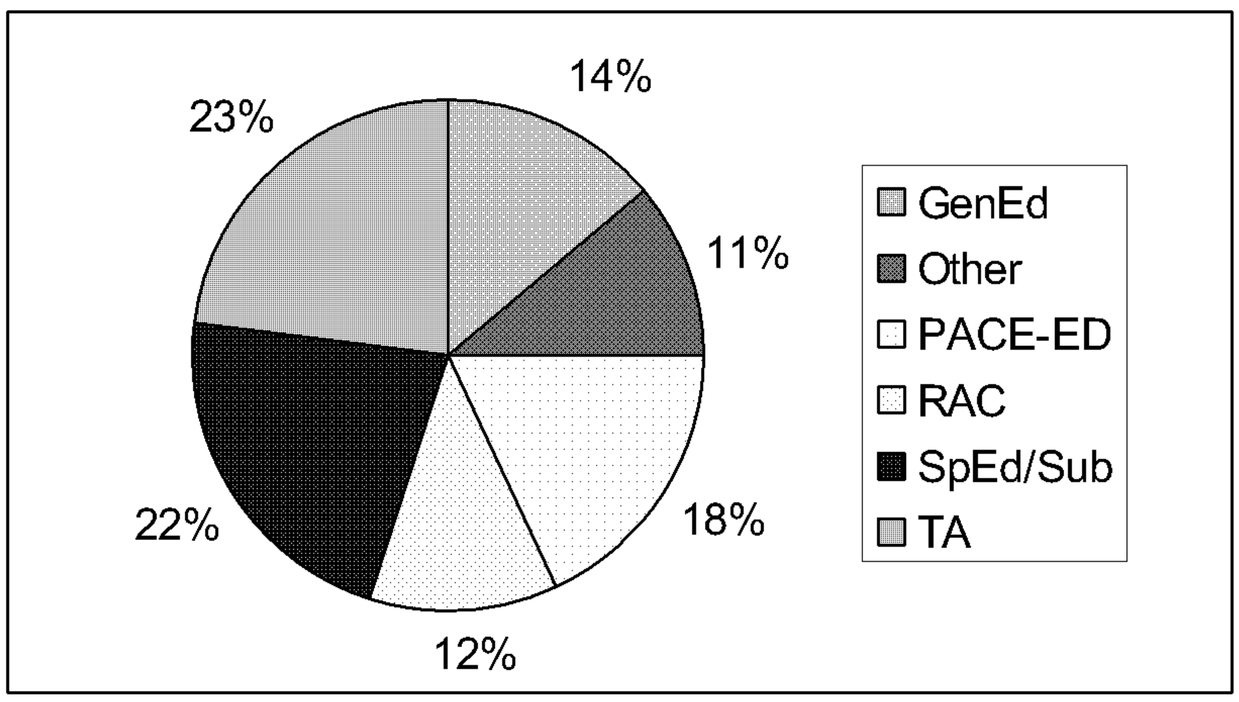


Figure 5. *Employment Status of Participants (n=198), Project CREATE, 2007–2008*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers not of RAC or PACE-ED status or long-term substitutes; TA=Teacher assistants.

Figure 6. *Certification Program of Participants (n=198), Project CREATE, 2007–2008*

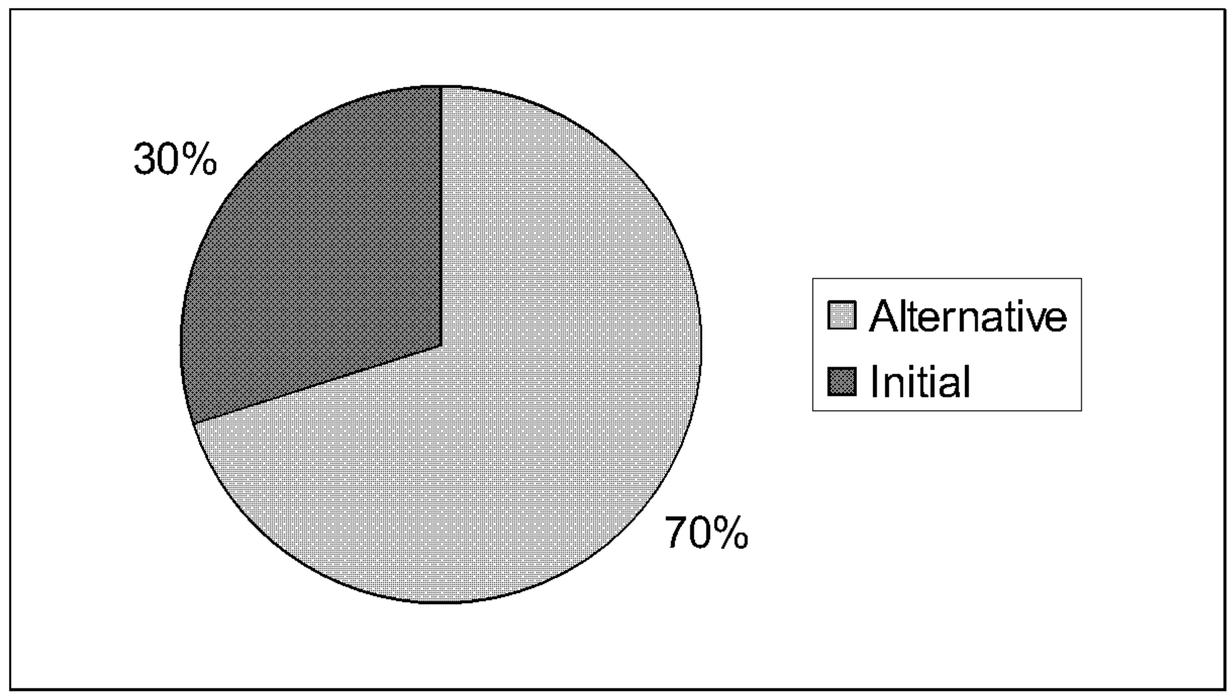


Table 2. *Certification Courses and Course Formats, Fall 2007 Semester, Project CREATE, 2007–2008*

COLLEGE ▶ / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners	R	R	O		R	R	R	R	O		
Characteristics: Emotional Disabilities	R								D		
Characteristics: Learning Disabilities	R	R					R		R		R
Characteristics: Mental Disabilities	R						R		R		
Methods/Procedures: Emotional Disabilities			R								
Methods/Procedures: Learning Disabilities			R								R
Methods/Procedures: Mental Disabilities			R								R
Behavior Management			R		R	O			D		R
Teaching Reading in General/Special Education					R	R			R	R	R
Assessment for Exceptional Learners	R				R	R	R	R	R		
Braille–Reading & Writing										O	
Principles of Orientation & Mobility								R			
Methods of Communication for the Blind								R			

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 3. *Certification Courses and Course Formats, Spring 2008 Semester, Project CREATE, 2007–2008*

COLLEGE ▶ / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU

Introduction to Exceptional Learners	R			R	R	R	R		O		
Characteristics: Emotional Disabilities			O					D			R
Characteristics: Learning Disabilities			R	R						R	
Characteristics: Mental Disabilities			O	R							R
Methods/Procedures: Emotional Disabilities	R				R						R
Methods/Procedures: Learning Disabilities	R	R			R	R			R		R
Methods/Procedures: Mental Disabilities	R				R				R		
Methods/Procedures: Severe Disabilities									R		
Behavior Management	R	R				O					R
Teaching Reading in General/Special Education		R	R		R	R				R	R
Language/Communication for Excep. Learners											
Assessment for Exceptional Learners			R		R	R					
Orientation & Mobility for the Class. Teacher								O			
Educational Procedures for Visually Impaired										O	
Anatomy, Physiology, Function of the Eye								R			

Table 4. *Certification Courses and Course Formats, Summer 2008 Semester, Project CREATE, 2007–2008*

COLLEGE ► / ▼ COURSE	CU	CCU	CofC	ColaC	ConvC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners	O	R			R		O		O		
Characteristics: Emotional Disabilities		R			R		O				
Characteristics: Learning Disabilities	O				R	R	O				
Characteristics: Mental Disabilities							O				
Methods/Procedures: Emotional Disabilities								D			
Methods/Procedures: Learning Disabilities					R					O	
Methods/Procedures: Mental Disabilities						O					
Methods/Procedures: Severe Disabilities			O								
Behavior Management			R	O		O	O		O		
Teaching Reading in General/Special Education					R						
Assessment for Exceptional Learners						R	O		D		
Nature of the Visually Impaired								O		R	
Orientation/Mobility for Classroom Teacher										R	

Methods for Teaching Speech Reading					R						
Teaching Language to Ss. w/ Hearing Impairment					R						

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 5. *Mean Ratings of Course Evaluation Items Reflecting Adequacy of Course Content, Project CREATE, 2007–2008*

Certification Program ▶		Alternative/Add-on					Initial		
Evaluation Item ▼	Course ▶	As n=13	BM n=40	Char n=37	EL n=6	Meth n=50	Bach n=55	MAT n=30	Total n=231
Provided more knowledge/skills about instruction in special education.		2.92	3.30	3.54	3.67	3.50	3.44	3.40	3.42
Made more relevant applications to the real world of the classroom.		3.15	3.35	3.49	3.50	3.48	3.49	3.53	3.45
Broadened my perspective more in how to teach learners with disabilities.		2.92	3.33	3.54	3.67	3.48	3.49	3.40	3.43
Significantly contributed to my overall preparation in special education.		3.15	3.30	3.43	3.67	3.48	3.49	3.43	3.42
Total Items:		3.04	3.32	3.50	3.63	3.49	3.48	3.44	3.43

As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Emotional/Learning/Mental Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Emotional/Learning/Mental Disabilities, and Teaching Reading; Bach=Bachelor's program; MAT=Master of Arts in Teaching program. Means abased on a 4-point rating.

Table 6. *Final Grades for Participants Enrolled in Add-on/Alternative Certification Courses, Project CREATE, 2007–2008*

Certification Courses	Final Grades					
	A	B	C	D/F	Other	Total
Introduction to Exceptional Learners	7	2			1	10
Characteristics: Emotional Disabilities	20	8	1			29
Characteristics: Learning Disabilities	5	1				6
Characteristics: Mental Disabilities	2	1	2	2		7
Methods: Emotional Disabilities	16					16
Methods: Learning Disabilities	20	13			2	35
Methods: Mental Disabilities	9	2	1	1		13
Methods: Severe Disabilities	2	1				3

Teaching Reading	4					4
Behavior Management	35	21	4		1	61
Assessment for Exceptional Learners	21	6		1	1	29
Braille–Reading & Writing	5	1				6
Orientation & Mobility for Class. Teacher	7					7
Nature of Visual Impairments	5					5
Educational Procedures for Visually Imp.	6				1	7
Total	164	56	8	4	6	238
Percent	68.9	23.5	3.4	1.7	2.5	100

Table 7. *Final Grades for Participants Enrolled in Initial Certification Courses, Project CREATE, 2007–2008*

Program Courses	Final Grades					
	A	B	C	D/F	Other	Total
Bachelor's Degree Program–BA/BS	98	41	13	2	6	156
Master's Degree Program–MAT	57	12	4	9	4	86
Total	155	53	17	11	10	246
Percent	63.0	21.5	6.9	4.5	4.1	100

Table 8. *Progress of Participants (n=36) Enrolled in PACE Certification Programs, Project CREATE, 2007–2008*

No. Courses Needed ▼	No. Courses Completed					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	17				
2 Courses	50%	3	100%	2		
3 Courses	33%	4	67%	8	100%	2
Total		24		10		2

Table 9. *Progress of Participants (n=102) Enrolled in Add-on Certification Programs, Project CREATE, 2007–2008*

No. Courses in Program ▼	No. Courses Completed				
	1 Course	2 Courses	3 Courses	4 Courses	5 Courses

	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	21								
2 Courses	50%	8	100%	13						
3 Courses	33%	7	67%	5	100%	5				
4 Courses	25%	3	50%	4	75%	5	100%	4		
5 Courses	20%	4	40%	6	60%	7			100%	1
6 Courses	17%	2			50%	1	67%	1		
7 Courses					43%	1				
8 Courses	13%	1	25%	2						
9 Courses			22%	1						
Total		46		31		19		5		1

Table 10. *Progress of Participants (n=60) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2007–2008*

No. Courses in Program ▼	No. Courses Completed									
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
6 Courses							67%	1		
9 Courses									56%	1
10 Courses							40%	2	50%	1
11 Courses			18%	1						
13 Courses										
14 Courses	7%	1	14%	1			29%	1	36%	1
15 Courses			13%	1					33%	1
17 Courses	6%	5	12%	13			23%	1	29%	1
18 Courses			11%	1						
19 Courses									26%	1
20 Courses	5%	1	10%	1						
21 Courses	5%	2	9%	1						
22 Courses			9%	1						
Total		9		20				5		6

Table 11. *Progress of Participants (n=60) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2007–2008 (cont.)*

No. Courses in Program ▼	No. Courses Completed*				
	6 Courses	7 Courses	8 Courses	9 Courses	10 Courses

	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
6 Courses	100%	1								
9 Courses			78%	1						
10 Courses	60%	1	70%	1	80%	1			100%	1
12 Courses									83%	1
13 Courses									77%	1
14 Courses			50%	1						
17 Courses	35%	2	41%	1			53%	1	59%	1
18 Courses	33%	1	39%	1						
21 Courses			33%	1			43%	1		
Total		5		6		1		2		4

*Data unavailable on 2 of 60 initial BA/BS candidates.

Table 12. *Mean Ratings from Course Evaluations, Project CREATE, 2007–2008*

Course Evaluation Items	Mean	Rating
Teaching Skills of Instructor	*3.46*	*A*
Communicated subject matter clearly	3.47	A
Caused me to think critically	3.55	SA
Showed enthusiasm and made classes interesting and engaging	3.52	SA
Used examples, illustrations, and/or demonstrations to explain ideas	3.54	SA
Embellished/expanded on textbook material, rather than just repeated it	3.50	A
Used allocated class time for critical, more important material	3.43	A
Presented information in an organized, logical, and sequential manner	3.49	A
Integrated media, guest speakers, and/or other resources with lecture	3.25	A
Inspired, motivated, and stimulated a desire to want to learn more	3.42	A
Interaction Skills of Instructor	*3.55*	*SA*
Showed genuine interest in students' success	3.60	SA
Was available during office hours (or by phone/e-mail) for consultation	3.56	SA
Showed respect towards the opinions of students	3.58	SA
Encouraged student participation in class	3.60	SA
Responded to student questions in a clear, supportive manner	3.54	SA
Course Requirements	*3.44*	*A*
Readings (textbook, etc.) that improved my understanding of the subject	3.42	A
Assignments that were well developed and related to course content	3.49	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.47	A
Assignments that were paced and timed appropriately for the semester	3.37	A
Evaluation of Learning	*3.48*	*A*
Provided meaningful, constructive feedback on tests and other work	3.45	A

Graded tests/projects according to criteria published in the syllabus	3.51	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.47	A
Assessed knowledge and conceptual understanding on tests/projects	3.46	A
Returned graded tests and projects on, or by, the promised date	3.51	SA
Course Syllabus	*3.48*	*A*
Stated goals/objectives and included a schedule of course content	3.52	SA
Gave instructions for successful completion of course assignments	3.47	A
Provided clear criteria for grading projects and assignments	3.45	A
Overall Mean	3.49	A

Data reflect 288 course evaluations submitted voluntarily out of 484 course scholarships awarded. Mean ratings are based
on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 13. *Course Scholarships Available and Awarded per CREATE Center, Project CREATE, 2007–2008*

CREATE Center	Scholarships Available		Scholarships Awarded	
	Type	Number	Number	Percent
Clemson University	O,R	21	11	52.3
Coastal Carolina University	R	8	6	80.0
College of Charleston	O,R	30	23	76.7
Columbia College	O,R	34	19	55.9
Converse College	R	27	25	92.6
Francis Marion University	O,R	114	97	85.1
Lander University	O,R	130	130	100
SC State University	D,R	54	22	40.7
USC Columbia	D,O,R	88	63	71.6
USC Upstate	O,R	86	86	100
Winthrop University	R	3	2	67.0
Total		595	484	81.3

D=distance/ETV course; O=online course; R=regular campus course.

Figure 7. *Course Scholarships Awarded per Semester, Project CREATE, 2007-2008*

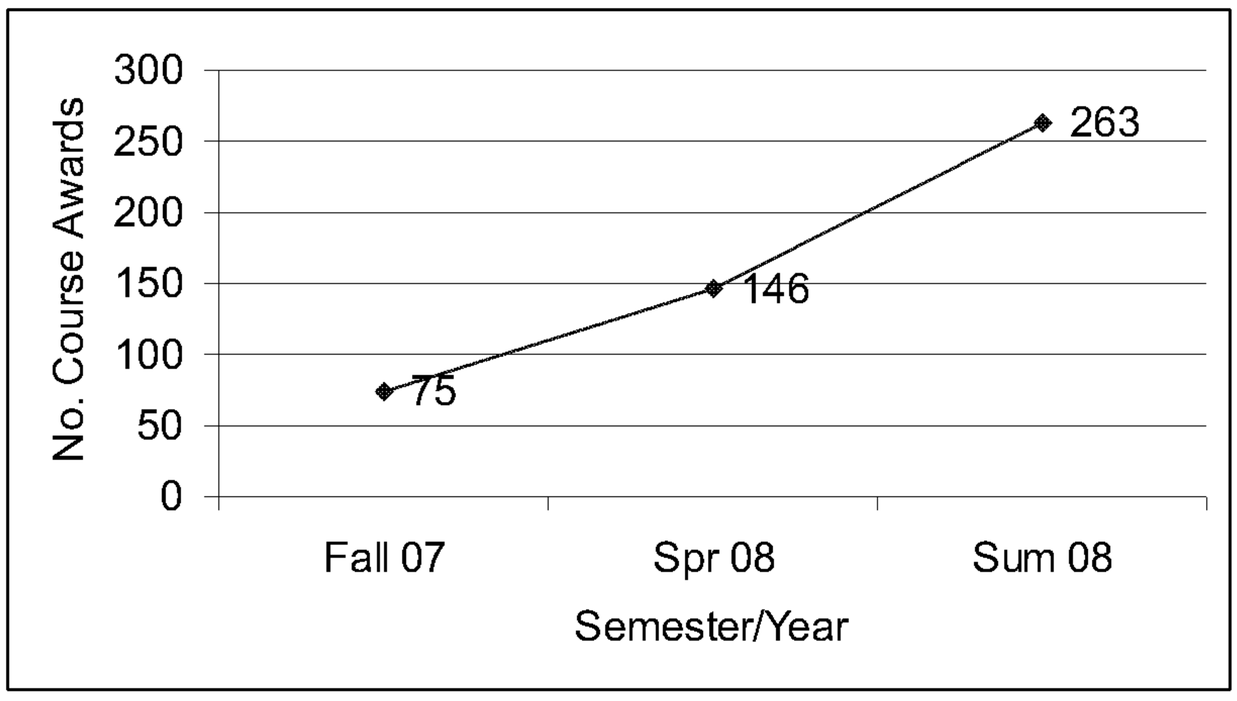


Table 14. *Course Scholarships Awarded per School District (n=484), Project CREATE, 2007-2008*

District	No.	District	No.
Abbeville 60	12	Hampton 02	7
Aiken 01	10	Horry 01	10
Allendale 01		Jasper 01	2
Anderson 01		Kershaw 01	18
Anderson 02		Lancaster 01	5
Anderson 03		Laurens 55	23
Anderson 04		Laurens 56	
Anderson 05	6	Lee 01	
Bamberg 01	3	Lexington 01	8
Bamberg 02		Lexington 02	2
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	
Barnwell 45	3	Lexington 05	5
Beaufort 01	6	Marion 01	1
Berkeley 01	7	Marion 02	3
Calhoun 01	1	Marion 07	
Charleston 01	15	Marlboro 01	1
Cherokee 01	5	McCormick 01	3
Chester 01	5	Newberry 01	23
Chesterfield 01	4	Oconee 01	2
Clarendon 01	4	Orangeburg 03	
Clarendon 02	4	Orangeburg 04	1
Clarendon 03		Orangeburg 05	
Colleton 01	3	Pickens 01	7
Darlington 01	8	Richland 01	13
Dillon 01		Richland 02	10
Dillon 02	3	Saluda 01	21
Dillon 03	2	Spartanburg 01	16
Dorchester 02	2	Spartanburg 02	1
Dorchester 04	2	Spartanburg 03	

Edgefield 01	3	Spartanburg 04	1
Fairfield 01	3	Spartanburg 05	1
Florence 01	27	Spartanburg 06	6
Florence 02	2	Spartanburg 07	16
Florence 03	4	Sumter 02	2
Florence 04	2	Sumter 17	9
Florence 05		Union 01	13
Georgetown 01	3	Williamsburg 01	4
Greenville 01	41	York 01	4
Greenwood 50	33	York 02	1
Greenwood 51	3	York 03	4
Greenwood 52		York 04	
Hampton 01	2	SCSDB	13
		TOTAL	484

Table 15. *School District Affiliation of Program Completers (n=145), Project CREATE, 2007-2008*

District	No.	District	No.
Abbeville 60		Horry 01	9
Aiken 01	1	Jasper 01	2
Allendale 01		Kershaw 01	2
Anderson 01		Lancaster 01	2
Anderson 02	1	Laurens 55	1
Anderson 03		Laurens 56	
Anderson 04	1	Lee 01	
Anderson 05	2	Lexington 01	3
Bamberg 01	1	Lexington 02	1
Bamberg 02		Lexington 03	
Barnwell 19	1	Lexington 04	1
Barnwell 29		Lexington 05	4
Barnwell 45		Marion 01	2
Beaufort 01	1	Marion 02	1
Berkeley 01	2	Marion 07	
Calhoun 01	2	Marlboro 01	2
Charleston 01	8	McCormick 01	
Cherokee 01	1	Newberry 01	4
Chester 01	1	Oconee 01	2
Chesterfield 01	1	Orangeburg 03	
Clarendon 01		Orangeburg 04	1
Clarendon 02	3	Orangeburg 05	
Clarendon 03		Pickens 01	2
Colleton 01	1	Richland 01	8
Darlington 01	4	Richland 02	5
Dillon 01		Saluda 01	
Dillon 02		Spartanburg 01	1
Dillon 03	1	Spartanburg 02	
Dorchester 02	2	Spartanburg 03	
Dorchester 04		Spartanburg 04	1

Edgefield 01		Spartanburg 05	3
Fairfield 01	2	Spartanburg 06	
Florence 01	6	Spartanburg 07	4
Florence 02		Sumter 02	1
Florence 03		Sumter 17	2
Florence 04		Union 01	2
Florence 05		Williamsburg 01	2
Georgetown 01	1	York 01	
Greenville 01	17	York 02	1
Greenwood 50	4	York 03	3
Greenwood 51	2	York 04	
Greenwood 52		SCSDB	3
Hampton 01	1	DJJ	1
Hampton 02	1	TOTAL	144*

*District of 1 completer unknown.

Figure 8. *Gender of Program Completers (n=145), Project CREATE, 2007–2008*

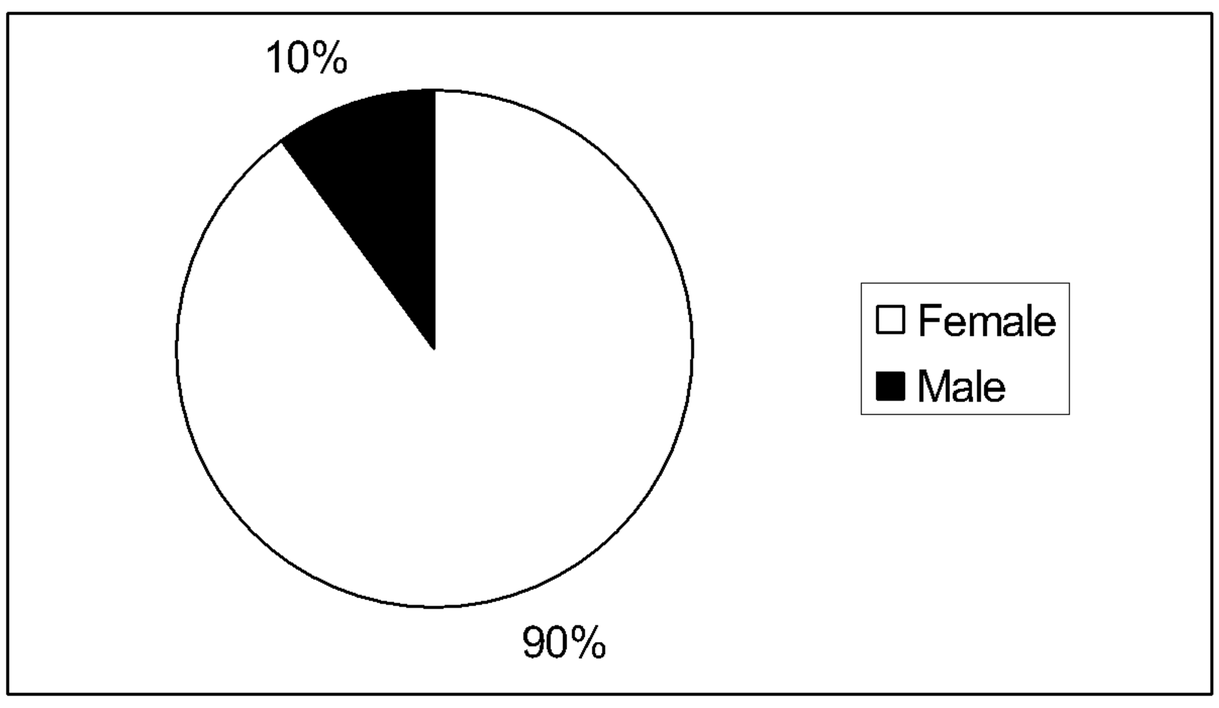


Figure 9. *Race of Program Completers (n=145), Project CREATE, 2007–2008*

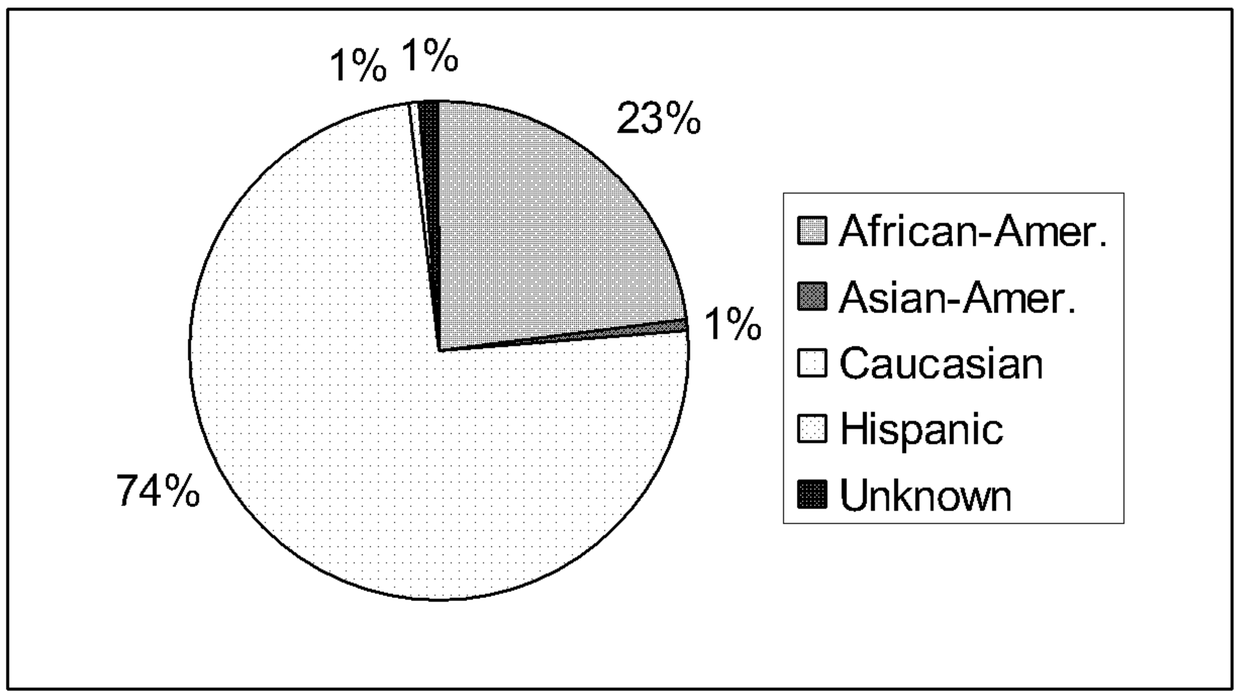
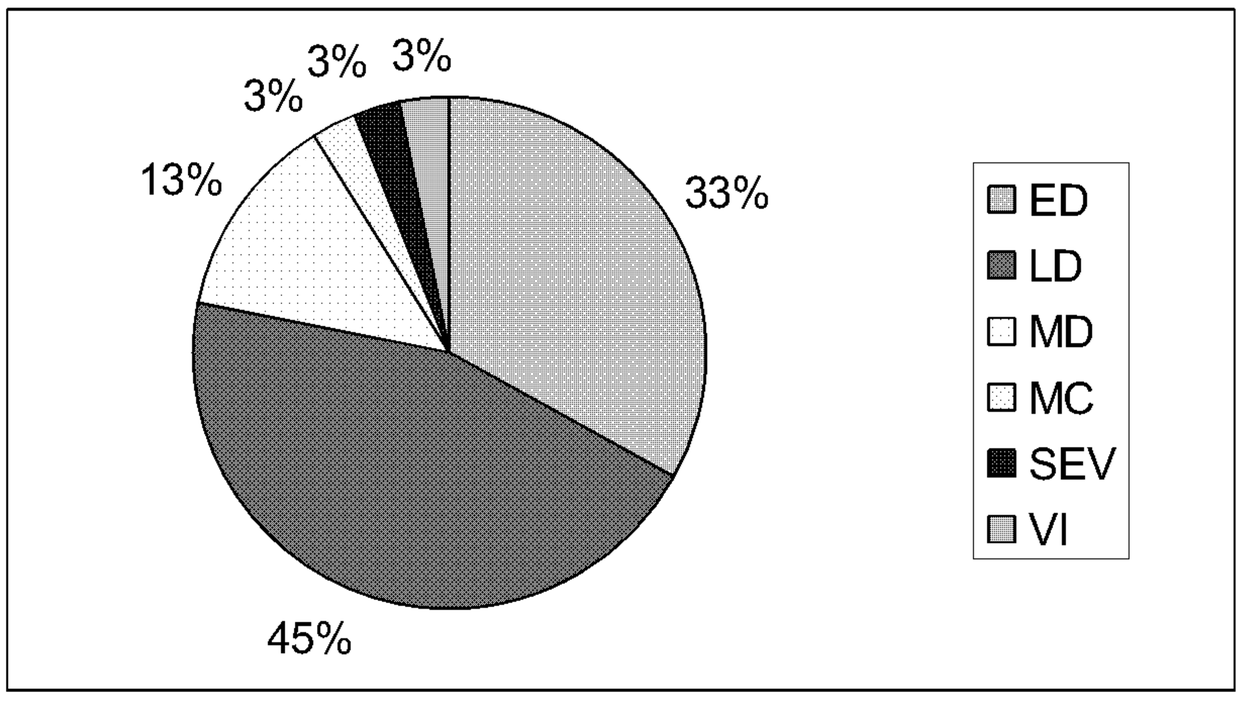
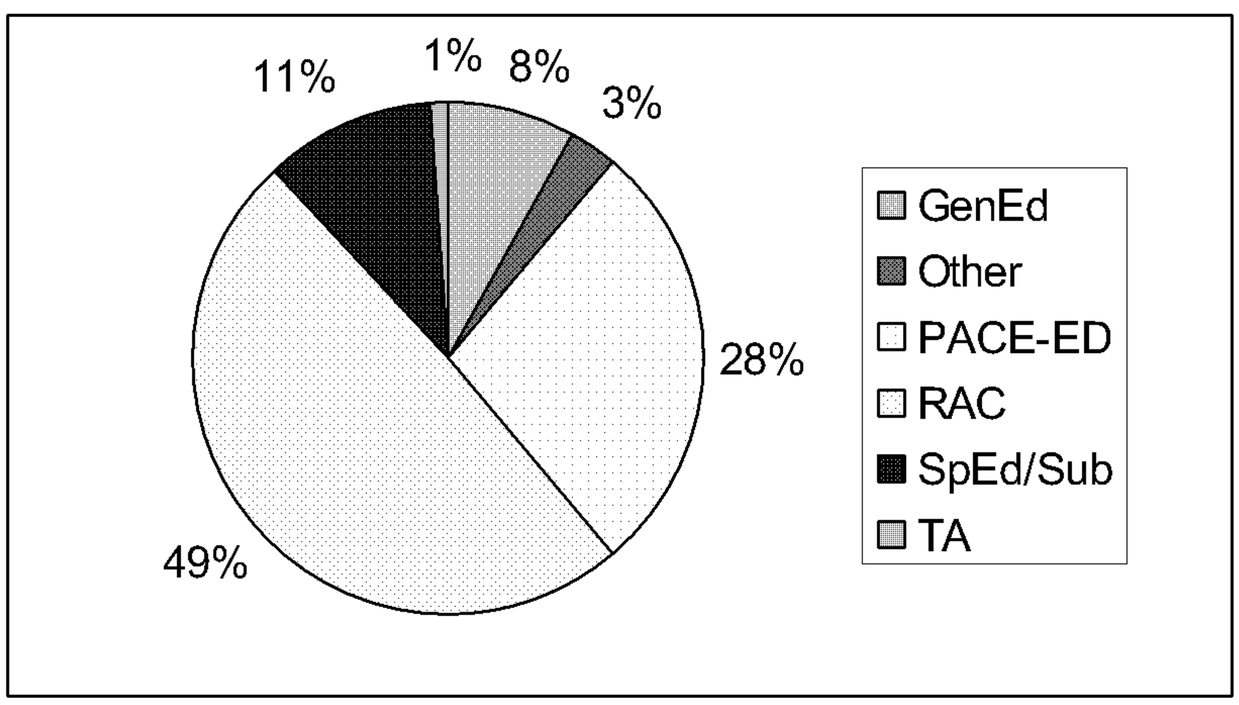


Figure 10. *Certification Area of Program Completers (n=145), Project CREATE, 2007–2008*



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical/Generic; MD=Mental Disabilities; SEV=Severe.

Figure 11. *Employment Status of Program Completers (n=145), Project CREATE, 2007–2008*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers not of RAC or PACE-ED status or long-term substitutes; TA=Teacher assistants.

Figure 12. *CREATE-sponsored Courses Taken by Program Completers (n=145), Project CREATE, 2007–2008*

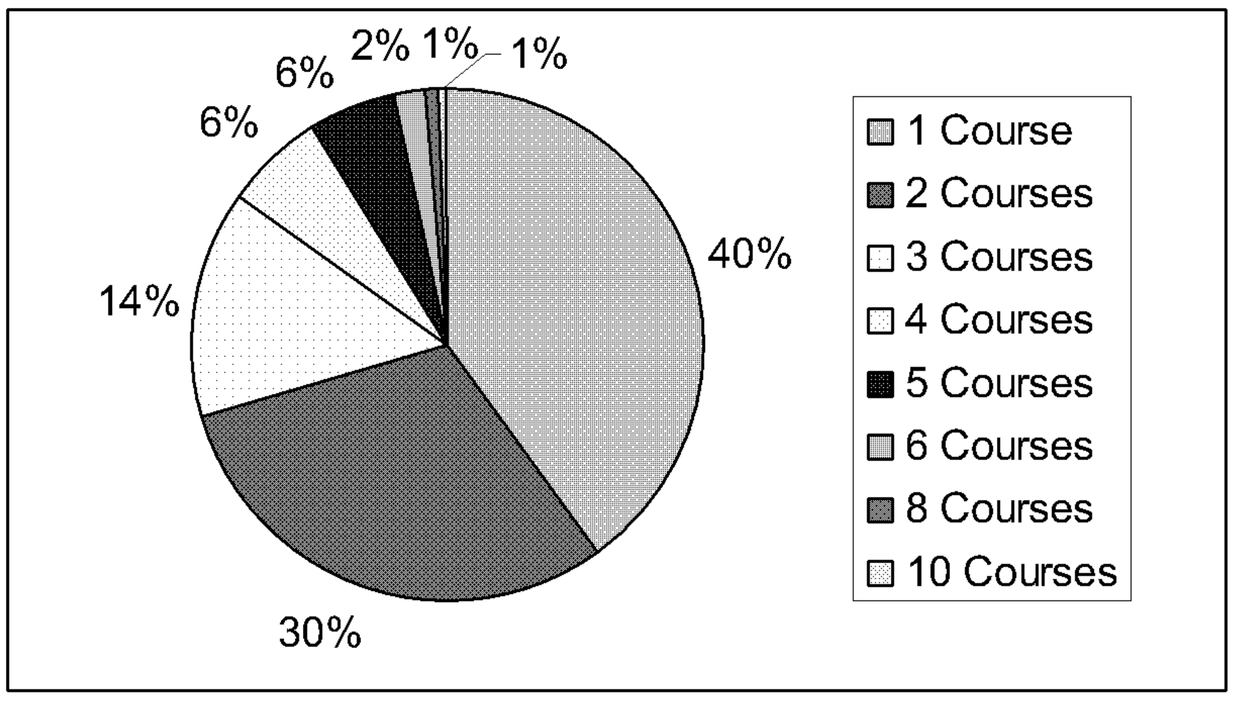
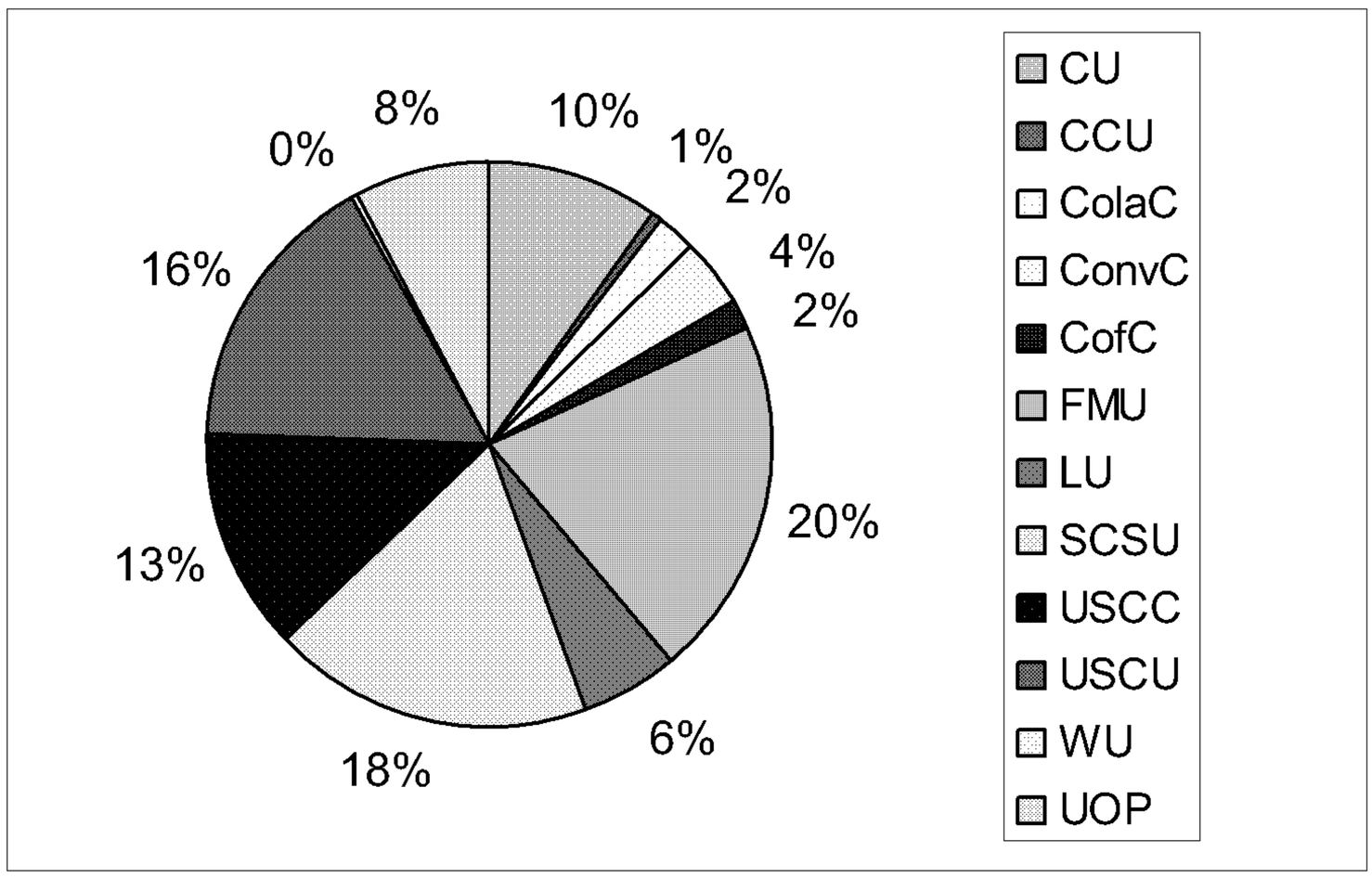


Figure 13. *Course Contribution (Percentage) of CREATE Colleges toward Completers' (n=145) Certification Programs, Project CREATE, 2007–2008*



CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; UOP=University of Phoenix.

Table 16. *Course Contribution (Frequency) of CREATE Colleges toward Completers' (n=145) Certification Programs, Project CREATE, 2007–2008*

CREATE College	Number
Clemson University	32

Coastal Carolina University	2
College of Charleston	7
Columbia College	13
Converse College	5
Francis Marion University	66
Lander University	18
SC State University	58
USC Columbia	41
USC Upstate	53
Winthrop University	1
University of Phoenix	25
TOTAL	321

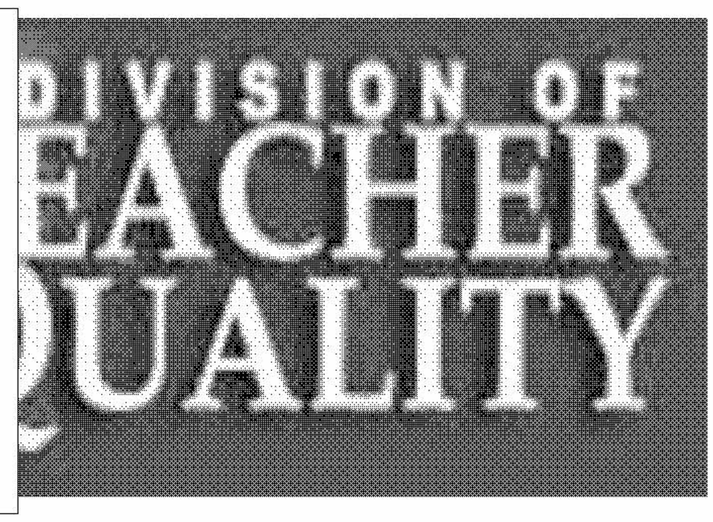
Note. Some of the 145 completers identified in Tables 15 and 16 were not enrolled in Year 5, but rather in prior years of the project. Additionally, the total of number of course scholarships (i.e., n=321) includes courses completed in prior years by these completers. See pp. 11-12 in this report for further explanation.

Project personnel certify that a total of 30 pages comprise the final report for Year 5.

Appendix D4A
Policy Guidelines
for South Carolina
Teacher Education Units

Issued by the
South Carolina Department of Education

(b)(6)



Inez Moore Tenenbaum
State Superintendent of Education

March 2005

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PREFACE

Intent of the Guidelines

The accreditation process allows the state of South Carolina to ensure that all institutions with teacher preparation programs meet State Board of Education–approved performance-based standards. The process applies to all professional education units operating in South Carolina, and the shift to performance-based educator-preparation standards represents a major change in the way that educator preparation is conducted. Performance-based preparation programs will enable South Carolina to improve the state's teacher preparation programs and, ultimately, the level of student achievement in our schools.

The intent of this document is to provide guidance to South Carolina institutions in meeting the requirements of State Board of Education Regulation 43-90, titled "Program Approved Standards for South Carolina Teacher Education Institutions":

> The South Carolina State Board of Education requires that all teacher education programs meet the performance-based standards as established by the National Council for Accreditation of Teacher Education (NCATE). For State Board of Education approval, public institutions must seek and receive NCATE accreditation. Private institutions may seek NCATE accreditation or meet NCATE standards for State Board of Education approval. The State Department of Education will develop guidelines to assist teacher education programs to meet the NCATE performance-based standards. Statutory authority to determine accreditation decisions for and impose sanctions against teacher education programs is granted to the State Board of Education.

All teacher education units should use the two NCATE documents *Handbook for Accreditation Visits* (published online at http://www.ncate.org/accred/handbook/hbk_toc.htm) and *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* (published online at http://www.ncate.org/2000/unit_stnds_2002.pdf) as their primary guides for meeting the requirements of this State Board regulation. These documents set forth the policies, procedures, and standards for the accreditation of teacher education units in South Carolina. The present document, *Policy Guidelines for South Carolina Teacher Education Units*, outlines additional South Carolina requirements and clarifications.

Legal Requirements

As cited above, Regulation 43-90 gives the State Board of Education (SBE) statutory authority regarding the accreditation of teacher education units in South Carolina. In addition to meeting the NCATE unit standards and the applicable program standards, teacher education programs must adhere to all South Carolina statutes and SBE regulations, policies, and guidelines. Among these mandates are components for program admission, guidelines for field experiences and clinical practice, assessment systems, the PADEPP (Program for Assisting, Developing, and Evaluating Principal Performance) and the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) systems, annual reports, and the requirements of the School-to-Work Transition Act and Title II, Section 207 of the 1998 Higher Education Act.

While this document provides teacher education units with up-to-date policy information, all individuals responsible for preparing future teachers must also be knowledgeable of the approved state and national standards, and accreditation teams will be expected to verify that teacher preparation units are meeting all

such standards. The applicable statutes, regulations, policies, and guidelines can be found on the Division of Teacher Quality and School Leadership's Web site at http://www.scteachers.org/Educate/index.cfm.

I. TEACHER EDUCATION PROGRAM REQUIREMENTS

A. Program Admissions Requirements

All teacher preparation programs at the initial and advanced levels must ensure that candidates meet minimum admissions requirements.

Initial Teacher Preparation Programs at the Undergraduate Level

In order to be admitted to initial teacher preparation programs at the undergraduate level, the candidate must

(a) demonstrate basic academic proficiency by passing the Praxis I (passing scores on the Praxis I exams are determined by the State Department of Education),

(b) provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors, and

(c) successfully complete a minimum of 45 semester hours of college/university course work with a minimum cumulative grade point average (GPA) of 2.50 on a 4-point scale or, at the recommendation of the unit head, a cumulative GPA of 2.25 on a 4-point scale.

Initial Teacher Preparation Programs at the Graduate Level

All initial teacher preparation programs at the graduate level must have admissions requirements equivalent to those of the other graduate programs operating at the particular institution. These requirements should ensure that graduate candidates have the potential to successfully complete the program for which they are enrolled. Additional admission requirements are that the candidate

(a) demonstrate academic proficiency and

(b) provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors.

Advanced Teacher Preparation Programs

All teacher preparation programs and other school personnel preparation programs at the advanced level must have admissions requirements equivalent to the admission requirements of other graduate programs operating at the particular institution. These requirements should ensure that graduate candidates have the potential to successfully complete the program for which they are enrolled. In addition, candidates must provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors.

B. Field Experiences and Clinical Practice

All teacher preparation programs and other school personnel preparation programs must provide field experiences (also known as the *practicum*) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a *minimum* of 100 hours of field experiences prior to clinical practice (student teaching) at the

initial undergraduate level. At the initial graduate level, all candidates must complete a *minimum* of 75 hours of field experiences prior to clinical practice.

Requirements for the clinical practice experience at the initial level must include the following:

(A) The clinical practice experience must provide for the candidate's intensive and continuous involvement in a public school setting.

(B) In the initial preparation program, the clinical practice teaching experience must be an equivalent of a minimum of twelve weeks or sixty full days; the candidate must teach independently a minimum of ten full days in one placement/setting.

(C) During the sixty days, candidates must adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). Assignments of candidates are not to include activities or duties for which a cooperating teacher receives an additional stipend.

(D) Candidates in traditional sixty-day clinical practice experiences may not receive monetary compensation for their work. However, candidates engaged in innovative year-long clinical practice experiences (which must be approved by the State Board of Education) may be paid as employees in an instructional role for portions of their clinical practice experiences.

(E) Each candidate must be supervised by one or more institutional clinical faculty members who have preparation both in the supervision of education and in the teaching major. A single institutional faculty member may fulfill both roles if he or she is appropriately qualified. All institutional clinical faculty supervisors must be trained in the ADEPT system. Appropriate ADEPT training also is required for faculty affiliated with programs that prepare candidates as other professional school (i.e., "special area") personnel.

(F) Each candidate must be supervised by one or more school-based clinical faculty. All school-based clinical faculty must be trained in the ADEPT system. Appropriate ADEPT training also is required for school-based clinical faculty who are affiliated with programs that prepare candidates as other professional school (i.e., "special area") personnel.

(G) Candidates must receive formative evaluations and assistance from both their institutional clinical faculty supervisors and their school-based clinical faculty in terms of the ADEPT performance standards. The formative evaluations must provide the candidate with written and oral feedback and assistance in terms of all ADEPT standards and evaluation processes, and must include a minimum of four classroom observations (i.e., at least two formative observations by the faculty supervisor and two formative observations by the cooperating teacher). Formative evaluations on the basis of appropriate ADEPT standards and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., "special area") personnel.

(H) Candidates must receive at least one summative evaluation in terms of the ADEPT performance standards. Both the institutional clinical faculty and the school-based clinical faculty must participate in the summative evaluation process. The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include all evaluation procedures (including a minimum of two classroom observations—i.e., at least one summative observation by the faculty supervisor and one summative observation by the cooperating teacher), and must ensure that the candidate receives written and oral feedback

in terms of all ADEPT standards. Summative evaluations are based on appropriate ADEPT standards, and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., "special area") personnel.

(I) Prior to the candidate's clinical practice, appropriate background checks by the Federal Bureau of Investigation, including fingerprint submissions to the State Department of Education (SDE), must be completed and cleared.

Requirements for clinical practice experiences for other school personnel must be consistent with the requirements of applicable specialized professional associations (SPAs) or the requirements of other accrediting bodies.

Teacher education units may develop experimental and innovative field experiences and clinical practice with the recommendation of the SDE and the Professional Review Committee (PRC) and the approval of the State Board of Education (SBE). After experimental and innovative programs have been successful in meeting their stated goals for three years, they may be continued as an approved component of the teacher education program and will be reviewed as part of the state's annual reporting and program review process. Institutions may duplicate the experimental and innovative programs of another institution with the approval of the SBE.

C. Standards of Conduct

All candidates must be informed, in writing, of the standards of conduct (based on S.C. Code Ann. §§ 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.

D. Assessment and Diversity **System**

Assessment and Diversity Plan

NCATE standards require that a teacher preparation unit develop and implement "a comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators" (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education,* p. 52). The guidelines for developing this assessment system are set forth in NCATE's *Handbook for Accreditation Visits* and *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education.*

At a minimum, the following components must be a part of all unit assessment systems:

(A) A comprehensive evaluation of the conceptual framework; unit standards; program standards; state beginning teaching standards (i.e., ADEPT); and statutes, regulations, policies, and guidelines for initial and advanced teacher preparation programs. Advanced teacher preparation programs must also include a comprehensive evaluation system that addresses ADEPT, PADEPP, NBPTS (National Board for Professional Teaching Standards), or other appropriate professional standards. Preparation programs for other school personnel must have an assessment system that addresses state standards and state evaluations, NBPTS, or other appropriate professional standards.

(B) Criteria for institutional decisions about candidate qualifications and performance at program admission, at appropriate transition points (including entry and exit points, field experiences, and clinical practice), and at program completion.

(C) A procedure to use results from candidate assessments to evaluate and make improvements in the unit applicable to its programs and courses, its faculty's delivery of course material, and the field experiences and clinical practice it offers.

(D) A procedure to use results from assessments of unit operations (e.g., faculty evaluations, graduate surveys, employer surveys) to evaluate and make improvements in the unit.

(E) Performance assessments that are used to determine candidate knowledge, skills, and dispositions as well as to recommend a candidate for state certification. All performance assessments are to have been tested for accuracy, consistency, and fairness.

(F) Diversity initiatives and the unit's strategies for improving candidates' abilities to teach all students in diverse settings.

Assessment and Diversity Report

An annual assessment report is to be submitted to the SDE by July 1 each year, along with any changes made to the assessment plan currently on file with the SDE. The report should contain detailed information about the unit assessment system and an explanation of the ways that results are being used to improve teacher candidate learning outcomes and unit operations. In addition, the report must include updates to the unit's diversity plan and outcomes resulting from plan implementation. In addition to faculty and candidate diversity, these outcomes include improvements in candidates' abilities to teach all students in diverse settings.

E. Annual Reports

Beginning March 1, 2006, the submission of an annual report is a requirement for all teacher preparation units that are accredited by the SBE. The SDE relies on annual reports to monitor the capacity of units to continue preparation programs of high quality. The annual report plays a critical role in the state accreditation process. It is important that units follow directions in preparing their reports, retain a copy of each report submitted, and ensure that information submitted in the report is accurate, current, and consistent with data contained in the annual report submitted for accreditation review. If an accredited teacher education unit fails to submit an annual report, its accreditation may be revoked.

AACTE/NCATE Report

All teacher preparation units are required to submit an AACTE/NCATE report electronically to the SDE by March 1 of each year. After the SDE has screened these reports, they are sent to the PRC, whose findings are submitted to the SBE.

The following four forms must be included in the annual AACTE/NCATE report. The SDE's Division of Teacher Quality and School Leadership e-mails copies of these forms to nonmember institutions each year when AACTE makes its forms available to member institutions:

Form A. The teacher preparation unit must provide basic institutional and unit information, including the type of institution, the names of the chief executive officer and the unit head, and

the levels of degrees offered. Most of this information is printed on Form A and needs only to be checked for accuracy.

Form B. The unit must provide data on enrollment; the number of graduates by program area; and information regarding student characteristics, the faculty, and the resources of the unit.

Form C. The unit must provide a narrative response *summarizing the unit accreditation changes* that have occurred. The unit must report the progress that has been made in addressing unit standards not met from the last on-site review team visit; also areas for improvement identified by the SBE must be addressed as well. The official list of those areas for improvement that must be addressed will be attached to the report form. Form C also requests information about any external evaluation activities, such as focused accreditation visits, that may have been conducted and any plans for future changes in the unit.

Form D. The unit must provide a narrative response *summarizing other changes* that have occurred and evaluations that have been conducted over the past year. The unit must report the progress that has been made in addressing program standards not met and areas for improvement identified by the SBE. The official list of the areas for improvement that must be addressed will be attached to the report form.

The data on Forms A, B, C, and D will allow the SDE annually to monitor the quality of professional education programs. In the third year after an on-site review, the SDE will review the data for evidence that program approval is still justified. If the data suggest compelling reasons that state standards are no longer being met, a three-person team may be sent to the unit to collect appropriate data and prepare a report. Following that visit, the SDE in conjunction with the SBE's PRC will review the team's findings and make a recommendation to the SBE regarding continued program approval.

Title II Annual Report

The United States Department of Education requires all teacher education units to submit annual Title II data. The information is necessary for accurate data collection and analysis of current trends in teacher education within South Carolina. The information is also helpful for on-site review teams in evaluating teacher education programs.

Title II legislation also requires states to develop criteria for identifying institutions that are "low performing" or "at risk." In South Carolina, the designation of an institution as "low performing" or as "at risk" of being judged "low performing" is based on a combination of four factors that are considered for a two-year period:

(a) the accreditation status of the institution's teacher education unit,
(b) ADEPT formal evaluation results (annual contract year),
(c) Praxis II subject/specialty area exam results, and
(d) Praxis II Principles of Learning and Teaching exam results.

The following standards apply for the "low performing" and "at risk" classifications:

(a) accreditation status:
    approval with conditions = "at risk"
    probation = "low performing"
(b) ADEPT formal evaluation results:

from 90 percent to less than 95 percent pass = "at risk"
less than 90 percent pass = "low performing"

(c) Praxis II subject/specialty area exam results:
from 75 percent to less than 80 percent pass = "at risk"
less than 75 percent pass = "low performing"

(d) Praxis II Principles of Learning and Teaching exam results:
from 75 percent to less than 80 percent pass = "at risk"
less than 75 percent pass = "low performing"

If an institution is "at risk" or "low performing" in any of these areas, as defined by the standards above, that institution will be designated as *overall "at risk."*

If an institution is "at risk" or "low performing" in two or more of the areas, as defined by the standards above, the institution will be designated as *overall "low performing."*

Institutions with fewer than ten program completers per year will be judged on the basis of a three-year composite profile of their program completers.

Any institution designated *overall "at risk"* or *overall "low performing"* will have an opportunity to present data the following year to demonstrate that it no longer meets the "at risk" or "low performing" criteria.

Further information regarding the Title II reporting requirements is available online at http://www.title2.org/data.htm.

REQUIRED REPORTS			
TYPE OF INSTITUTION	**TYPE OF REPORT**	**DUE DATE**	**SUBMITTED TO**
All institutions	Assessment plan	July 1, annually (if significant changes have been made to the assessment plan)	SDE
All institutions	Diversity plan	July 1, annually (if significant changes have been made to the diversity plan)	SDE
All institutions	Assessment and diversity report	July 1 annually	SDE
AACTE members	AACTE/NCATE	March 1 annually	AACTE and SDE
Non-AACTE members	AACTE/NCATE	March 1 annually	SDE
All institutions	Title II	April 7 annually	SDE

F. South Carolina Standards for Teacher Preparation Programs

ADEPT Performance Standards

All initial teacher preparation programs must develop and implement a process that integrates the ADEPT performance standards throughout candidates' course work, field experiences, and clinical practice and that provides evidence that all candidates meet the ADEPT beginning teacher competencies. This standard applies to candidates preparing to work as general or special education teachers as well as to other professional school (i.e., "special area") personnel. ADEPT performance standards and guidelines for general and special education teachers and for special area personnel are available online at http://www.scteachers.org/Adept/index.cfm.)

PreK–12 Academic Standards

All teacher preparation candidates must know, understand, and demonstrate the use of national and state student academic achievement standards for all subject areas in which they will be certified to teach. Teacher preparation units must provide assessment data to indicate that candidates know, understand, and can apply the appropriate South Carolina preK–12 academic standards. (Copies of all current South Carolina preK–12 academic standards are available on the SDE's Web site at http://www.myscschools.com/offices/
cso/.)

School-to-Work Transition Act
All teacher preparation units must provide evidence to indicate that teacher education candidates and graduate candidates in counseling programs possess the knowledge, skills, and dispositions necessary for the candidates to be able to integrate career guidance and career planning into the preK–12 curriculum. Institutions must also prepare and assess all candidates in the use of applied methodologies in preK–12 academic courses. (More information about the School-to-Work Transition Act is available at
http://www.myscschools.com/offices/cate/STWReportForms0304.htm.)

Commitment to Diversity
The SDE expects all graduates of South Carolina teacher preparation institutions to possess a strong knowledge of cultural diversity issues that include a global and multicultural perspective. Graduates must also be able to teach all students regardless of exceptionalities, backgrounds, or socioeconomic status. The SDE is committed to having a teacher population that is prepared to teach the diverse students being served in South Carolina. It is the expectation that all teacher education units will recruit teacher candidates from culturally diverse backgrounds.

Professional Development Courses

All institutions offering professional development courses must align those courses and related activities with the National Staff Development Council's standards for staff development, which were revised in 2003 and are published online at http://www.nsdc.org/standards/index.cfm.

All institutions must align their graduate degree programs for classroom teachers with the five core propositions of the National Board for Professional Teaching Standards (NBPTS), which are published online at http://www.nbpts.org/about/coreprops.cfm.

All institutions must align their degree programs as well as their courses with standards developed by the International Society for Technology in Education (ISTE) as a strategy for significantly enhancing the capacity of preservice as well as in-service teachers to incorporate technology into their teaching and their students' learning. The ISTE/NCATE standards for educational technology programs are available online at http://cnets.iste.org/ncate/.

National Board Certification

All institutions conducting advanced-level programs for classroom teachers must include the NBPTS core propositions in course work designed to deepen the candidate's understanding of high, rigorous teaching standards of practice and the behaviors of accomplished teachers. All graduates of advanced programs are expected to self-assess and reflect upon their practice through the lens of high standards related to their teaching experience. (Information about National Board certification is available online at http://www.nbpts.org and at http://www.cerra.org.)

PADEPP Performance Standards

All education administration programs must include a process that integrates the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). All education administration candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan. (PADEPP standards and guidelines are published online at http://www.myscschools.com/offices/pd/ADEPP.htm.)

G. Experimental or Innovative Programs

The intent of the program approval process is to allow institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing skilled and knowledgeable teachers and other school personnel. Institutions seeking approval of innovative or experimental programs leading to certification must file written notification with the SDE's Office of Teacher Preparation, Support, and Assessment indicating the specific area of certification or experimentation for which approval is sought.

With a recommendation from the SDE and the Professional Review Committee, the SBE may approve an experimental or innovative program for a maximum of three years. An on-site evaluation team may be appointed by the Office of Teacher Preparation, Support, and Assessment to review the programs and report its findings to the PRC for recommendations to the SBE.

After experimental and innovative programs have been successful in meeting their stated goals for three years, they may be continued as an approved component of the teacher education program and will be reviewed as part of the state's annual reporting and program review process and the on-site visit.

II. TEACHER PREPARATION UNIT ACTIONS

A. Overview

Every five or seven years, as applicable, an accredited teacher preparation program must be reviewed. The two-part review process involves the institution's submitting a program report for each of the subject areas in which it offers a teacher-certification program as well as a review of the unit itself, which is the body with the responsibility for managing or coordinating all programs offered for the preparation of teachers and other school personnel. All accredited units must respond to the same set of performance-based standards: the NCATE standards and applicable preconditions, which have been adopted as the state of South Carolina's standards.

B. Preconditions

All new institutions are required to meet all preconditions prior to applying for accreditation. All currently accredited institutions must maintain the preconditions at all times. If an institution fails to meet a precondition, a site visit to the institution may be required. If an institution does not maintain an 80 percent pass rate on all tests required for certification, the institution may be placed on probation.

The preconditions, as set forth by NCATE, are the following:

Precondition #1. The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel.

Precondition #2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation.

Precondition #3. Written policies and procedures guide the operations of the unit.

Precondition #4. The unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Precondition #5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.

Precondition #6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit.

Precondition #7. The unit's programs are approved by the appropriate state agency or agencies, and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

Precondition #8. If the institution is located in a non-partner state or in a partner state that requires the submission of program reports for national review through NCATE, the unit has commited [*sic*] to submitting program reports for each program for which NCATE has approved program standards one year prior to the visit.

Precondition #9. The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U.S. Department of Education. (Source: http://www.ncate.org/institutions/preconditions.asp?ch=42#list)

C. Unit Review Process

Review Team Members

The unit review process for all public institutions of higher education in South Carolina is carried out by a tripartite team composed of representatives from NCATE, the state of South Carolina, and the South Carolina Commission on Higher Education (CHE). All NCATE- and state-

appointed team members are preK–12 and university educators and other qualified educators who have received training in using the NCATE standards and the state standards to assess education units. Consultants selected by the CHE also serve as voting members of the team. In addition, the SDE and the CHE provide liaisons to assist in all aspects of the team visit.

The unit review process for all NCATE-accredited private colleges and universities in South Carolina is carried out by a trained team of NCATE- and state-appointed educators only. The process for those institutions not seeking NCATE accreditation is carried out by a trained team of exclusively state-appointed members. The SDE provides liaisons to assist in all aspects of the team visit.

The expenses of state team members participating on an on-site accreditation review are reimbursed by the SDE. Subsistence expenses based on per-meal limits up to a maximum per diem will be reimbursed. Lodging expenses will be billed directly to the SDE, and mileage will be paid at the applicable state rate. Team members also should bring additional resources to cover tips, meals exceeding the per diem allowance, and other incidentals.

NCATE-Accredited Institutions

The current NCATE unit accreditation standards are published in the document *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, which is available online at http://www.ncate.org/2000/unit_stnds_2002.pdf.
Once an institution is granted NCATE accreditation, that institution is visited by a review team on a seven-year cycle. These teacher preparation units must send copies of the institutional report (IR) to the team members at least sixty days prior to the actual on-site team visit. This report must outline how the unit is addressing the six standards and the conceptual framework outlined in NCATE's *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. The team visits the campus for approximately five days and collects evidence that the unit meets NCATE and state standards.

Prior to the team's leaving the campus, the team submits to the institution a written summary of the basic findings of its on-site visit, reporting the team's recommendations on whether the standards were met or were not met and specifying any areas that are in need of improvement. The team also conducts an exit conference with representatives from the institution to present a summary of these recommendations. Within thirty days following the visit, the review team prepares a detailed written report on the visit and forwards it to the institution, which is asked to clarify and/or correct any problems regarding factual information. Having received the institution's feedback, the team chair makes appropriate corrections and submits the finalized accreditation report to NCATE, the SDE, and the institution.

The institution has thirty days to develop a rejoinder, if it so chooses, in which it furnishes any information it feels the visiting team may have overlooked. In such case, the team report and the institution's rejoinder are reviewed by NCATE's Unit Accreditation Board (UAB), which makes a decision that may or may not be the same decision reached by the visiting team. The UAB's accreditation decision is then sent to the SDE, which informs the PRC of that decision. The PRC in turn makes a recommendation to the SBE regarding the decision. The SBE itself has the final authority to determine the accreditation status of an institution and to grant program approval.

State-Accredited Institutions

The same review process applies to state-accredited institutions, except that all review team members are state-appointed. The state team's report and the institution's rejoinder are sent to the PRC, which makes a recommendation to the SBE.

D. Program Review Process

The accreditation process requires the submission of reports for the cyclical review of all existing programs as well as reports for new programs, existing programs that have undergone substantive changes, and recently approved programs that have graduates and corresponding data. Program reports are due in the Office of Teacher Preparation, Support, and Assessment twice a year on two specific dates: February 1 and September 15. The SPA or state review team determines if the SBE-approved performance-based standards are met, met with weakness, or not met.

PROGRAM REVIEWS			
PROGRAM	**TYPE OF INSTITUTION**	**REVIEWER**	**WHEN IMPLEMENTED**
New program	All institutions	State review team	Before program begins
Recently approved programs with graduates and data	Non-NCATE institutions	State review team	One semester after the graduation of the first ten program completers or after the next cyclical visit, whichever occurs first
Recently approved programs with graduates and data	NCATE institutions	SPA	One semester after the graduation of the first ten program completers or after the next cyclical visit, whichever occurs first
Programs with substantive changes	All institutions	State review team	Before changes are implemented
Existing programs	Non-NCATE	State review team	Six months to one year prior to the cyclical on-site accreditation visit
Existing programs	NCATE	SPA	Six months to one year prior to the cyclical on-site accreditation visit
Existing programs where no SPA exists or middle-level education program	NCATE	State review team	Six months to one year prior to the cyclical on-site accreditation visit

Institutions seeking NCATE accreditation must submit a program report to the appropriate SPA when a recently approved program has graduates and corresponding data and when an existing program requires a cyclical review. If the program has areas that need improvement, the

institution may write a rejoinder report addressing the areas cited and explaining what has been done to bring about improvement in each area.

New Programs

Any NCATE- and/or state-accredited teacher preparation unit must request approval of new programs or program changes through the Office of Teacher Preparation, Support, and Assessment prior to implementation. The unit must submit a proposal detailing how they plan to meet all applicable program standards concerning the new program or program changes and must provide evidence that they have the capacity to offer a new program or to make the changes . A new or revised program may not be implemented until approval has been granted by the SBE. Public institutions must meet CHE-approved program capacity standards.

All institutions beginning new educator preparation programs must complete and submit a program proposal form which is published by NCATE online at http://www.ncate.org/public/programStandards.asp. The form will call for information related to program goals and capacity:

- The unit must provide evidence of its having the personnel, facilities, equipment, and so forth necessary to conduct a program of high quality.

- Since new programs will be evaluated on the basis of standards that are applicable to all teacher preparation programs and are consistent with approved SBE policies, procedures, and regulations, the institution should address the performance-based standards for each program being considered. (These standards are published online at http://www.scteachers.org/Educate/index.cfm. Click either the "PDF Format" link or the "Word Document" link in the "**Approved Teacher Education Program Standards"** box.)

- Each performance standard requires that the institution include evidence that plans are in place to meet that standard. For example, rubrics for course assignments or interviews need to be designed and submitted. Other evidence indicators that could be submitted include all relevant syllabi, portfolio components, and grading scales. Review teams must be provided with specific, convincing information that the unit has taken the proper steps to meet the standards.

Recently Approved Programs

Teacher preparation units are required to submit program reports to the appropriate SPA (if the unit is NCATE accredited) or to the SDE the semester immediately following the graduation of their first ten completers in a recently approved program. Reports reviewed by state-review teams must be based on the SBE standards and must use the same forms and procedures as those required by the SPAs. Teams at on-site visits use the results of the program reviews as evidence of the quality of the individual programs offered by the unit (NCATE Standard 1).

Existing Programs

The accreditation process requires the submission of program reports for all existing teacher preparation programs for which the SBE has approved standards. These reports must be submitted at least six months to one year prior to the on-site accreditation visit to either an NCATE-SPA team of reviewers or a state-only team. Program reviews may be submitted to a SPA only after the program has graduates and data are available. Reports reviewed by state

review teams must be based on the SBE standards and must use the same forms and procedures as those required by the SPAs. Teams at on-site visits use the results of the program reviews as evidence of the quality of the individual programs offered by the unit (NCATE Standard 1).

Rejoinder Process for New and Existing Programs

Teacher education programs under review by an NCATE-approved SPA (discipline specific) or by the SDE's Office of Teacher Preparation, Support, and Assessment must complete the process and obtain approval by the end of the semester two years after an institution's on-site accreditation visit. The failure of any program to obtain approval through the rejoinder process within the given time period will result in termination of the program by the SBE. Once a program is terminated by the SBE, no new students can be admitted into it, and the existing students have one year to complete the program. If existing students do not complete the program within one year after the termination of the program, they must transfer to another program or they will be denied certification by the SDE's Office of Teacher Certification.

Sanctions for Noncompliance for New and Substantially Changed Programs

By January 1, 2006, all programs started prior to January 1, 2004, must earn the approval of either the SPA, the SDE, or another accrediting body. Teacher education units with existing programs not submitted for cyclical review in conjunction with the on-site visit will be terminated at the end of the semester two years after the on-site visit. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

A unit failing to submit program reports for recently approved programs within one semester following the graduation of its first ten completers or its next cyclical visit (whichever occurs first) will have its future completers deemed ineligible for certification. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

Programs under review by an NCATE-approved specialty organization (discipline specific) or by the SDE's Office of Teacher Preparation, Support, and Assessment must complete the process and obtain approval within two years of the end of the semester of the institution's on-site accreditation visit. The failure of any program to obtain approval through the rejoinder process within the given time period will result in termination of the program by the SBE. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs.

Additionally, existing programs with substantial changes that occur in the middle of review cycles and that constitute a substantial shift in the purpose and outcome of the program or the certificate area for which the person is eligible will be subject to an off-cycle program review. The proposed changes must be approved by the SBE before they are implemented. Failure by the institution to request a review will result in candidates' ineligibility for certification. In such a circumstance, all institutions must notify all current and potential candidates of the noncompliance status of their programs. All program-status decisions made by the SBE are final.

Withdrawal of Programs

Requests from units that a program be withdrawn must be made in writing to the Office of Teacher Preparation, Support, and Assessment. With the recommendation of the PRC, the SBE may approve the withdrawal of a program. The request from the institution should include the

date when a program will officially cease to exist and thus that the SDE should not longer consider its graduates for certification. After the effective date of program closure, the teacher preparation unit may no longer recommend candidates from that program for certification. Institutions will be ineligible to submit a request for the reestablishment of a withdrawn program for a period of one year after the date of the original termination.

III. STATE BOARD OF EDUCATION ACTIONS

A. Professional Review Committee

The PRC is responsible for recommending to the SBE the accreditation status of teacher education programs and units in South Carolina. The Committee recommends accreditation decisions at meetings held at least twice a year. (The dates for the PRC meetings are published on the Division of Teacher Quality and School Leadership's Web site at http://www.scteachers.org/educate/calendar.cfm.) In most cases, accreditation recommendations are rendered at the PRC meeting in the semester that follows the on-site team review.

The PRC consists of fourteen members appointed by the SBE upon the recommendation of the State Superintendent of Education. PRC members elect a chair and a vice chair annually. All members serve staggered terms of four years.

The following individuals are included among the appointed members of the PRC:

- one appointed representative of the Teacher Recruitment, Training, and Certification Committee of the SBE;
- two appointed representatives of the SDE;
- one district-level school administrator;
- one building-level school administrator;
- one classroom teacher;
- one National Board–certified teacher;
- three representatives of state-supported institutions of higher education;
- three representatives of private institutions of higher education; and
- one representative of the South Carolina Commission on Higher Education

The composition of the total committee includes specialists in elementary education, middle-level education, secondary education, and educational administration at both the public school and college levels. Members of the PRC should have the same training or experience in program and unit review procedures that is required for members of state teams.

The primary duty of the PRC, based on the report of the visiting state team and the rejoinder of the institution, is to ensure that appropriate standards are met and that identified areas for improvement are documented and addressed in recommendations to the SBE.

The PRC considers all information pertinent to an institution's initial application for accreditation, continuing accreditation, and/or program approval and prepares recommendations for the SBE.

At the PRC meeting, the chair of the SDE on-site team presents a report on the comprehensive and specific findings made during the on-site visit, including details of areas identified for improvement. Each institution having units reviewed by the PRC presents at this meeting a report on the institution's response to the evaluation.

PRC members may ask questions during and after the preparation of reports for purposes of explanation or clarification. Minor changes that can be evaluated without a return visit are considered. SDE materials and supportive documents are made available for reference. After due consideration of all documents and information, the PRC makes written recommendations to the SBE, and a copy of this report is mailed to the institution. Recommendations are based upon the extent to which the teacher education program under evaluation has complied with established standards.

The PRC also considers all information pertinent to institutions that are candidates for accreditation, programs that are new or substantively changed, state-reviewed programs that have been recently approved and have graduates and data, and those programs for which the state is responsible for their cyclical review, and all programs that are voluntarily being withdrawn by the institution. The PRC then makes its recommendations to the SBE.

To avoid conflict of interest, PRC members do not participate on state-accreditation review teams during the time of their service on the PRC and do not participate in the deliberations or vote on the Committee's recommendation for institutions where they are currently employed or from which they have recently graduated. PRC members do not serve as in-state accreditation consultants during their service on the Committee.

The SBE may replace any PRC member who misses two consecutive meetings.

B. Accreditation Decisions

Continuing-Accreditation Visits: Units Currently Accredited

Upon the recommendation of the PRC, the SBE renders separate accreditation decisions for the initial and advanced teacher preparation programs in each currently accredited professional education unit. Those decisions will be one of the following:

- **Accreditation**

  The decision of *accreditation* indicates that the unit meets each of the six standards for unit accreditation. Areas for improvement may be cited, indicating concerns warranting the institution's attention. In its subsequent annual reports, the unit may describe the progress it is making in addressing the areas for improvement cited in the NCATE or SDE program-accreditation letter in preparation for the next visit. The next on-site visit occurs seven years following the semester of the continuing-accreditation visit.

- **Accreditation with Conditions**

  The *accreditation with conditions* decision indicates that the unit has not met one or more of the standards. When NCATE's UAB and/or the SBE renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the previously unmet standard(s) within an established time period. If accreditation with conditions is granted, the UAB or the SBE will require the submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or a focused visit on the unmet standard(s) within two years of the accreditation decision. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.)

When the SBE renders a conditional accreditation decision, the SBE will have two options: it may choose to request documentation to address the unmet standards, or it may choose to send a team to conduct a focused visit. The institution may choose the focused visit in lieu of submitting documentation. If documentation is submitted under the terms specified in the above paragraph, the SBE may continue accreditation or require a focused visit within one year of the semester in which the documentation is reviewed by the UAB and/or the SBE. After a focused visit, the SBE will either continue accreditation or revoke accreditation. If accreditation is continued, the next on-site visit will occur seven years following the semester in which the continuing-accreditation visit occurred (not the focused visit). This scheduling maintains the unit's original accreditation cycle.

- **Accreditation with Probation**

  The *accreditation with probation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs that adequately prepare candidates. If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.) The unit must address all standards in effect at the time of the probationary review.

  A unit placed on probation by the SBE is approved for a period of time not to exceed two years following the SBE action and is subject to reevaluation of all unit standards by a visiting team appointed by the Office of Teacher Preparation, Support, and Assessment. Programs will be limited to one such approval during an accreditation period.

  During the time of probation, the unit will be ineligible to admit new candidates for purposes of certification. Students who have not been admitted to the teacher education unit may not take courses or fulfill other program requirements that lead to program completion. Following the on-site review, the SBE will either continue accreditation or revoke accreditation. If accreditation is continued, the next on-site visit will occur seven years following the semester in which the continuing-accreditation visit occurred (not the probationary visit). This scheduling maintains the unit's original accreditation cycle.

- **Revocation of Accreditation**

  A unit's failure to strengthen areas identified for improvement within the specified period or to meet annual assessment criteria for continuation or approval will result in accreditation revocation.

  The *revocation of accreditation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs that adequately prepare candidates. This decision also indicates that the identified areas for improvement are of sufficient importance and consequence to impair the ability and competence of prospective teachers and that the program lacks the effectiveness to meet the established standards for professional education.

  Revocation of accreditation will have been preceded by an on-site visit that was conducted as a result of a UAB and/or SBE decision to accredit with probation or to accredit with conditions. Revocation will be recommended for a period of not less than one year, beginning the semester following the revocation decision by the SBE, during which time completion of program requirements is not valid for meeting certification requirements, and the program is

not eligible to admit new candidates. Program requirements completed prior to the date of revocation are valid for meeting certification requirements. At the end of the probation period, institutions may apply for initial accreditation if all preconditions are met.

First Visits: Units Not Yet Accredited

Any baccalaureate or graduate degree-granting institution wishing to establish a teacher preparation unit and offer programs for the preparation of classroom teachers and/or other school personnel in South Carolina must be reviewed on the basis of the performance-based standards adopted by the state.

To establish its eligibility for the first accreditation review, an institution must submit *all* of the following (public institutions must submit to both the SDE and the CHE):

(a) a letter seeking to establish a professional education unit two years prior to the establishment of the program,

(b) documentation that all preconditions have been met,

(c) program reviews (by February 1 or September 15—i.e., approximately two semesters before the on-site visit), and

(d) applicable components of the AACTE/NCATE annual reports.

All preconditions must be met, and the accreditation candidacy of institutions seeking state accreditation must be approved by the PRC; the candidacy of institutions seeking NCATE accreditation must be approved by NCATE's UAB and subsequently the PRC. Public institutions must be accredited by NCATE within five years of their implementing a new teacher education unit. The Commission on Higher Education may impose additional requirements for public institutions seeking accreditation for new teacher education units.

The SBE will render one of the following decisions for a unit undergoing its first accreditation visit:

- **Accreditation**

  The decision of *accreditation* indicates that the unit meets each of the NCATE standards for unit accreditation. In the NCATE or SDE program-approval letter, areas for improvement may be identified as problems that warrant the institution's attention. In subsequent annual reports, the unit must describe its progress in addressing the areas for improvement in preparation for its next on-site visit, which will occur five years following the semester of the accreditation visit.

- **Provisional Accreditation**

  The *provisional* accreditation decision indicates that the unit has not met one or more of the standards. When the SBE renders this decision, the unit has accredited status but must meet the unmet standard(s) within a time period established by the SBE or by NCATE's UAB. If provisional accreditation is granted, the SBE will require either the submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. (Beginning in fall 2006, the focused visit must occur within eighteen months of the semester of the accreditation decision.) When the SBE renders a provisional accreditation decision, the SBE will have two options: it may choose to request

documentation to address the unmet standards, or it may choose to send a team to conduct the focused visit. The institution may choose the focused visit in lieu of submitting documentation.

If documentation is submitted under the terms specified in the above paragraph, the SBE may grant accreditation or require a focused visit within one year of the semester in which the documentation was reviewed by the SBE. After a focused visit, the SBE will either grant accreditation or revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred. This scheduling establishes and maintains the unit's accreditation cycle.

- **Denial of Accreditation**

  The *denial of accreditation* decision indicates that the unit does not meet one or more of the unit standards and has pervasive problems limiting its capacity to offer quality programs that adequately prepare candidates. A teacher preparation program denied accreditation by the SBE must wait a period of one year to reapply for accreditation. NCATE's accreditation policies and procedures are published on the Internet at http://www.ncate.org/accred/initial/initial_decisions.htm.

- **Revocation of Accreditation**.

  The *revocation of accreditation* decision indicates that even after a focused visit that has occurred as a result of a provisional accreditation decision, the unit has still not sufficiently addressed the unmet standard(s). This decision indicates that identified areas for improvement are of sufficient importance and consequence to impair the ability and competence of prospective teachers and that the effectiveness of the program is unacceptable for meeting established standards for professional education. Revocation will be recommended for a period of not less than one year, beginning the semester following the action by the SBE, during which time program requirements are not valid for program completion, and the program is not eligible to admit new candidates. Program requirements completed prior to the date of revocation are valid for program completion.

C. Unfavorable Accreditation Decisions: Appeals

If the PRC makes an accreditation recommendation that is unfavorable to the unit, the institution may address the recommendation at the SBE meeting at the time that the recommendation is being considered.

An *adverse accreditation decision* is either *denial* of accreditation or *revocation* of accreditation. NCATE-accredited institutions that receive an adverse accreditation decision may appeal that decision. The NCATE appeal procedures are published online at http://www.ncate.org/accred/initial/initial_decisions.htm. State-accredited institutions that receive an adverse accreditation decision may appeal that decision as well. Appeals of these accreditation three additional decisions are limited to *written* appeal, however.

Appeals Policies and Procedures for State-Accredited Institutions

Private institutions may appeal an adverse accreditation decision and decisions for accreditation with provisions, accreditation with conditions, and accreditation with probation on one of the following grounds:

(a) NCATE-state performance standards were disregarded by the review team;
(b) stated procedures were not followed by the review team;
(c) evidence favorable to the institution was provided to the review team but was not considered by the team, or
(d) evidence favorable to the institution and provided to the PRC as a part of the rejoinder was not considered by the PRC.

Although a private institution may appeal an adverse accreditation decision and decisions for accreditation with provisions, accreditation with conditions, and accreditation with probation if the review team lacked the full number of its members due to last-minute emergencies, that factor alone is not sufficient to uphold an appeal. The institution must convincingly demonstrate that this circumstance itself made a difference in the accreditation decision. In other words, the institution must show two things: that actual prejudice was done to it by the absence of certain team members and that such prejudice itself changed the accreditation decision. The fact that the institution itself did not recommend canceling the visit would be evidence that it believed—before the visit, at least—the assembled team would be sufficient to conduct a fair and complete visit.

An appeal is heard by a review panel consisting of the chair of the SBE's PRC (or a designee if the chair has a conflict or is otherwise unable to participate), the chair of the Teacher Recruitment, Training, and Certification Committee of the SBE (or a designee if the chair is also a member of the PRC or is otherwise unable to participate), and the chair of the review team (or a designee if the chair is unable to participate). The findings of this review panel are communicated to the institution in a written report that explains the basis of the panel's recommendations of the panel. This written report is also submitted to the Division of Teacher Quality and School Leadership to be presented to the SBE at its next scheduled meeting.

In the case of accreditation decisions overturned or modified on appeal by the SBE, subsequent action will be based on the grounds for appeal and can include such actions as assigning another accreditation review team to revisit an institution or reviewing the case again and rendering a second accreditation decision, which may be the same as or different from the original decision. The status of the appellant at the time of the visit remains unchanged until the appeals process has been exhausted.

The following provisions govern the appellate process for state-accredited colleges and universities in South Carolina:

(A) Within thirty days of receiving notice of an appealable decision, the institution, electing to appeal that decision, must present written notification of its intention to appeal to the SDE's Division of Teacher Quality and School Leadership, along with a brief that sets forth the specifics of its appeal and includes full documentation.
(B) No later than thirty days after submission of the appellant's brief, a review panel is convened to hear and act on the appeal. Prior to the hearing itself, the panel members are trained by SDE staff in the process and procedures for hearing an appeal, including the decisions that must be made by the review panel.
(C) If the subject of the appeal is the decision to deny or revoke accreditation, the appellant will have the right to appear before the review panel to present an oral argument on its brief. The oral argument must not exceed thirty minutes in length. The appellant shall also have the right to representation by counsel during the appeal, but it may not call witnesses or introduce new evidence on its own behalf.

(D) If the subject of the appeal is the decision to grant provisional, conditional, or probationary accreditation, the appellant's right to appeal is limited to the submission of *written* documentation.

(E) In the case of an accreditation decision review, all evidence presented in the appellant's brief and considered by the review panel must be confined to conditions existing at the time of the review team's on-site visit.

Following its deliberations, the review panel prepares a written report that conveys the basis of its findings and recommendations. Within two days after making its decision, the panel submits its report to the institution. The panel also submits its report to the Division of Teacher Quality and School Leadership for presentation to the SBE at the next scheduled meeting. If the appeal is denied by the SBE, the accreditation decision becomes final. If the accreditation decision is overturned or modified by the SBE, the institution will be so notified.

GLOSSARY

Terms in **boldface type** in the text of the definitions have glossary entries of their own.

accreditation. A process for assessing and enhancing academic and educational quality through peer review. **SBE** accreditation informs the public that an institution has a professional education **unit** that meets state, professional, and institutional standards.

accreditation with conditions. A decision rendered by the **SBE** following a five- or seven-year continuing-accreditation visit indicating that the **unit** is granted continuing accreditation but that it has significant weaknesses related to one or more standards. For the conditions to be removed, a focused accreditation visit must take place within two years after the conditional accreditation decision is rendered.

accreditation with probation. A decision rendered by the **SBE** following a five- or seven-year continuing-accreditation visit indicating that the **unit** is granted continuing accreditation but that it has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must take place within two years of the semester in which the probationary decision is rendered.

advanced teacher preparation. Programs at postbaccalaureate levels for the continuing education of teachers who have previously completed initial preparation or for the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as nondegree certification programs offered at the graduate level.

annual report. The report that is required of all **SBE**-approved institutions as a condition of **accreditation**. A compilation of these reports serves as primary documentation for teams as they prepare for on-site accreditation visits.

area(s) for improvement. A statement written in the review team's report indicating that a **unit** has not met expected levels of achievement in one or more elements of a standard. The team members may cite an area for improvement and still make the recommendation that the standard is met. Units must report on progress made toward correcting area(s) for improvement in their annual reports to the **SDE**.

assessment system. A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving **unit** operations and programs for the preparation of professional educators.

candidate. An individual admitted to or enrolled in programs for the initial or advanced preparation of teachers; a teacher or other education professional such as a school principal, reading specialist, school library media specialist, school psychologist, school superintendent, or instructional technology specialist who is continuing his or her professional development. A *candidate* is distinguished from a student in preK–12 schools.

clinical faculty. School and higher education faculty responsible for the instruction, supervision, and assessment of candidates during field experiences and clinical practice.

clinical practice. Internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. See **student teaching.**

conceptual framework. An underlying structure in a professional education **unit** that gives conceptual meanings through an articulated rationale to the unit's operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

continuing accreditation. The accreditation decision rendered by the **SBE** following a successful accreditation visit five years after an institution's professional education **unit** has been accredited. Accreditation continues for as long as the unit continues to satisfy **SBE** standards and requirements.

cultural diversity. The context of one's life experience as shaped by membership in groups based on ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities**.

denial of accreditation. This accreditation decision indicates that the **unit** does not meet one or more of the **NCATE** standards and has pervasive problems that limit its capacity to offer programs that adequately prepare candidates.

dispositions. The values, commitments, and professional ethics that influence an educator's behaviors toward students, families, colleagues, and communities and that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice—for example, the belief that all students can learn, a vision of high and challenging standards, or the commitment to a safe and supportive learning environment.

diversity. Differences among groups of people and individuals based on ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities**.

exceptionalities. Physical, mental, or emotional conditions, including gifted and talented abilities that require individualized instruction and/or other educational support or services.

experimental or innovative programs. Special programs approved by the **SBE** that involve a waiver of current policies and procedures for teacher education programs.

focus visit. An on-site visit to a unit that has been requested by the Unit Accreditation Board or the **SBE** and is conducted in response to an unmet standard or standards.

initial teacher preparation programs. Programs at baccalaureate and postbaccalaureate levels that prepare candidates for the first license to teach.

multicultural perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and **exceptionalities.**

National Board for Professional Teaching Standards (NBPTS). An organization of teachers and other educators that has developed standards as well as a system for assessing the performance of experienced teachers seeking national certification.

National Council for Accreditation of Teacher Education (NCATE). An organization made up of **policy makers**, teachers, teacher organizations, and representatives of specialty organizations who are dedicated to improving teacher education through the application of a common set of standards.

NCATE unit standards. A common set of performance-based standards developed by **NCATE** that makes use of assessment information to describe the proficiencies of candidates or the actions of professional education units. These standards—which are used by teacher preparation institutions to make program improvements and satisfy state accountability requirements—are published in the document *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* and are available online at http://www.ncate.org/2000/unit_stnds_2002.pdf.

policy makers. Representatives of public and governmental agencies with public education responsibility at the national, state, or local level.

Professional Review Committee (PRC). The **SBE**-appointed committee charged with the responsibility of reviewing the reports of the **accreditation** review teams, as well as the **rejoinders** submitted by the institutions, and recommending to the **SBE** the appropriate accreditation decision for teacher education units and appropriate approval decision for teacher education programs in accredited institutions.

program approval process. The procedure that the **SDE** applies in reviewing a professional education program to determine if it meets the state's standards for the preparation of education professionals.

provisional accreditation. An accreditation decision rendered by the **SBE** following an initial visit indicating that the **unit** is provisionally accredited and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

rejoinder. The written response that a **unit** is required to submit following receipt of the **accreditation** team's report. The rejoinder may take the form of a letter that acknowledges receipt of the report or a document that substantively responds to the report or the conducting of the team visit.

revocation of accreditation, continuing visit. Following a comprehensive on-site visit that occurs as a result of an **SBE** decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the **unit** does not meet one or more of the **NCATE** standards and has pervasive problems that limit its capacity to offer programs that adequately prepare candidates.

revocation of accreditation, first visit. Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the **unit** has not sufficiently addressed the unmet standard(s).

specialized professional associations (SPAs). Those national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics, social studies), teach students at a specific departmental level (i.e., early childhood, elementary, middle, or secondary), teach students with specific needs (e.g., bilingual education, special education), administer schools (e.g., principals, superintendents), or provide services to students (e.g., school counselors, school psychologists). Many of these associations are constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

State Board of Education (SBE). The state governing body that has the authority for the certification of teachers and other school personnel, certification renewal/revocation, and teacher education program approval within South Carolina.

State Department of Education (SDE). The state agency responsible for implementing and overseeing the program approval process for teacher education institutions.

student teaching. Preservice **clinical practice** for candidates who are preparing to teach in the public school system.

team report. The report prepared by the team that conducts the on-site **accreditation** review of a **unit**. The report describes how the unit meets the **NCATE unit standards** and cites any weaknesses in relation to the standards.

Title II data. Annual data on teacher education institutions mandated by the federal government and the **SBE**.

unit head. The individual officially designated to provide leadership for the **unit** (e.g., dean, director, chair) with the authority and responsibility for its overall administration and operation.

unit. The institution, college, school, department, or other administrative body with the responsibility of managing or coordinating all programs offered for the initial and continuing preparation of teachers and other professional school personnel, regardless of where these programs are administratively housed. Also known as professional education unit, teacher education unit, and education unit.

Appendix D4B
Clemson University Fact Sheet

Report prepared by the South Carolina Department of Education, Office of Educator Preparation, Support and Assessment
3700 Forest Drive, Suite 320, Columbia, SC 29204, (803)734-4065, www.scteachers.org

Print Form | Submit by Email

Date 2009-03-25

Last NCATE visit 2005

Institution Name: Clemson University

Institution Type: Public

President: James F. Barker

Dean of Education: Dr. Michael Padilla

Address: 102 Tillman Hall
Clemson, SC 29634-0702

Website: www.clemson.edu

Institutional SAT Average: 1222

Praxis:

2006-07 PRAXIS II
Content:
Pass Rate 96%
State Pass Rate 96%
Special Populations (Special Education, ESL, etc.):
Pass Rate 95%
State Pass Rate 99%
Summary:
Pass Rate 94%
State Pass Rate 94%

2008 ADEPT

Tuition:

Academic Year 2007-08

$10,370 In-State Full-Time Students

$22,300 Out-of-State Full-Time Students

(includes UG required tuition and fees IPEDS Institution characteristics survey; excludes medicine, law, and health professions)

Degrees Awarded:

2007-08

UNDERGRADUATE:
28 - Special Education & Teaching, General
76 - Elementary Education & Teaching
56 - Secondary Education & Teaching
60 - Early Childhood Education & Teaching
11 - Agricultural Teacher Education
10 - Technology Teacher Education/Industrial
6 - Mathematics Teacher Education
8 - Science Teacher Education/General Science

GRADUATE:
3 - Curriculum & Instruction
49 - Educational Leadership & Administration
3 - Special Education & Teaching, General
71 - Counselor Education/

Unit Enrollment:

Unit Enrollment Headcount 1323
(2007 Data Reported by SC Commission on Higher Education)

UNDERGRADUATE:	786	(59.4%)
Full-Time Students	762	(96.9%)
Part-Time Students	24	(3.1%)
From SC at entry	621	(79%)
Minority	54	(6.9%)
Men	152	(19.3%)
Women	634	(80.7%)
GRADUATE:	537	(40.6%)
Full-Time Students	221	(41.2%)
Part-Time Students	316	(58.8%)
From SC at entry	435	(81%)
Minority	48	(8.9%)
Men	173	(32.2%)
Women	364	(67.8%)
Full-Time Faculty	14	
Part-Time Faculty	25	

The total number of full-time faculty is defined as individuals employed by a higher education institution with full-time assignments within the professional education unit. The total number of part-time faculty is defined as individuals employed by the unit to

Program(s):

UNDERGRADUATE:
Early Childhood
Elementary
Secondary:
Agriculture
Biology
Chemistry
English
Industrial Technology Education
Mathematics
Physics
Science
Social Studies

Remarks: N/R indicates that no data were reported to U.S. Department of Education since institution had fewer than 10 program completers.

Appendix D5A
National Staff Development Council
Standards for Staff Development

(Revised, 2001)

Context Standards
Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards
Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards
Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Appendix D5B
Position Descriptions

(D)(2) POSITION DESCRIPTIONS
ADEPT Evaluation Specialist
For Value-Added Assessments (VAAs) and
Project-Based Learning and Assessments (PBLAs)

The ADEPT evaluation specialist for value-added assessments (VAAs) and project-based learning and assessments (PBLAs) will devote 100 percent of his or her time during the grant period to the design, implementation, management, and evaluation of the VAA model and the PBLA models. Specifically, the responsibilities of this ADEPT evaluation specialist will include

- collaborating with the national consultants in value-added assessment models and coordinating the committee of key stakeholders to select an appropriate VAA model;
- facilitating the four stakeholder VAA and PBLA committee meetings;
- disseminating the VAA recommendations of the committee for statewide field review, and making appropriate changes based on input received from the field;
- coordinating the VAA pilot project in 5 LEAs;
- reviewing the results of the VAA pilot project and make appropriate changes based on the results of the pilot project;
- coordinating the statewide phase in of the VAA model as part of the ADEPT system;
- conducting statewide field reviews of the committee's proposed PBLA scoring rubrics;
- Revising the PBLA scoring rubrics based on input received from the field and disseminating the revised rubrics statewide;
- collaborating with the State Coordinator for ADEPT Regional Services and the ADEPT Regional Coordinators to provide training and assistance to teachers in developing and implementing PBLAs;
- soliciting submissions of PBLAs from groups of teachers throughout the state;
- developing and implementing an ongoing system for receiving PBLA submissions from groups of teachers, selecting annual award winners, and recognizing and issuing the awards to the selected groups of teachers; and
- developing and implementing procedures for evaluating the effectiveness of VAA and PBLAs.

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of statewide student assessments (e.g., PACT, PASS, MAP), and a knowledge of the ADEPT system.

ADEPT Evaluation Specialist
For Teachers in Virtual/Cyber School Settings
and School Psychologists

The ADEPT evaluation specialist for teachers in virtual/cyber school settings and school psychologists will devote 100 percent of his or her time during the grant period to developing, implementing, and evaluating state performance standards and evaluation models for teachers in virtual/cyber school settings and for school psychologists, respectively. Specifically, the responsibilities of this ADEPT evaluation specialist *for each of these two groups of educators* will include

- determining appropriate key stakeholders throughout the state;
- researching national performance standards through the respective related professional organizations;

- networking (e.g., electronically and, if necessary, through face-to-face meetings) with the selected key state stakeholders to
    - determine the appropriate standards and the operations definitions for each;
    - determine the appropriate methods for collecting evidence regarding the performance of the educators, including the impact of the educators on student performance (i.e., *effectiveness*);
- disseminating the recommendations for statewide field review;
- revising the standards and evidence documentation procedures, as needed, based on the results of the field reviews;
- designing the pilot project, including the selection of the participants, the training module, and data collection and analysis;
- overseeing the pilot project, analyzing the results, and making changes to the models, as needed, to ensure the validity, reliability and maximum freedom from bias;
- developing and conducting training for educators and evaluators;
- collaborating with IT staff to integrate data collection for these special areas into the ADEPT Data System (ADS);
- phasing in implementation of these models on a statewide basis;
- conducting ongoing training for administrators and educators relative to these models; and
- designing and conducting program evaluations to determine the effectiveness of the models.

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of (teacher) performance assessments and design, and a knowledge of the ADEPT system, including the ADEPT special areas.

(D)(3) POSITION DESCRIPTIONS
Program Developer
For SCTeacherVillage.com

The Web Application Developer will devote 100 percent of his or her time during the grant period to the design, implementation, and management of SCTeacherVillage.com. The applicant will be responsible for building the system on a specified platform as well as developing new technologies for the network. Specifically, responsibilities will include:

- developing new Web applications as identified by supervisor and management through packaged and customized applications;
- creating a company-wide Intranet, allowing data manipulation for specified SCDE employees;
- maintaining and enhancing existing Web applications and all internal systems that are integrated;
- performing complete testing of Web applications–unit and system, engaging users as necessary;
- conducting all user acceptances testing, and report results;
- designing and implementing user-driven templates, databases and interfaces for ease of use;
- developing database-driven Web interfaces for rapid, real-time information sharing;
- developing external Web portals allowing users to input and retrieve accurate information;
- participating in dynamic priority setting sessions as the summer season unfolds;
- displaying excellent written and oral skills with demonstrated interpersonal and organization abilities;
- ability to work in a varied, fast paced environment;
- willing to travel to provide assistance to school districts as necessary; and
- candidate must be a team player and willing to teach and to learn.

Qualifications for this position include a Bachelors degree in computer science, MIS, or related experience, superior skills in ColdFusion, Object Oriented ColdFusion Development, Microsoft SQL Server 2005, SQL, and Flash video/animation experience is a plus.

Teaching Incentives Coordinator
For Teacher Recruitment Projects and Initiatives

The Teaching Incentives Coordinator will devote 100 percent of his or her time during the grant period to the management and distribution of funds for teaching incentives established within the Division of Educator Quality and Leadership. Specifically, the responsibilities of the *Teaching Incentives Coordinator* will include:

- ensuring grant money for teaching incentives are handled properly;
- maintaining budget reports for established initiatives;
- communicating regularly with CERRA and school district staff to ensure initiatives are carried out effectively;
- monitoring initiatives and providing regular data reports of success;
- working closely with the Teacher Recruitment and Retention Coordinator;
- researching programs related to recruiting and retaining certified teachers;
- providing professional support and technical assistance to institutions of higher education and public school districts;
- collecting and evaluating data related to identified teacher recruitment needs and program effectiveness;
- coordinating selection centers for teacher housing projects such as the SC Teacher Villages;
- collaborating with constituents to distribute grant funding to enhance recruitment initiatives;

Qualifications for this position include a master's degree and five years of budget and educational experience.

Teacher Cadet/ProTeam Community Coordinator

The Teaching Incentives Coordinator will devote 100 percent of his or her time during the grant period to coordination of Teacher Cadet and ProTeam community inititatives, and reporting and monitoring of participating schools. The Coordinator will be part of the CERRA staff at Winthrop University. Specifically, the responsibilities of the *Teacher Cadet/ProTeam Community Coordinator* will include:

- ensuring grant money for Teacher Cadet and ProTeam inititatives are handled properly;
- maintaining budget reports for established initiatives;
- communicating regularly with school district staff to ensure initiatives are carried out effectively;
- monitoring initiatives and providing regular data reports of success;
- working closely with the Teacher Recruitment and Retention Coordinator at SCDE;
- providing professional support and technical assistance to public school districts;
- collecting and evaluating data related to and program effectiveness and
- coordinating Teacher Cadet and ProTeam sites;

Qualifications for this position include a master's degree and five years of budget and educational experience.

South Carolina SITE Project Director

POSITION DESCRIPTION: The SITE Director will devote 100 percent of their time on working with existing districts across the state to implement new salary schedules that are incentive based. This project director will be responsible for detailing the value-added assessment model as well as presenting the new salary alternatives to all teachers and districts within South Carolina. Likewise, this position will also be responsible for the data management of student achievement data as it relates to salary and other factors that effect teachers' salary. This person will also collaborate with other in-state and national performance pay personnel and work with the USDOE to research and evaluate the effects of performance pay and salary adjustments to student achievement.

PROFESSIONAL QUALIFICATIONS SOUGHT
Qualities and attributes of the successful candidate include:

- South Carolina certification and experience with K-12 education;
- Excellent instructional leadership and administrative skills;
- A clear vision for improvement of P-20 Education;
- Experience with budgets at district or state level;
- Exceptional interpersonal and communication skills;
- Sophisticated understanding of Data using a Value Added Analysis Process;

PERSONAL CHARACTERISTICS

- Desired personal characteristics of the candidate include the following:
- Strong leadership skills, confident leader with the ability to educate others;
- Collaborative leadership style, a team builder, consensus builder;
- Well-developed technology skills;
- Good listening skills, an ability to delegate, and good organizational skills;
- Good Data Analysis Skills with the ability to disseminate information and discuss in multiple levels of comprehension;
- Approachable, friendly, visible, sensitive, and politically aware;
- Commitment to excellence;
- Flexible;
- High energy level, proactive, and an enthusiastic advocate of public education.

South Carolina Project HEAT

POSITION DESCRIPTION: The HEAT Director will be 100 percent responsible for the value-added analysis of colleges of education graduates. Specifically, the director will work with all 30 teacher and principal preparatory programs and their stakeholders. The director will be responsible for start up meetings by informing all key stakeholders within the colleges of education as well as districts to ensure full transparency with the details of the student achievement analysis. The director will also be responsible for analyzing the value-added results for each preparatory program and disseminating that information to the colleges and the general public. Additionally, the director will work with other SCDE and USDOE personnel with researching and evaluating all teacher and principal preparatory programs.

PROFESSIONAL QUALIFICATIONS SOUGHT
Qualities and attributes of the successful candidate include:

- South Carolina certification and experience with P-20 education;
- Excellent instructional leadership and administrative skills;
- A clear vision for improvement of P-20 Education;

- Outstanding ability to motivate, inspire and challenge faculties and administrators;
- Experience with budgets;
- Strong team-building skills with exceptional interpersonal and communication skills;
- Sophisticated understanding of Data using a Value Added Analysis Process;

PERSONAL CHARACTERISTICS

Desired personal characteristics of the candidate include the following:

- Strong leadership skills, confident leader with the ability to inspire others;
- Collaborative leadership style, a team builder, consensus builder;
- Well-developed technology skills;
- Good listening skills, an ability to delegate, and good organizational skills;
- Good Data Analysis Skills with the ability to disseminate information and discuss in multiple levels of comprehension;
- Approachable, friendly, visible, sensitive, and politically aware;
- Commitment to excellence;
- Flexible;
- High energy level, proactive, and an enthusiastic advocate of public education.

(D)(5) POSITION DESCRIPTIONS
State Coordinator for ADEPT Regional Services

The state coordinator for ADEPT regional services will devote 100 percent of his or her time during the grant period to the design, implementation, management, and evaluation of the educator support system. The purpose of this support system is to engage all educators in learning with and from one another to, in turn, help design/discover, implement, and share effective practices for our next generation of learners. Specifically, the responsibilities of the state coordinator for ADEPT regional services will include:

- researching effective designs for communities of professional practice (COPPs) that focus on
  - professional collaboration;
  - shared learning;
  - the use of formative assessments to guide instruction;
  - the use of data to inform program improvements;
  - the use of coaching and mentoring to help build effective practices; and
  - the use of applied research models to acquire new knowledge, field test applications, and derive appropriate implications;
- collaborating with LEAs to develop feasible mechanisms for enabling and supporting COPPs;
- developing and maintaining current knowledge of—and related links to—effective state and national professional development initiatives;
- collaborating with state agency and related resources to develop and maintain a dynamic Professional Practices Network that includes a "user rating" feature;
- developing and maintaining partnerships with selected institutions of higher education (IHEs) to enhance professional development opportunities for both practicing teachers and teacher candidates;
- identifying mentoring and coaching skills that promote educator effectiveness;
- identifying and applying effective practices from the field of organizational psychology in order to enhance educator effectiveness and satisfaction/retention; and
- facilitating and evaluating the work of the eight regional ADEPT coordinators.

Qualifications for this position include a master's degree and five years of educational experience, a knowledge of professional development, knowledge of coaching and mentoring strategies, a knowledge of the ADEPT system, a knowledge of program evaluation, and a knowledge of—or a willingness to acquire knowledge in—the area of organizational psychology.

ADEPT Regional Coordinators

Each of the eight ADEPT regional coordinators will be housed in an S2MART Center and will devote 100 percent of his or her time during the grant period to providing direct assistance and support to LEAs and teachers in order to enhance the instructional, leadership, and organizational practices that promote student learning. Specifically, the responsibilities of each ADEPT regional coordinator will include:

- helping to determine and leverage the support to obtain the resources necessary to develop, implement, sustain, and network Communities of Professional Practice (COPPs);
- working with groups of educators to help them understand, develop, and implement COPPs;
- working with COPPs to assist them in developing and expanding Project-Based Learning and Assessments (PBLAs);
- working with COPPs to examine the impact of specific programs and initiatives on variables such as student achievement, attendance, suspensions, graduation rates, and the like;
- helping educators align their work in COPPs with their professional growth and development plans and certificate renewal requirements;
- assisting educators in developing and using the communication, mentoring, and coaching skills that are necessary for effective collaboration;
- enhancing statewide induction and mentoring initiatives, including membership in COPPs, to ensure that beginning educators receive the support necessary to become effective practitioners;
- assisting in designing, brokering, and customizing resources that support the effectiveness of educators;
- assisting educators in contributing resources to the Professional Practices Network;
- collaborating with partnering institutions of higher education to promote effective professional development for practicing educators and for teacher candidates; and
- engaging in applied research designed to enhance the effectiveness and satisfaction of educators.

Qualifications for these positions include a master's degree and five years of educational experience; a knowledge of professional development practices, including coaching and mentoring; a knowledge of program evaluation; and a knowledge of the ADEPT system.

Appendix E
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Appendix E1A
South Carolina Education Accountability Act
S.C. Code Ann. § 59-18-1520 (Supp. 2009)

CHAPTER 18.

EDUCATION ACCOUNTABILITY ACT

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; "accountability" defined.

The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

SECTION 59-18-110. Objectives.

The system is to:
(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-18-120. Definitions.

As used in this chapter:
(1) "Oversight Committee" means the Education Oversight Committee established in Section 59-6-10.
(2) "Standards based assessment" means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.

(3) "Disaggregated data" means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statutes or regulations.
(4) "Longitudinally matched student data" means examining the performance of a single student or a group of students by considering their test scores over time.
(5) "Academic achievement standards" means statements of expectations for student learning.
(6) "Department" means the State Department of Education.
(7) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.
(8) "Growth" means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.
(9) "Objective and reliable statewide assessment" means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.
(10) "Division of Accountability" means the special unit within the oversight committee established in Section 59-6-100.
(11) "Formative assessment" means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

ARTICLE 3.

ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:
(1) read, view, and listen to complex information in the English language;
(2) write and speak effectively in the English language;
(3) solve problems by applying mathematics;
(4) conduct research and communicate findings;
(5) understand and apply scientific concepts;
(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
(7) use information to make decisions.
The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance.

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:
(1) identify areas in which students, schools, or school districts need additional support;
(2) indicate the academic achievement for schools, districts, and the State;
(3) satisfy federal reporting requirements; and
(4) provide professional development to educators.
Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.
(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.
(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.
(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.
(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.
(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.
(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.
(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.
(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

SECTION 59-18-330. Coordination and annual administration of National Assessment of Education Progress (NAEP).

The State Department of Education is directed to coordinate the annual administration of the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels. A school randomly selected by NAEP must comply with the administration of the assessment to obtain an indication of state performance relative to national performance levels.

SECTION 59-18-340. PSAT or PLAN tests of tenth grade students; availability; use of results.

High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and reenforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.
(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

SECTION 59-18-360. Dissemination of assessment results.

Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.

SECTION 59-18-370. Renumbered as Section 59-18-360 by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 5.

ACADEMIC PLANS FOR STUDENTS [OMITTED]

SECTION 59-18-500. Omitted by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 7.

MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards.

The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

SECTION 59-18-710. Recommendations regarding state's accreditation system.

[Section effective until July 1, 2009. See, also, section effective July 1, 2009.]
The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

SECTION 59-18-710. Recommendations regarding state's accreditation system.

[Section effective July 1, 2009.]
The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

ARTICLE 9.

REPORTING

SECTION 59-18-900. Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district also must be reported. The annual report card must serve at least five purposes:
(1) inform parents and the public about the school's performance;
(2) assist in addressing the strengths and weaknesses within a particular school;
(3) recognize schools with high performance;
(4) evaluate and focus resources on schools with low performance; and
(5) meet federal report card requirements.
(B) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish five academic performance ratings of

excellent, good, average, below average, and school/district at-risk. Schools and districts shall receive a rating for absolute and growth performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and growth ratings. Graduation rates must be used as an additional accountability measure for high schools and school districts. The Oversight Committee, working with the State Board of Education, shall establish three student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.
The student performance levels are: Not Met, Met, and Exemplary. "Not Met" means that the student did not meet the grade level standard. "Met" means the student met the grade level standard. "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at Met or Exemplary.
(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.
(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.
(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.
(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.
(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

SECTION 59-18-910. Cyclical review of accountability system; stakeholders.

Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools.

A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

SECTION 59-18-930. Executive summary of report cards; date for issuance; advertising results.

The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.
The school, in conjunction with the district board, also must inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

SECTION 59-18-950. Criteria for school district and high school ratings.

Notwithstanding another provision of law to the contrary, the Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation rates, exit examination performance, and other criteria identified by technical experts and appropriate groups of educators and workforce advocates.

ARTICLE 11.

AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria.

The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
(1) student attendance;

(2) teacher attendance;
(3) graduation rates; and
(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status.

(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:
(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and
(3) the school has exhibited no recurring accreditation deficiencies.
(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.
(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.
(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

SECTION 59-18-1120. Grant of flexibility of exemption from regulations and statutes to school designated as school/district at-risk; extension to other schools.

(A) Notwithstanding any other provision of law, a school designated as school/district at-risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.
(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set

for subgroups of students in content areas included in the accountability assessments. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

SECTION 59-18-1130. Use of funds appropriated for professional development.

(A) Notwithstanding another provision of law to the contrary, funds appropriated for professional development must be used for certificated instructional and instructional leadership personnel in grades kindergarten through twelve in the academic areas for which State Board of Education standard documents have been approved to better link instruction and lesson plans to the standards and to statewide adopted readiness assessment tests, to develop classroom assessments consistent with the standards and testing measures, and to analyze assessment results for needed modification in instructional strategies. No more than five percent of funds appropriated for professional development may be retained by the State Department of Education for administration of the program; however, a district may choose to purchase professional development services provided by the State Department of Education with the funds allocated to the districts for professional development. Funds also may be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading component of assessment tests.
(B) Two hundred fifty thousand dollars of the funds allocated to professional development must be provided to the State Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization, and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions must be provided around the State during the summer, fall, and winter using staff development days and teacher workdays. Two of the remaining professional development days must be set aside for the specific purpose of preparing and opening schools. District instructional leaders, regional service centers, consortia, development personnel, university faculty, contracted providers, and the resources of the Educational Television Network may be used to implement the professional development initiative. Teachers participating in the program shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development may be expended on the teaching of reading, which includes teaching reading across content areas in grades three through eight.

ARTICLE 13.

DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review.

The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively

involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.
The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates.

The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report must be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

ARTICLE 15.

INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or school/district at-risk; renewal plan and compensation packages; notice to parents and publication in newspaper; department support; regional workshops.

(A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:
(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.
(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student

academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.
(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.
(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information also must be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance.
(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1550 will be eligible for the grant programs created by that section.
(B) The Department of Education shall provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education or a board member designee, the superintendent or district instructional leader, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance.

SECTION 59-18-1510. Implementation of external review team process; activities and recommendations.

(A) When a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.
(B) The activities of the external review team may include:
(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;
(3) identifying personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;
(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and
(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.
(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

SECTION 59-18-1520. Declaration of emergency; hearing; courses of action.

If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) declare a state of emergency in the school and replace the school's principal; or
(3) declare a state of emergency in the school and assume management of the school.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives.

(A) Teacher specialists on site may be assigned to an elementary, middle, or high school designated as below average or school/district at-risk. Teacher specialists may be placed across grade levels and across subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, certification, and experience of the specialist. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.
(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review team and approved by the state board. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension, the application is accepted by the State Department of Education, and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years but is no longer attached to the home district or guaranteed placement in the home district upon leaving the teacher specialist program. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in

acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.
(C) To encourage and recruit teachers for assignment to below average and school/district at-risk schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years. Teacher specialists may be employed, pursuant to subsection (B), as a component of the technical assistance strategy.
(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.
(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. Principal specialists may be employed as a component of the technical assistance strategy for two years. A principal specialist may be continued for a third year if requested by the local school board, recommended by the external review team, and approved by the State Board of Education. If employed for the third year, technical assistance funds may only be used for payment of the principal specialist salary supplement.
(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and school/district at-risk schools shall be allowed to return to employment with their home district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.
(G) The Department of Education shall work with school districts and schools to broker the services of technical assistance personnel delineated in Section 59-18-1590 as needed, and as stipulated in the school renewal plan.
(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

SECTION 59-18-1540. Mentoring program for principals.

Each principal continued in employment in schools designated as below average or school/district at-risk must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program. A principal mentor may be employed as a component of the technical assistance strategy.

SECTION 59-18-1550. Grant programs for schools designated as below average and for schools designated as unsatisfactory; funding.

(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.
(B) A public school assistance fund must be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

SECTION 59-18-1560. School district rated below average; appointment of external review committee; duties; recommendations; composition.

(A) When a district receives a rating of below average, the state superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:
(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;
(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;
(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;
(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and
(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.
(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time.

The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.
(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

SECTION 59-18-1570. Designation of state of emergency in school district designated as school/district at-risk; remedial actions.

(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.
(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;
(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;
(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and
(4) declare a state of emergency in the school district and assume management of the school district.
(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

SECTION 59-18-1580. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education.

To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:
(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and
(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

SECTION 59-18-1590. Reallocation of technical assistance funding.

Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

SECTION 59-18-1595. Renumbered as Section 59-18-1590 by 2008 Act No. 282, Section 1, eff June 5, 2008.

SECTION 59-18-1600. Parent orientation classes.

(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:
(1) the value of education;
(2) academic assistance programs that are available at the school and in the community;
(3) student discipline;
(4) school policies;
(5) explanation of information that will be presented on the school's report card issued in November; and
(6) other pertinent issues.
(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.
(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

ARTICLE 17.

PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding.

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.
(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

ARTICLE 19.

MISCELLANEOUS

SECTION 59-18-1910. Homework centers.

Schools receiving below average or school/district at-risk designations may use technical assistance funds allocated pursuant to Section 59-18-1590 to provide homework centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Technical assistance funds provided for these centers may be used for salaries for certified teachers and for transportation costs.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan.

(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.
(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D"

average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement.

The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in-service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards also shall be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.

Appendix E1B

Proviso 1A.39 (SDE-EIA: Technical Assistance) --excerpts

http://www.scstatehouse.gov/cgi-bin/query.exe?first=DOC&querytext=1A.39&category=Budget&year=2009&version_id=0&return_page=http://www.scstatehouse.net/html-pages/budgetsearch.html&version_title=General%20Appropriations&conid=5192831&result_pos=0&keyval=18694

….The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet to be rehired or continue employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April 1, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources."

Appendix E2A
List of Tier 1 (PLAS) and Eligibility List of Tier 2 Schools

Persistently Low Achieving Schools Tier 1 (to be served through SIG)

District	School	Reason
Aiken	Aiken Performing Arts	Grad Rate
Aiken	Lloyd Kennedy Charter	Title I
Allendale	Allendale-Fairfax Middle	Title I
Allendale	Allendale Elementary	Title I
Bamberg 2	Denmark-Olar Middle	Title I
Charleston	Morningside Middle	Title I
Charleston	Greg Mathis Charter	Grad Rate
Charleston	RB Stall High	Grad Rate
Charleston	N. Charleston High	Grad Rate
Charleston	Alice Birney Middle	Title I
Clarendon 2	Manning Junior High	Secondary
Fairfield	Fairfield Central High	Secondary
Greenville	Berea High School	Secondary
Greenville	Southside High School	Secondary
Greenville	Lakeview Middle	Title I
Hampton 2	Estill Middle	Title I
Jasper	Ridgeland Middle	Title I
Jasper	Hardeeville Elementary	Title I
Lee	Lower Lee Elementary	Title I
Marlboro	Bennettsville Middle	Title I
Marlboro	Marlboro County High	Secondary
Orangeburg 3	Holly Hill Robert Middle	Title I
Spartanburg 7	Carver Junior High	Secondary
Sumter 2	Lakewood High School	Secondary

Palmetto Priority Schools Tier 2 (to be served through RTTT)

District	School
Allendale	Allendale Fairfax High
Beaufort	Whale Branch Elementary
Charleston	Burke High/Middle
Clarendon 1	Scott's Branch Middle
Colleton	Colleton Middle
Dillon 2	J.V. Martin
Fairfield	Fairfield Middle
Florence 3	Lake City Elementary
Florence 3	Ronald McNair Middle
Florence 4	Brockington Elementary
Florence 4	Johnson Middle
Greenville	Carolina High Academy
Hampton 2	Estill High
Jasper	Hardeeville Middle
Lee	Mt. Pleasant Middle
Marion 7	Creek Bridge High
Marlboro	Blenheim Elementary
Richland 1	Alcorn Middle
Richland 1	CA Johnson High
Richland 1	WA Perry Middle
Richland 1	WG Sanders Middle
Spartanburg 7	Cleveland Elementary
Spartanburg 7	Whitlock Junior High
Sumter 2	Mayewood Middle
Sumter 17	Chestnut Oaks Middle

Appendix E2B
Job Description for State Turnaround Coordinator

Minimum Requirements

Masters Degree in Education, doctorate in a related education field preferred.
Three years experience in turning around low achieving schools.

Knowledge, skills, and abilities needed by an employee upon entry to this job:

Documented experience in turning around low achieving schools and/or districts
Experience managing federal grants
Excellent oral and written communication skills
Ability to build relationships with others

Job Purpose

Under the supervision of the Palmetto Priority School Director, the employee will be responsible for the South Carolina Department of Education's (SCDE) turnaround efforts. The State Turnaround Coordinator will provide technical assistance and engage S²MART Center staff, school staff, and district staff in job embedded, ongoing professional development (learning teams).

Job Function

1. Manage the Race to the Top grant.
2. Serve as the program auditor.
3. Coordinate the turnaround efforts linked to the implementation of the Race to the Top Turning Around Struggling Schools initiative.
4. Work with district staff and school principals to ensure the selected turnaround intervention model is implemented with fidelity.
5. Participate in statewide activities designed to improve the performance of low-achieving schools.
6. Coordinate the RFP process to determine appropriate instructional models and the selection of effective EMOs and CMOs.
7. Prepare reports and make public presentations.

Appendix E2C
Job Description for Turnaround Manager

Minimum Requirements

Masters Degree in Education
Three years experience in turning around low achieving schools.

Knowledge, skills, and abilities needed by an employee upon entry to this job:

Documented experience in turning around low achieving schools
Excellent oral and written communication skills
Ability to build relationships with others

Job Purpose

Under the direction of the State Turnaround Coordinator, the S²MART Center Turnaround Manager will enhance the ability of school districts to implement one of the four turnaround models in the identified lowest performing schools. The employee will provide technical assistance and engage teachers and school leaders in professional development related to effective instructional practices, using data to drive instruction, and other identified needs related to school turnaround.

Job Function

1. Engage districts and schools in job embedded, ongoing professional development related to the use of data to drive instruction to include the identification of students who are at risk, response to intervention models, development of individual learning plans, selection of instructional resources, implementation of effective instructional practices, management of fiscal and human resources, revision of district policies related teaching and learning, and other relevant topics.
2. Provide on-site technical assistance to schools involved in one of the four turnaround intervention models.
3. Assist schools and districts in the selection of an intervention model, lead partner and effective strategies; in the development and implementation of a community involvement partnership plan; in the implementation of the intervention model plan and strategies; and in the formative and summative evaluation processes.
4. Facilitate systematic processes for measurement, goal setting and frequent targeted reporting of progress of schools.

Appendix E2D
List of Services by the S^2Mart Centers

The following services will be provided to participating LEAs and schools by the S^2Mart Centers. Services that are provided will depend upon the intervention model being implemented. For example, LEAs selecting the Closure Model will require one set of services, while those selecting one of the other three models will require a different set of services. Also, it is anticipated that when a LEA selects a charter operator or a CMO or EMO as its lead support partner the services provided by the Center will be influenced.

The Center will provide services by contracting with individual consultants, contracting with service organizations, and facilitating services provided by not for profit organizations that provide free services. For example, the Centers will work closely with the SC-SIC in providing services related to community engagement and buy-in.

The following list of services is not intended to be exhaustive, but is provided as examples of services that the Centers will provide.

Model and Lead Support Partner Selection

Information
- Intervention models
- Potential lead support partners

Facilitation services and technical assistance
Sample contracts and MOUs

Community Engagement and Buy-In

Plans/suggestions for involving the community
Facilitation services (community meetings)
Observations and suggestions relating to enhancing community engagement

School Closure

Historical information with do's and don'ts
Technical assistance relating to school closure procedure
Specific technical assistance relating to community engagement and buy-in
Technical assistance relating to student and staff reassignments
Technical assistance relating to transfer/disposition of property and equipment

Model Implementation

Professional development
- Identification and acquisition of resources
- Assistance with contracts and MOUs
- Organizing principals and district office staff into learning teams that will support their work as instructional leaders and turn around principals
- Engaging school and district staff in professional development that is ongoing, collaborative, and focused on specific teaching and learning of academic content linked to identified school improvement strategies

- Providing expertise in curricular and instructional areas in support of the work of district and school learning teams
- Instruction materials
  - Identification and acquisition of resources
  - Facilitation of selection of materials
- Student assessment support
  - Identification and acquisition of resources
  - Technical assistance in implementation of school-based assessment activities
- Information and technical assistance relating to core activities
  - Graduation Coaches/Personalized Plans
  - Schools as Community Oriented Learning Centers
  - Extended Learning Time Programs
  - Post-Secondary Credit Acquisition while in High School
  - Credit Recovery
  - Credits Based on Performance, Not Seat Time
  - P-20 Alignment
  - STEM for All

Appendix E2E
Overview of Requirements for Each Intervention Model

Required Strategies by Models

	Turnaround	Restart	Closure	Transformation
Replace Principal	x	y		x
Provide Principal with Operational Flexibility	x	y		x
Use Locally Adopted Competencies to Measure Staff Effectiveness	x	y		**
Use Strategies (including incentives) to Recruit, Place and Retain Staff	x	y		**
Provide High Level Professional Development	x	y		x
Adopt New Governance Structure	x	y		**
Use Data to Identify and Implement Research-Based and Vertically Aligned Instructional Programs	x	y		x
Use Student Data to Inform and Differentiate Instruction	x	y		x
Provide Increased Learning Time	x	y		x
Provide Social-Emotional and Community-Oriented Student Support and Services	x	y		**

	Turnaround	Restart	Closure	Transformation
Convert or Close and Reopen a School under a Charter Operator, CMO or EMO		x		
Use Rigorous Review Process to Select Charter Operator, CMO or EMO		x		
Close School and Enroll Students in Higher Achieving Schools			x	
Use Evaluation Systems for Teachers and Principals that Include Student Growth and Multiple Observations		y	x	
Reward Teachers and Leaders Based on Increased Student Achievement and Graduation Rates and Remove Those Who Are Not Effective		y	x	
Provide for Family and Community Engagement		y	x	
Receive Ongoing, Intensive Technical Assistance from the LEA, SCDE or Designated External Lead Partner Organization		y	x	

Key:
- x Model requirement
- y Inferred as desirable for Restart Model
- ** Strategy is permissible

Appendix E2F
Draft Request of Proposal (RFP) for School Turnaround Providers

Request for Proposals
Turning Around South Carolina's
Persistently Low-Achieving Schools and Palmetto Priority Schools

Part 1: Background
The South Carolina Department of Education (SCDE) is committed to supporting sustainable efforts to turn around persistently low-achieving schools and chronically low-performing schools identified for school turnaround through the Federal Race to the Top application and/or identified for improvement, corrective action or restructuring under the Title I of the Elementary and Secondary Education Act (ESEA).

Recently, the U.S. Department of Education (USDOE) announced an opportunity for states and school districts to access unprecedented resources for education reform. The purpose of the Race to the Top Fund, a competitive grant program, is to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting common standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems to measure student growth and success and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Additionally, USDOE is supporting rigorous interventions that hold the promise of rapid improvement for student achievement under the terms of the new school improvement grants (SIG) made possible through the American Recovery and Reinvestment Act (ARRA).

SCDE is seeking proposals from educational service providers, charter management organizations, educational management organizations, and charter school operators that offer research proven services to assist schools in implementing effective, intensive, turnaround interventions and measuring their progress toward achievable, sustained outcomes. SCDE intends to select three or more lead partners to assist in turning around more than forty persistently low-achieving schools in the state of South Carolina.

A lead partner information session will be held on February 17, 2010, at the SCDE at 9am.

Purpose

This Request for Proposals (RFP) invites responses from organizations that are interested in assisting SCDE and local districts by becoming a lead partner in our state's turnaround initiative through the Race to the Top and SIG funding. We seek to identify organizations that are interested in serving as comprehensive providers to eligible schools, through assistance on multiple aspects of school operations. Among these may be charter management organizations, charter school operators, education management

organizations, institutions of higher education, and other education service providers with experience in turning around low-performing schools. We seek organizations with knowledge and experience in comprehensive reform and with the capacity to work with more than one school at a time. Organizations that are selected as a result of this process will be included on the 2009–10 list of School Turnaround Providers. The purpose of the list is to provide a resource for districts that choose to:

- Partner with SCDE in the implementation of one of the four intervention models provided in the draft guidance for Race to the Top and/or in the guidance for the use of Federal Title I 1003(g) funds;

- Increase the academic achievement of all students attending the targeted school(s) as measured by the federal and state assessment systems; and

- Utilize the support and services from state-approved Turnaround Providers in their efforts to accomplish the above.

SCDE will disseminate the School Turnaround Providers list to all participating South Carolina schools and districts, and work with the identified persistently low-achieving schools and Palmetto Priority Schools to select the "best fit" Turnaround Provider for each identified school. It is expected that providers that are included on the Spring 2010 list will be available to assist eligible schools beginning in the 2010–11 school year. Inclusion on the list does not, however, guarantee that an organization will be chosen to serve districts or schools. Similarly, this RFP process does not carry an award of state funds. Providers must continue to meet established criteria to remain on the list. Districts that choose to work with a provider(s) on the list will thereafter enter into a Memorandum of Understanding (MOU) and performance-based contract with the provider that outlines clear, measurable outcomes for all aspects of the provider's assistance. Continuation of services to a district will be contingent upon the provider's ability to meet or exceed the performance expectations specified in the contract.

Eligible Service Providers

Eligible entities include for-profit and non-profit organizations such as:

- Education Management Organizations
- Charter school operators or Charter Management Organizations
- Institutions of Higher Education
- Boards of Cooperative Educational Services (BOCES)
- Other companies, groups or organizations that have a prior history of successfully raising student performance through services provided to public schools.

Eligibility Requirements

In its response to this RFP, a School Turnaround provider is required to:

- Demonstrate its capacity to offer services that have been shown to be effective in increasing achievement among student populations similar to those in South Carolina's low-achieving schools;
- Demonstrate that its services are aligned with South Carolina's academic standards (South Carolina is adopting the Common Core standards in SY 2010.);
- Demonstrate the organization's or group's strong fiscal health;
- Provide a detailed budget estimate for provision of services; and
- Pledge that instructional programs will be secular, neutral and non-ideological.

In addition, those applicants that are included on the provider list should be prepared to develop contracts or MOUs with eligible partner districts. The actual terms of any MOU between a local school district and a provider will be subject to negotiation between the parties, and are required to include, at a minimum, the following elements:

- Reasons and procedures to terminate services;
- A willingness to cooperate with the state's evaluation efforts for all participating schools and districts, with the understanding that there will be both short-run and intermediate outcomes related to student achievement data;
- Agreement to meet all applicable Federal, State, and local health, safety and civil rights laws.

South Carolina's Turnaround Framework

Despite the best efforts of hard working leaders and teachers, too many students in our state are not graduating from high school and not achieving success in post-secondary education and the 21st century workplace. Through funds provided through the American Recovery and Reinvestment Act (ARRA), SCDE is poised to partner with school districts in the development of a comprehensive approach to dramatically improve the state's persistently lowest-performing schools, and to go beyond the lowest 5% of schools in its turnaround efforts. Thus, the SCDE has set forth an ambitious school reform agenda in its Race to the Top proposal. The state's programs and services are designed in a way to provide a full range of services to better support struggling schools.

The focus driving the program to turn around South Carolina's lowest-achieving schools will be the learning needs and achievement of the individual student. The program will be underlaid by ongoing and new state efforts in the areas of standards and assessments; data systems to measure student growth and success, and to inform teachers and principals about how they can improve instruction; and support to improve the effectiveness of teachers and leaders. South Carolina's scaled-up turnaround initiative will tie these components together in the identification of lowest-performing schools and the selection and implementation of carefully selected intervention models that will result in student needs being met and growth in individual student achievement.

Required Strategies

South Carolina's Reform Framework incorporates the following key strategies that have proven to be essential in turning around high-poverty, low-achieving schools. The focus of the framework will include the nine strategies of the High-Performing, High Poverty Schools Readiness Model (HPHP Readiness Model) identified in The Turnaround Challenge (Mass Insight 2007, p. 9) research. Note: Interested Lead Partners should be prepared to address these strategies within their RFP applications.
These HPHP Readiness Model strategies include:

- Readiness to Learn
  - Safety, discipline & engagement
  - Action against adversity
  - Close student-adult relationships
- Readiness to Teach
  - Shared responsibility for achievement
  - Personalization of instruction
  - Professional teaching culture
- Readiness to Act
  - Resource authority
  - Resource ingenuity
  - Agility in the face of turbulence

Required Research-based Statewide Strategies:

- Data Systems and Analyses South Carolina's state longitudinal data system, SLICE 2013, and our revised teacher/principal evaluation systems will provide multiple data concerning student growth and success to inform teachers and principals about how they can improve instruction. Such data will drive the statewide reform, as it propels and identifies highly effective educators, identifies areas for instructional improvement, and serves as the index for school transformation. Statewide TTA through the DATTA and the 7A's will be available for all parties. Effective use of the system to communicate and use data for instructional decision-making and planning relevant professional development is critical. Providers will be expected to incorporate the new state data systems into their programs and models.
- A high quality instructional cycle, focusing on effective instruction, is the key to student learning and achievement. Many teachers, even the best candidates from respected schools of education, arrive in the classroom unprepared for diverse groups of students and their varied learning needs. Intensive, ongoing, collaborative and job-embedded professional development built into the school day and appropriate supervision and evaluation will help all teachers learn to plan and deliver quality differentiated instruction. Each school will develop effective Communities of Professional Practice (COPP). (See section (D)(2) above.) Through the S2MART Centers, the iCoach initiative, and the Standards Support System (S3), TTA will provided through one-on-one, classroom coaching, as well as peer and whole group learning to develop and implement an aligned P-20 curriculum using creative, effective, engaging strategies that move away from textbook-driven instruction toward hands-on learning and a range of materials that address state standards and allow for differentiated instruction.
- Extended Learning Time Programs: Students should have before and after school, weekend, holiday and summer learning opportunities. Community, college, arts, cultural, business, and faith-based organizations are enlisted in partnerships that provide youth with extended learning time, and academic and enrichment opportunities.
- Developed, Distributed Leadership: Innovative ways of recruiting, developing, rewarding, and retaining effective teachers and principals are needed, especially for schools where the challenges are greatest. Expanding PACE and creating the alternative-route certification for principals will be two vehicles to help these schools recruit effective educators. Another means to recruit and retain effective leaders is to "grow" them from within and distribute leadership so that everyone feels empowered to work toward school goals. For example, master teachers can assume leadership positions as coaches and facilitators of professional development, and aspiring leaders can manage specific initiatives.
- School Transformation Leaders Academy to recruit, develop, and support a pool of effective, data-focused, collaborative, fearless, "point-guard" principals committed to inspiring and developing teachers and building a culture of learning in our lowest performing schools. The revised ADEPT and PADEPP (as detailed in D2) that includes student growth in performance evaluations will enable the SCDE, LEAs, and schools to identify, reward, and challenge such leaders.

Additional Complementary Strategies

- School Decisions on Budgets and School Administrative Managers (SAM): Reforming districts provide more budget flexibility to school sites and principals, but release principals from responsibilities of the school's business operations so they can focus on being the school's instructional and school improvement leader.
- Twenty-first Century Skills: Core Subjects and 21st Century Themes (global awareness; financial, economic, business, and entrepreneurial literacy; civic, health, and environmental literacy); Learning and Innovation Skills (creativity and innovation; critical thinking and problem solving; communication and collaboration); Information, Media and Technology Skills (information, media, and ICT literacy); and Life and Career Skills need to be included as part of the common curriculum and common assessments.

• Schools as Community-Oriented Learning Centers: Successful schools provide children, youth, and their adult family members with opportunities to participate with others in activities in their neighborhood/community designed to expand learning, encourage arts and cultural understanding, support families, promote education, encourage community service, and support student academic and social growth.

• Post-Secondary Credit Acquisition While in High School: Successful schools provide students with opportunities to earn post-secondary course credits while in high school as a way to encourage high school graduation and post-secondary enrollment.

• Content Recovery: Students should have extended learning time opportunities designed to assist them with the recovery of credits so that they stay on track to graduate on time.

• Credits Based on Performance, Not Seat Time: Schools where the environment focuses on content mastery instead of required class hours provide students with opportunities to "test out" of required credits if they have already mastered a subject. Such schools allow students to accumulate credit through distance learning, internships, and courses offered before and after traditional school hours, and in partnership with technical and four-year colleges.

• STEM for All: Schools may participate in one of the STEM models to provide students with opportunities to acquire knowledge and skills related to science, technology, engineering and mathematics. Such schools will use the arts to encourage creativity and innovation in these areas, and to encourage students to consider STEM-related careers and develop innovative problem-solving strategies. Please see the narrative in Competitive Priorities.

Turnaround Management Structure in South Carolina

SCDE will create a new organizational structure to better serve districts and schools implementing one of the four school intervention models. The Office of Palmetto Priority Schools (PPS) will be transformed and expanded to more specifically address the focus areas of the Title I School Improvement Grant and Race to the Top priorities. PPS's director will report directly to the State Superintendent.

The office will include eight (8) regional learning community support centers which are already in development for supporting Title I schools. These regional learning centers are collectively referred to as Support Services for Making a Real Transformation or S^2MART Centers. The eight (8) S^2MART Centers are regionally located, but the staff works statewide. The S^2MART Centers will be assigned clusters of schools in close proximity to their sites to ensure that the center can quickly respond to needs and have an in-depth understanding of local conditions that impact the effectiveness of improvement strategies. These clusters in some regions will include schools of several small LEAs. PPS will provide overall technical assistance (TA) to each of the participating districts and schools. The TA will occur in four stages: (1) model selection, (2) model planning, (3) model implementation, and (4) program evaluation including formative and summative.

During model selection, the SCDE will work closely with the district to determine the best model and Lead Partner for each low-achieving school. Districts will be provided with a list of approved School Turnaround Providers to select Lead Partners. PPS will assist districts in designing and implementing an inclusive process for selecting Lead Partners in order to help build community and staff buy-in. The Lead Partner selection process will involve an assessment that analyzes each school's needs, specific changes that should be made, and a discussion of what is working well for the school so that positive activities may be kept in place if possible. Once the Lead Partner for each school has been selected, the SCDE will assist in the development of a contract and MOU between the district and selected Lead Partners. It is possible that districts with multiple low-achieving schools will select multiple Lead Partners.

Once an LEA has selected the best model for each turnaround school in its district, the LEA and the Lead Partner, with the S^2MART Centers serving as a resource, will develop specific plans for implementing all of the required

strategies associated with the selected model, and for implementing all of the state required strategies. The focus of the plan will be based on the HPHP Readiness Model (Mass Insight) and will include (a) a curriculum based on high expectations, quality teaching, and regular use of data to make decisions, (b) comprehensive strategies for recruiting, retaining, compensating, and supporting high quality teachers and principals and removing ineffective ones, (c) building positive relationships and respect among teachers, students, parents, the whole school staff, and community, and (d) additional items from the aforementioned list of core state improvement strategies.
The S^2MART Centers' role will vary during the implementation stage. When the Lead Partner is a charter operator, CMO or EMO, the centers will serve as a resource. The centers will play a larger role when the Lead Partner is an IHE. It is anticipated that the centers will serve as supportive partners with the IHEs in providing services to the schools. The center will also serve, when requested, as a facilitator in negotiations between the LEA and the Lead Partner. The PPS and S^2MART Centers will provide assistance with the cultivation of community support and the development of a strong relationship between the LEAs, Lead Partners, and the schools. Additionally, the PPS and S^2MART Centers will help LEAs align their practices with the new rules, relationships and practices that will be put in place in schools as a result of Race to the Top.

The State will contract with external consultants to provide formative and summative evaluation services for each turnaround school. Evaluators will also operate at the state-level in order to aggregate data. The external evaluator will be expected to identify issues that need to be addressed and to contribute suggestions as to how challenges may be met. Evaluators will be expected to maintain an objective relationship with the participating LEAs, schools and Lead Partners, but will also be considered as a resource. Evaluators will be responsible for collecting, processing, and analyzing data necessary to determine if overall program goals and site-specific goals are being met.

The PPS will have responsibility to ensure that state program audit and formative and summative evaluation procedures are implemented with fidelity. Thus, on role of the State Turnaround Coordinator will be to serve as the program auditor. One responsibility will be to determine if plans are being implemented. The State Turnaround Coordinator will be expected to contribute suggestions for revising or refining implementation plans.

Note: The State will be responsible for program audits and for formative and summative evaluation for all intervention model implementation regardless of the Lead Partner selected to work with a LEA/school. For schools where a CMO or EMO has been selected as the Lead Partner, the state and CMO/EMO will develop an MOU that details the interactions between any evaluation processes that the CMO/EMO may have in place and what is required by the State. Below is a list of the state's outlined short-term outcomes, mid-term outcomes, and long-term impact.

Short-Term Outcomes

- Recruitment of effective leaders and teachers
- Implementation of research-based and vertically aligned instructional program
- Implementation of high level professional learning opportunities
- Establishment of a data system that informs and differentiates instruction
- Implementation of schedule that increases the amount of learning time
- Establishment of culture that encourages the development of relationships between teachers and students, between teachers and administrators, and among teachers
- Establishment of programs designed to engage families and the community

Mid-Term Outcomes

- Implementation of evaluation system to determine the effectiveness of teachers and principals
- Implementation of reward system for effective teachers and principals
- Implementation of processes for removing ineffective teachers and principals
- Collection and analysis of data that indicate improved student performance

- Establishment of schools as community oriented learning centers for children, youth, families and neighborhoods

Impact
- The percentage of students scoring proficient or above on academic performance measures.
- The academic performance gap between ethnic/racial subgroups of students.
- The percent of students who graduate on-time.
- The percent of students who enroll in post-secondary programs.
- The number of STEM credits earned.
- The number of credits earned that are based on performance instead of instructional hours.
- Development and maintenance of positive relationships between teachers/staff and students, among staff/faculty members, between faculty and parents/guardians, and between faculty and the community as reported in the school report card.

Part 2: Application Requirements

I. COVER PAGE (Perhaps create a form for this)

Organization Name
Address
Phone number

Organization Principal

Contact Person's name, title, phone, and email

Federal Employer ID Number (FEIN)

Please check which of the following turnaround models your organization can best assist with:
- ☐ **Turnaround**
- ☐ **School Closure**
- ☐ **Restart**
- ☐ **Transformation**

II. APPLICATION NARRATIVE

Narratives should address the following:
A. Organization Background and Approach

a) Your comprehensive approach to low-performing schools; Please address any of the South Carolina required strategies that align with your organization's approach to turning around low-performing schools. Applicants need not respond to all core strategies.

b) Provide also a brief overview of your organization's approach to promoting a positive learning environment for all students. Articulate the culturally responsive practices that are integral to the program design. Describe how the social and emotional needs of students will be addressed through programs, resources, and services. Describe any advisory councils or committees that will be established for both staff and students.

c) Your experience working with low-performing schools with high poverty.

d) Success stories; and, if available, pre and post assessment data of three (3) schools in which you have provided services in the past three years (must be based on state standardized test data).

e) Challenges to success and how your organization has addressed them.

f) Why your organization should be selected as a Lead Partner for South Carolina's turnaround effort.

B. Capacity and Comprehensive Approach

- Please address your organization's capacity for turning around low-performing schools and lay out a comprehensive approach to school reform. Describe what is required to be successful in a turnaround environment.

- **Charter Management and Charter Operators:** Please provide a description of how your organization would operate within South Carolina's state charter laws and discuss any concerns or comments related to the current law.

C. Standards, Curriculum, and Assessment

To comply with federal and state requirements, please provide the following:

1. Curriculum maps (for grade levels served) that identify the course outcomes and clear alignment with the South Carolina State Standards.

2. If a new curriculum is proposed, evidence that it is research-proven.

3. Sample assessment schedule/calendar populated with dates of data review.

4. Example of forms, evaluation tools, or mechanisms used to provide feedback to instructors on their performance

In addition to the documents requested above, Turnaround and Restart provider applicants please provide the following documentation:

1. If you plan to administer student assessments, a short description of assessments used, their purpose, and proof of alignment with South Carolina's standards.

2. If available, individualized student plans from one of your current/previous ELL students, one of your current/previous special education students, and one of your current/previous accelerated students.

3. Forms and/or processes for assessing student performance and needs upon enrollment.

D. Use of Data to Improve Student Achievement

Please address how your organization approaches the use of data to inform teacher and leader effectiveness, student performance, and continuous improvement.

E. Effective Teachers and Leaders

Please discuss your organization's approach to recruiting, retaining, and deploying highly effective teachers and leaders. In addition, submit the following artifacts that are included in your organization's approach.

- Copy of typical school professional development plan with description of evaluation process
- New teacher induction plan.

In addition to the documents requested above, Turnaround and Restart provider applicants should provide the following documentation, if available. If the below are not specifically available, please provide other samples that illustrate your approach:

1. A sample student progress report (for grade levels served)
2. Schoolwide Student Behavior plan (for grade levels served)
3. Copy of the Family and Community Involvement plan
4. Copy of teacher evaluation form and process
5. Copy of student/parent/teacher policy handbooks.

F. Organizational Structure
Please list key staff who will be responsible for implementing the proposed activities, along with a brief summary of their experience and qualifications, and a description of their responsibilities in this project.
For organizations that will be contracting out the implementation of certain strategies of the turnaround framework to other service providers, provide a list of the partnering organizations, a description of their role, and a summary of their experience in the relevant area.

G. Resources, Goals, and Activities
Please include the following:

- A list of organizational resources available to school sites.
- Two to three references for your work

If applicable, also include:

- A copy of a typical staffing allocation with adult-student ratios. Provide both academic and nonacademic positions.
- A list of interview questions and description of the process that will be used to select the school leader.
- A copy of the proposed master schedule for the school.
- A copy of your technology plan for the school.

H. Timeline
Please provide a detailed timeline of activities/interventions that you propose implementing prior to the opening of the school, during the first 90 days, and with regularity throughout a three-year term.

I. Budget
Provide itemize the services to be offered and an accompanying cost structure.

In addition to the document requested above, Turnaround and Restart provider applicants must provide a projected three-year budget for a school. (Include a separate budget for each level you are applying to serve.) The projected budget should detail the number of students and grades proposed for each of three

years, given the grade levels you choose to serve. Assume estimated per pupil funding will be $6,800/student. Include a brief budget narrative. (No more than 2 pages please.)

RFP Timeline

Vendor Information Session	February 2010
RFP Available	April 2010
Proposals due to SCDE	May 2010
Decisions made	June 2010

Required Application Format

- Proposals should address the RFP required elements outlined above, in the order listed.
- All pages must be standard letter size, 8-1/2" x 11", using no smaller than 12-point type.
- Use a document footer with the name of the applicant organization and continuous page numbers.
- Use 1-inch margins.
- Staple the pages of the original and each copy (HOW MANY COPIES?) of the proposal. Please do not use tabs, paperclips, rubber bands, binders or report covers.
- Proposals will only be considered complete when submitted as a single electronic document in PDF format.
- All attachments must be included in the electronic version of the proposal.
- Attachments such as CDs, videotapes, or other multimedia productions cannot be accommodated.

Part 3: EVALUATION AND AWARD CRITERIA:

A. EVALUATION CRITERIA: Proposals shall be evaluated by the SCDE using the following criteria:

ITEM	***CRITERIA***	***POINT VALUE***
1. (A, B, C, D, E, G)	Experience in providing the same or similar type service	20
2. (F)	Qualifications of key staff	10
3. (A, B, G)	Past effectiveness in increasing student academic achievement	20
4. (B)	Description of what is required to be successful in a turnaround environment	10
5. (A.e)	Explanation as to why the vendor should be selected to perform the services	5
6. (A, B, C, D, E, H)	Approach to school turnaround; compatibility with South Carolina turnaround core improvement strategies	25
7. (G)	References	5
8. (I)	Proposed per student base unit price	5
Total		***100***

Appendix E2G
Example of MOU with an IHE

Institution of Higher Education Memorandum of Understanding

A memorandum of understanding (MOU) will be developed between a participating LEA and an institute of higher education (IHE) when the LEA selects an IHE as its lead support partner. The MOU will explicitly specify how the IHE will assist the LEA and school in implementing activities associated with all of the required strategies of the model selected by the LEA and with state core activities selected by the LEA.

For each required strategy and for each state core activity, the MOU will specify a set of activities to be accomplished by the IHE.

For example, the MOU will include the following tasks associated with the delivery of professional learning opportunities:

IHE faculty will be in the school providing services for a minimum of 12 hours each week.

IHE faculty (not adjunct faculty) will deliver professional learning opportunities on-site.

IHE faculty (not adjunct faculty) will conduct demonstration classes to reinforce concepts and best practices that are presented in professional learning sessions. There will be at least one demonstration class associated with each professional learning session.

IHE faculty will observe teachers to ensure that concepts and best practices are being implemented. Follow-up coaching will occur for each observation conducted.

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(F)(3)	Appendix F3A	Public School Choices in SC Districts 2009-10	F-61

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- **In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.**
- ***For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.**

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	**$ 2,525,689,106**
FY 2009	**$ 2,573,002,107**
FY 2010*	**$ 2,527,430,660 (FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	**$ 671,345,807**
FY 2009	**$ 597,311,556**
FY 2010*	**$ 588,041,463 (FY 2009-10 Appropriation Act)**
FY 2011*	**$ Unknown**

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

   (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

ATTACHMENT A

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

3. **Additional Submission Requirements**: In an attachment to the application–

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

South Carolina's data in support of the Request for a Waiver of the Maintenance of Effort (MOE) consists of appropriations for elementary and secondary education from the State's General Fund, Lottery and the Education Improvement Act (EIA-one penny sales tax dedicated to elementary and secondary education) as passed by the SC General Assembly in the annual General Appropriations Act. The data reported is consistent with the May 1, 2009, US Department of Education "Guidance on the Maintenance of Effort Requirement in the State Fiscal Stabilizations Fund Program." For the purposes of the MOE criterion, South Carolina is using *appropriations* for "total State revenues" as outlined on page 10 of the referenced guidelines.

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs

South Carolina's data in support of the Request for a Waiver of the Maintenance of Effort (MOE) consists of appropriations for public IHEs from the State's General Fund and Lottery as passed by the SC General Assembly in the annual General Appropriations Act. The data reported is consistent with the May 1, 2009, US Department of Education "Guidance on the Maintenance of Effort Requirement in the State Fiscal Stabilizations Fund Program." For the purposes of the MOE criterion, South Carolina is using *appropriations* for "total State revenues" as outlined on page 10 of the referenced guidelines.

K-12 LEAs and Higher Education IHEs Summary of Appropriations
To Be Used In ARRA Calculations

	FY 05-06 Act	FY 07-08 Act	FY 08-09 Act	FY 08-09 After Mid-Year Reductions	FY 09-10 Act
K-12 LEAs					
General Fund	1,914,880,123	2,163,432,993	2,302,674,044	2,041,113,141	1,987,728,670
EIA	562,308,983	599,514,481	559,274,655	482,274,439	463,668,331
Lottery	48,500,000	49,614,527	49,614,527	49,614,527	49,614,527
Total K-12 LEAs	**2,525,689,106**	**2,812,562,001**	**2,911,563,226**	2,573,002,107	**2,501,011,528**
Higher Education IHEs					
General Fund	656,258,307	780,120,680	743,965,179	578,224,056	578,424,056
Lottery	15,087,500	15,087,500	19,087,500	19,087,500	9,617,407
Total Higher Ed IHEs	**671,345,807**	**795,208,180**	**763,052,679**	597,311,556	**588,041,463**

Appendix F2A
SC Charter Schools Act

SECTION 59-40-10. Short title.

This chapter may be cited as the "South Carolina Charter Schools Act of 1996".

SECTION 59-40-20. Purpose.

This chapter is enacted to:
(1) improve student learning;
(2) increase learning opportunities for students;
(3) encourage the use of a variety of productive teaching methods;
(4) establish new forms of accountability for schools;
(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
(6) assist South Carolina in reaching academic excellence.

SECTION 59-40-30. Intent of General Assembly.

(A) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The General Assembly seeks to create an atmosphere in South Carolina's public school systems where research and development in producing different learning opportunities are actively pursued and where classroom teachers are given the flexibility to innovate and the responsibility to be accountable. As such, the provisions of this chapter should be interpreted liberally to support the findings and goals of this chapter and to advance a renewed commitment by the State of South Carolina to the mission, goals, and diversity of public education.
(B) It is the intent of the General Assembly that creation of this chapter encourages cultural diversity, educational improvement, and academic excellence. Further, it is not the intent of the General Assembly to create a segregated school system but to continue to promote educational improvement and excellence in South Carolina.

SECTION 59-40-40. Definitions.

As used in this chapter:
(1) A "charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.
(2) A charter school:
(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;
(b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected, as provided in Section 59-40-50(B)(9);

(d) may not charge tuition or other charges pursuant to Section 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.

(3) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(4) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.

(5) "Certified teacher" means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.

(6) "Noncertified teacher" means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.

(7) "Charter committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(8) "Local school district" means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

SECTION 59-40-50. Exemption; powers and duties; admission to charter school.

(A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.

(B) A charter school must:

(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;

(2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;

(3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;

(4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or wilful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;

(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;

(6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;
(7) admit all children eligible to attend public school to a charter school, subject to space limitations. However, it is required that the racial composition of the charter school enrollment reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;
(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or previously enrolled, children of a charter school employee, and children of the charter committee, provided their enrollment does not constitute more than twenty percent of the enrollment of the charter school;
(9) elect its board of directors annually. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;
(10) be subject to the Freedom of Information Act, including the charter school and its governing body.
(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.
(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.
(3) The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.
(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area.
(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation.

SECTION 59-40-60. Charter application; revision; formation of charter school; charter committee; application requirements.

(A) An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor.
(B) The contract between the charter school and the sponsor shall reflect all agreements regarding the release of the charter school from school district policies.
(C) A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties.
(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:
(1) organize the charter school as a nonprofit corporation pursuant to the laws of this State;

(2) form a charter committee for the charter school which includes one or more teachers;
(3) submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.

(E) A charter committee is responsible for and has the power to:
(1) submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;
(2) employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and
(3) decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

(F) The charter school application shall be a proposed contract and must include:
(1) the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;
(2) the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;
(3) evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;
(4) a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;
(5) a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;
(6) evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, is to be conducted;
(7) a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;
(8) a description of how the charter school plans to ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;
(9) a description of how the charter school plans to meet the transportation needs of its pupils;
(10) a description of the building, facilities, and equipment and how they shall be obtained;
(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;
(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at the charter school;
(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;

(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school; and

(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.

(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application.

SECTION 59-40-65. Online or computer instruction; requirements; enrollment in South Carolina Virtual School Program.

(A) If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:

(1) provide each student enrolled in the program with a course or courses of online or computer instruction approved by the State Department of Education that must meet or exceed the South Carolina content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student's program;

(2) ensure that the persons who operate the program on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules, and policies of the charter school;

(3) ensure that each course offered through the program is taught by a teacher meeting the requirements of Section 59-40-50;

(4) ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year;

(5) adopt a plan by which it will provide:

(a) frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone;

(b) regular instructional opportunities in real time that are directly related to the school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;

(c) verification of ongoing student attendance in the program;

(d) verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework;

(6) administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.

(B) Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.

(C) A charter school shall provide no more than seventy-five percent of a student's core academic instruction in kindergarten through twelfth grade via an online or computer instruction program. The twenty-five percent of the student's core academic instruction may be met through the regular instructional opportunities outlined in subitem (A)(5)(b).

(D) Charter school students may enroll in the South Carolina Virtual School Program pursuant to program requirements.

(E) Private or homeschool students choosing to take courses from a virtual charter school may not be provided instructional materials, or any other materials associated with receiving instruction through a program of online or computer instruction at the state's expense.

(F) Only students enrolled in the charter school as a full-time student shall be reported in the charter school's average daily membership to the State Department of Education for the purposes of receiving

state or federal funds. Private and homeschool students may not be included in the student weighted pupil units or average daily membership reported to the State Department of Education for the purposes of receiving state or federal funds.

SECTION 59-40-70. Charter School Advisory Committee; appointment of members; review of charter school applications.

(A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.

(1) The advisory committee shall consist of eleven members as follows:

(a) South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;

(b) South Carolina Association of School Administrators, the executive director or his designee;

(c) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;

(d) South Carolina Education Oversight Committee, the chair or a business designee;

(e) South Carolina Commission on Higher Education, the chair or his designee;

(f) South Carolina School Boards Association, the executive director or his designee;

(g) South Carolina Alliance of Black Educators, the president or his designee; and

(h) one teacher and one parent to be appointed by the State Superintendent of Education.

(2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.

(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.

(4) The committee shall establish bylaws for its operation that must include terms of office for its membership.

(5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The advisory committee shall receive input from the school district in which the applicant is seeking sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee at any time during the fiscal year and the advisory committee, within sixty days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.

(B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within thirty days after receiving the application. If there is no ruling within thirty days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of

Education shall verify the accuracy of the financial data for the school within forty-five days after approval.
(C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.
(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.
(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.
(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application, which constitutes a contract with the charter committee of the charter school. A copy of the charter must be filed with the State Board of Education.
(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty- five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board. The State Board of Education shall promulgate regulations outlining procedures for this type of appeal.

SECTION 59-40-75. Removal of sponsor or member of district or governing board; prosecution.

(A) A member of the South Carolina Public Charter School District or of the governing board or sponsor of the charter school who is indicted in any court for any crime, or has waived the indictment if permitted by law, may be suspended by the Governor, who shall appoint another in his stead until he is acquitted. In case of conviction, the office must be declared vacant by the Governor and the vacancy filled as provided by law.
(B) A member of the South Carolina Public Charter School District or of the governing board of the charter school who is guilty of malfeasance, misfeasance, incompetency, absenteeism, conflicts of interest, misconduct, persistent neglect of duty in office, or incapacity may be removed from office by the Governor. Before removing the officer, the Governor shall inform him in writing of the specific charges brought against him and give him an opportunity on reasonable notice to be heard.
(C) Whenever it appears to the satisfaction of the Governor that probable cause exists to charge a member of the South Carolina Public Charter School District or of the governing board of the charter school who has the custody of public or trust funds with embezzlement or the appropriation of public or trust funds to private use, then the Governor shall direct his immediate prosecution by the proper officer.

SECTION 59-40-80. Conditional authorization of charter school.

A sponsor may conditionally authorize a charter school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates such authority is necessary for it to meet the requirements of this chapter. Conditional authorization does not give rise to any equitable or other claims based on reliance, notwithstanding any promise, parole, written, or otherwise, contained in the authorization or acceptance of it, whether preceding or following the conditional authorization.

SECTION 59-40-90. A final decision of the school district may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600 (D)

SECTION 59-40-100. Conversion to charter school.

(A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.
(B) A converted charter school shall offer at least the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.
(C) All students enrolled in the school at the time of conversion must be given priority enrollment.
(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at a converted school.
(E) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

SECTION 59-40-110. Duration of charter; renewal; revocation; termination.

(A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor

annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school's sponsor, and it must contain:

(1) a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and

(2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

(1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school's governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school's governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school's governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90.

SECTION 59-40-115. Termination of contract with sponsor.

A charter school may terminate its contract with a sponsor before the ten-year term of contract if all parties under contract with the charter school agree to the dissolution. A charter school that terminates its contract with a sponsor directly may seek application for the length of time remaining on its original contract from another sponsor without review from the Charter School Advisory Committee.

SECTION 59-40-120. Dissolution of charter school.

Upon dissolution of a charter school, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity. All other assets become property of the sponsor.

SECTION 59-40-125. Eligibility for retirement coverage.

(A) All charter schools, other than converted charter schools whose employees remain employees of the local school district or the South Carolina Public Charter School District pursuant to Section 59-40-100(D), are eligible covered employers in the South Carolina Retirement Systems and may elect to participate in the system by filing the appropriate application with the South Carolina Retirement Systems. If the charter school chooses not to become a covered employer, employees of that charter school are not allowed to participate in the South Carolina Retirement Systems except as provided in Section 59-40-130.
(B) The South Carolina Public Charter School District shall be a covered employer in the South Carolina Retirement Systems.

SECTION 59-40-130. Leave to be employed at charter school; continuation of benefits; exceptions.

(A) If an employee of a local school district makes a written request for leave to be employed at a charter school before July 1, 2006, the school district shall grant the leave for up to five years as requested by the employee. The school district may require that the request for leave or extension of leave be made by the date provided for by state law for the return of teachers' contracts. Employees may return to employment with the local school district at its option with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.
(B) A charter school employing an individual on leave from a local school district shall participate in the South Carolina Retirement Systems as a covered employer with respect to the employee on leave it hires. The employee on leave from a local school district employed by a charter school shall accrue benefits and credits in the South Carolina Retirement Systems. The charter school shall remit to the Retirement Systems the employer contributions required by law for participating employers. The employee shall make the employee contributions to the Retirement Systems required by law and the contributions must be picked up in accordance with Section 9-1-1020. The South Carolina Retirement Systems may impose reasonable requirements to administer this section.
(C) The provisions of this section do not apply to teachers and other employees of a converted school whose employment relation is governed by Section 59-40-100.

SECTION 59-40-140. Distribution of resources; periodic reports; technical assistance from sponsor; property rights; tax exemption.

(A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the State Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals.
(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: the current year's base student cost, as funded by

the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.
(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.
(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students with disabilities or staff serving them must be directed to the school district board of trustees. The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.
(E) All services centrally or otherwise provided by the sponsor or local school district, if any, including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor or local school district.
(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.
(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3).
(H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
(I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense.
(J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes.
(K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees.

SECTION 59-40-145. Students attending charter schools outside district of residence.

A child who resides in a school district other than the one where a charter school is located may attend a charter school outside his district of residence; however, the receiving charter school shall have authority to grant or deny permission for the student to attend pursuant to Sections 59-40-40(2)(b) and 59-40-50(B)(7) and (8) according to the terms of the charter after in-district children have been given priority in enrollment. However, the out-of-district enrollment shall not exceed twenty percent of the total enrollment of the charter school without the approval of the sponsoring district board of trustees. The district sending children to the charter school under the terms of this section must be notified

immediately of the transferring students. Out-of-district students must be considered based on the order in which their applications are received. If the twenty percent out-of-district enrollment is from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school. The charter school to which the child is transferring shall be eligible for state and federal funding according to the formula defined in Section 59-40-140(A), (B), and (C), as applicable. However, this section does not apply to a charter school sponsored by the South Carolina Public Charter School District Board of Trustees.

SECTION 59-40-150. Duties of Department of Education.

(A) The Department of Education shall disseminate information to the public, directly and through sponsors, on how to form and operate a charter school and how to utilize the offerings of a charter school.
(B) At least annually, the department shall provide upon request a directory of all charter schools authorized under this chapter with information concerning the educational goals of each charter school, the success of each charter school in meeting its educational goals, and procedures to apply for admission to each charter school.
(C) The department shall bear the cost of complying with this section.

SECTION 59-40-155. Orientation programs for board members and administrators.

(A) Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees after July 1, 2006, shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.
(B) Within ninety days of employment, an administrator employed by the charter school, who is not certified, shall complete successfully an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

SECTION 59-40-160. Compilation of evaluations; impact study.

(A) The State Board of Education shall compile evaluations to include, but not be limited to, school report cards of charter schools received from sponsors. They shall review information regarding the regulations and policies from which charter schools were released to determine if the releases assisted or impeded the charter schools in meeting their stated goals and objectives.
(B) An impact study must be conducted by the State Board of Education two years after the implementation of the Charter School Advisory Committee review process to determine the effectiveness of the application process.

SECTION 59-40-170. Annual listing of buildings suitable for charter school use.

The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building. Nothing in this section requires the owner of a building on the list to sell or lease the building or a portion of the building to a charter school or to any other school or to any other prospective buyer or tenant. However, if a

school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public.

SECTION 59-40-180. Regulations and guidelines.

The State Board of Education shall promulgate regulations and develop guidelines necessary to implement the provisions of this chapter, including standards which the Charter School Advisory Committee shall use to determine compliance with this chapter and an application process to include a timeline for submission of applications that will allow for final decisions, including Administrative Law Court appeal, by December first of the year preceding the charter school's opening.

SECTION 59-40-190. Liability of governing body, sponsor, board and employees; employment of member of governing body.

(A) The governing body of a charter school may sue and be sued. The governing body may not levy taxes or issue bonds.
(B) A sponsor is not liable for any of the debts of the charter school.
(C) A sponsor, members of the board of a sponsor, and employees of a sponsor acting in their official capacity are immune from civil or criminal liability with respect to all activities related to a charter school they sponsor. The governing body of a charter school shall obtain at least the amount of and types of insurance required for this purpose.
(D) A member of a school governing body may not receive pay as an employee in the same school.

SECTION 59-40-200. Effect of establishment of South Carolina Public Charter School District on pending and future applications.

An application already on file with the charter school advisory committee before the effective date of Section 59-40-220 is subject to the time line in effect at the time the application was filed. An application filed after the effective date of Section 59-40-220 is subject to the new time lines established pursuant to this chapter.

SECTION 59-40-210. Conversion of private school to charter school.

A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and must not be allowed to open as a charter school for a period of twelve months.

SECTION 59-40-220. South Carolina Public Charter School District.

(A) The South Carolina Public Charter School District is created as a public body. The South Carolina Public Charter School District must be considered a local education agency and is eligible to receive state and federal funds and grants available for public charter schools and other schools to the same degree as other local education agencies. The South Carolina Public Charter School District may not have a local tax base and may not receive local property taxes.
(B) The geographical boundaries of the South Carolina Public Charter School District are the same as the boundaries of the State of South Carolina.
(C) The office of the South Carolina Public Charter School District Board of Trustees must be housed in the State Department of Education.

SECTION 59-40-230. Board of trustees; membership; powers and duties.

(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than eleven members:

(1) two appointed by the Governor;

(2) one appointed by the Speaker of the House of Representatives;

(3) one appointed by the President Pro Tempore of the Senate; and

(4) seven to be appointed by the Governor upon the recommendation of the:

(a) South Carolina Association of Public Charter Schools and one additional representative from the association;

(b) South Carolina Association of School Administrators;

(c) South Carolina Chamber of Commerce;

(d) South Carolina Education Oversight Committee;

(e) South Carolina School Boards Association;

(f) South Carolina Alliance of Black Educators.

The nine members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.

Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State.

(B) The South Carolina Public Charter School District Board of Trustees has the same powers, rights, and responsibilities with respect to charter schools as other school district boards of trustees of this State including, but not limited to, sponsoring charter schools and applying for federal charter school grants, except that the South Carolina Public Charter School District Board of Trustees may not offer application for a charter school, issue bonds, or levy taxes.

(C) The South Carolina Public Charter School District Board of Trustees annually shall elect a chairman and other officers, as it considers necessary from among its membership.

(D) Members of the South Carolina Public Charter School District Board of Trustees are not eligible to receive compensation but are eligible for per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions.

(E) The South Carolina Public Charter School District Board of Trustees shall:

(1) exercise general supervision over public charter schools sponsored by the district;

(2) grant charter status to qualifying applicants for public charter schools pursuant to this chapter;

(3) adopt and use an official seal in the authentication of its acts;

(4) keep a record of its proceedings;

(5) adopt rules of governance;

(6) determine the policy of the district and the work undertaken by it;

(7) prepare a budget for expenditures necessary for the proper maintenance of the board and the accomplishment of its purpose;

(8) keep financial records in accordance with state and federal accounting codes and procedures;

(9) comply with and ensure compliance of applicable state and federal regulations;

(10) procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education;

(11) be subject to the Freedom of Information Act;

(12) have the power to hire and fire the superintendent of the district who may have staff as needed.

(F) The South Carolina Public Charter School District Board of Trustees may contract, sue, and be sued.

SECTION 59-40-240. Severability.

If any section, subsection, paragraph, subparagraph, sentence, clause, phrase, or word of this chapter is for any reason held to be unconstitutional or invalid, such holding shall not affect the constitutionality or validity of the remaining portions of this chapter, the General Assembly hereby declaring that it would have passed this chapter, and each and every section, subsection, paragraph, subparagraph, sentence, clause, phrase, and word thereof, irrespective of the fact that any one or more sections, subsections, paragraphs, subparagraphs, sentences, clauses, phrases, or words thereof may be declared to be unconstitutional, invalid, or otherwise ineffective.

Appendix F2B
Listing of Current Charter Schools

School Name Year Open	Grades # Students	District	Type of Charter	Format
Academy for Teaching and Learning (2006)	K-8 290	Chester	Start-up	Brick and mortar
Aiken Performing Arts Academy (2005)	9-12 60	Aiken	Start-up	Brick and mortar
Brashier Middle College (2006)	9-11 282	Greenville	Start-up	Brick and mortar
Bridgewater Academy (2003)	K–8 150	Horry	Start-up	Brick and mortar
Calhoun Falls Charter School (2008)	6-12 266	SCPCSD	Start-up	Brick and mortar
Carolina School for Inquiry (2006)	K-5 99	Richland One	Start-up	Brick and mortar
Charleston Charter School for Math & Science (2008)	6-12 185	Charleston	Start-up	Brick and mortar
Charleston Development Academy (2003)	K-6 135	Charleston	Start-up	Brick and mortar
Children's Attention Home (2004)	K–8 17	Rock Hill 3	Start-up	Brick and mortar
CHOiCES (2002)	5-8 45	Darlington Florence 1	Start-up	Brick and mortar
Discovery School of Lancaster County (2000)	K-5 108	Lancaster	Start-up	Brick and mortar
East Cooper Montessori Charter School (2003)	1–8 161	Charleston	Start-up	Brick and mortar
Fox Creek High School (2004)	9-12 312	Edgefield	Start-up	Brick and mortar
Fuller Normal Advanced Technology Charter School (2006)	K-8 190	Greenville	Start-up	Brick and mortar
Greenville Technical Charter High School (1999)	9–12 420	Greenville	Start-up	Brick and mortar
Greer Middle College (2008)	9 89	Greenville	Start-up	Brick and mortar

School Name Year Open	Grades # Students	District	Type of Charter	Format
Greg Mathis Charter High School (Youthbuild) (2003)	9-12 135	Charleston	Start-up	Brick and mortar
James Island Charter High School (conversion) (2003)	9–12 1498	Charleston	Conversion	Brick and mortar
Langston Charter Middle School (2005)	6-8 285	Greenville	Start-up	Brick and mortar
Lloyd Kennedy Charter School (2002)	5–8 35	Aiken	Start-up	Brick and mortar
Meyer Center for Special Children (1999)	PreK–K 50	Greenville	Start-up	Brick and mortar
Midland Valley Preparatory School (2002)	4K–8 172	Aiken	Start-up	Brick and mortar
Midlands Math and Business Academy (2004)	4–8 148	Richland 1	Start-up	Brick and mortar
MLD Learning Academy (2005)	K5-10 101	Lee	Start-up	Brick and mortar
Orange Grove Elementary Charter School (2006) Conversion	PK-5 706	Charleston	Conversion	Brick and mortar
Palmetto Youth Academy (2005)	3-6 60	Florence One	Start-up	Brick and mortar
Phoenix Charter High School (1999)	9–12 60	Clarendon 2	Start-up	Brick and mortar
Provost Academy of SC (2009)	9-12 1,000	SCPCSD	Start-up	Virtual
Palmetto State E-cademy (2008)	9-12 600	SCPCSD	Start-up	Virtual
Richland One Middle College (2004)	11–12 129	Richland 1	Start-up	Brick and mortar
Riverview Charter School (2009)	K-5 228	Beaufort	Start-up	Brick and mortar
SC Calvert Academy (2009)	K-8 276	SCPCSD	Start-up	Virtual
South Carolina Connections Academy (2008)	K-12 655	SCPCSD	Start-up	Virtual

School Name Year Open	Grades # Students	District	Type of Charter	Format
South Carolina Virtual Charter School (2008)	K-12 1050	SCPCSD	Start-up	Virtual
Spartanburg Charter School (2009)	K-5 264	SCPCSD	Start-up	Brick and mortar
Susan G. Boykin Academy (2005)	K-6 170	Charleston	Start-up	Brick and mortar
Youth Academy Charter School (1999)	7–12 20	Williamsburg	Start-up	Brick and mortar
Wohali Academy (2004)	K5-12	Greenville	Start-up	Brick and mortar

Appendix F2C
State Board of Education Regulations
R43-601 Procedures and Standards for Review Charter School Applications

Title of Regulation: **Regulation No.:** **R 43-601**

PROCEDURES AND STANDARDS FOR REVIEW CHARTER SCHOOL APPLICATIONS **Effective Date: 6/26/09**

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):
Section 59-5-60 (1990) General powers of [State] Board.
Section 59-40-10, et seq. (Supp. 2002) Charter Schools.

Descriptor Code: None

State Board Regulation:

Procedures and Standards for Review of Charter School Applications

43-601. Procedures and Standards for Review of Charter School Applications.

I. DEFINITIONS

(A) "Charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this definition prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(B) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(C) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.

(D) "Charter Committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(E) "Local school district" means any school district in the state except the South Carolina Public Charter School District and does not include special school districts.

(F) "Scholastic year" means the year that begins on the first day of July of each year and ends on the thirtieth day of June following.

II. APPLICATIONS TO BE CONSIDERED BY THE CHARTER SCHOOL ADVISORY COMMITTEE

(A) Review of Applications

All charter school applications must be reviewed by the Charter School Advisory Committee to determine compliance with the standards established below. The applications submitted to the Advisory Committee must demonstrate compliance with each standard. If the Advisory Committee determines that the application meets the standards set forth in this regulation, it must forward the application to the school district from which the applicant is seeking sponsorship. The Advisory Committee must make a recommendation to the school district to either approve or deny the charter.

(B) Application Timeline

Applications must be submitted to the Advisory Committee on or before May 1 to ensure completion of the review process by December 1 of the year preceding the opening of the charter school. If a charter, to include a conditional charter, is not issued by December 1, the opening will be delayed one scholastic year. Charter applications must propose school openings that are consistent with South Carolina's definition of a scholastic year. The applicant must submit the application to their selected sponsor on or before the date that the application is submitted to the CSAC for review. Evidence of this act must accompany the application to the CSAC.

(C) Proposed Contract

The charter school application will be a proposed contract.

(D) Requests for Additional Information

If the Advisory Committee determines that an application does not meet one or more of the standards, it may request clarification or additional information from the applicant or the district. The Advisory Committee has the authority to incorporate this additional information into the application.

III. CHARTER SCHOOL APPLICATION STANDARDS

(A) Mission Statement

The charter school application must include a mission statement that must be clear and must support the intent of the Charter Schools Act:

(1) The purpose of the charter school must be clearly stated.

(2) The purpose of the charter school must be consistent with the intent of the Charter Schools Act:

(a) S.C. Code Ann. Section 59-40-20 (Supp. 2007):

This chapter is enacted to:

(i) improve student learning;

(ii) increase learning opportunities for students;

(iii) teaching methods;

(iv) establish new forms of accountability for schools;

(v) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and

(vi) assist South Carolina in reaching academic excellence.

(b) S.C. Code Ann. Section 59-40-30 (Supp. 2007):

The purpose of the Charter Schools Act is to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system.

(B) Admissions Policies and Procedures

The application must include a description of the charter school's admission policies and procedures:

(1) The admission policies and procedures must reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

(2) The admission policies and procedures must provide that, subject to space limitations, the charter school admits all children who are eligible to attend public school in the school district where the charter school is operating. For schools within the South Carolina Public Charter School District, the enrollment is open to all children who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

(3) The policies and procedures must not limit or deny admission or show preference to any individual group; however, priority, which may not exceed twenty percent of the enrollment of the charter school, may be given to

(a) a sibling of a pupil already enrolled or previously enrolled,

(b) children of charter school employees, and

(c) children of the charter school committee.

(4) Admission priority must be given to all students enrolled in a school undergoing a conversion.

(5) The policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located. This section is not applicable to schools authorized by the South Carolina Public Charter School District.

(a) In-district students will be given priority.

(b) Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the receiving district board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in which their applications are received.

(c) If the 20 percent of the out-of-district students are from one school district, then the sending district must concur with any additional students' transferring from that district to attend the charter school.

(6) If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsor. The decision will be binding on the student and the charter school.

(C) Support for Formation of a Charter School

The application must include evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of the charter school:

(1) The charter committee must include at least one teacher.

(2) The application must include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations. A list of prospective or tentatively enrolled students or prospective employees is not required. The application must set forth the anticipated enrollment for the school at each grade level.

(3) Evidence of the interest level of parents, teachers, pupils, or any combination of them must be provided in the application and may include, but not be limited to, documentation of attendance and support at community meetings and survey results.

(4) If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.

(5) In the case of a proposal to convert a school, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or

legal guardians voted to support the filing of the application. Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote.

(D) Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

The charter school's educational program, goals, objectives, pupil achievement standards, and curriculum must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

(1) The goals and objectives must be clearly stated and must provide enough detail to indicate specific outcomes.

(2) The student population must be identified by grade level, unique educational needs, and projected enrollment. A converted charter school must offer the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion and may also provide additional grades and further educational offerings.

(3) The educational goals must reflect the school's mission statement.

(4) Strategies to accomplish the educational goals must be included.

(5) The school calendar must be at least 180 instructional days.

(6) Academic standards must identify what students will achieve at each grade level and must meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education. A correlation or other documentation must be included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards.

(7) If the charter school plans to offer the South Carolina State High School Diploma, the application must set forth the method for meeting the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, as applicable, and passage of the required examinations.

(8) Provisions must be included for determining if all students are achieving or attaining the standards, including the methods by which student performance information will be gathered and monitored.

(9) The application must include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

(E) Student Assessment

The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments as well as the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

(1) Methods for evaluating pupil achievement at each grade level must be specified. These methods must include but should not be limited to the state assessments.

(2) The timeline must identify the expected yearly progress toward meeting the school's long-term performance goals. The expected yearly progress must meet or exceed the expectation of adequate yearly progress as established in the No Child Left Behind Act.

(3) Provisions must be included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

(F) Budget and Accounting System

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements:

(1) A budget for the first five years of the charter must be included. The charter school must use the same budget codes as are required of school districts. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)–(C). If the budget includes funds acquired through grants, the application must present evidence that the funds, including federal public charter school start-up grants, are likely to be received, and the terms of the projected grants must be explained. Anticipated expenditures must include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for:

(a) salaries,

(b) employee benefits,

(c) purchased services (includes insurance and transportation),

(d) supplies and materials (includes noncapital equipment), and

(e) capital outlay.

(2) The application must include a description of the annual audit of the financial and administrative operations of the charter school, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements must be in compliance with the principles set forth in the following publications, published annually by the Office of Finance:

(a) *Single Audit Guide*,

(b) *Financial Accounting Handbook*, and

(c) *Funding Manual.*

(3) The application must include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. Pupil accounting and reporting requirements must be in compliance with the *S.C. Pupil Accounting Manual* and the *S.C. Student Accountability Manual*, published by the State Department of Education.

(4) The application must include documentation of any negotiated services provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

(G) Governance and Operation

The application must include a description of the governance and operation of the charter school:

(1) The charter school must be organized as a South Carolina non-profit corporation and the application must include a copy of the non-profit corporation's articles of incorporation and bylaws.

(2) The governing board must be elected annually by employees of the charter school and all parents or guardians of enrolled students.

(3) The governing board must assume the following responsibilities:

(a) employing and contracting with teachers and nonteaching employees;

(b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;

(c) contracting for other services;

(d) developing pay scales, performance criteria, and discharging policies for its employees;

(e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and

(f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

(4) The application must include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.

(5) Evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school must be provided.

(6) Evidence must be provided that the charter school and its governing body will comply with the Freedom of Information Act. Such evidence may include the bylaws of the nonprofit corporation, which must be established prior to application.

(H) Administrative and Teaching Staff

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act:

(1) At least one member of the administrative staff must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. The application must provide evidence that the qualifications of at least one administrator will meet this requirement.

(2) A newly created charter school may hire noncertified teachers not to exceed 25 percent of its faculty.

(3) A converted charter school may hire noncertified teachers not to exceed of 10 percent of its faculty.

(4) A teacher of a core academic area (English/language arts, mathematics, science, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.

(5) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.

(6) A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115.

(7) A certified teacher must hold current certification by the State of South Carolina to teach in a public elementary, middle, or secondary school.

(I) Racial Composition

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school proposes to serve and must also provide

assurance that the school complies with any school district desegregation plan or order in effect:

(1) The application must demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.

(2) The proposed procedures and policies must reflect an understanding of the racial composition of the district and the targeted student population.

(3) To ensure compliance with a desegregation plan or order, the charter school applicant should take the following steps and provide documentation that these steps were taken in its application:

(a) request and receive a letter from the district indicating whether the school will be subject to any desegregation plan or order;

(b) secure a copy of the desegregation plan or order if the school is subject to such;

(c) determine and demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order;

(d) request and receive a letter from the district that indicates whether the charter school's proposed policies and procedures are in compliance with any desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

(J) Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils:

(1) If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses.

(2) If the lack of transportation is preventing a child from attending school, the charter school must provide or facilitate transportation for that student.

(3) If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application.

(4) A charter school is not required to provide or facilitate transportation for out-of-district students.

(K) Facilities and Equipment

The application must include a description of the building, facilities, and equipment and an explanation as to how they will be obtained:

(1) Facilities Identified in Application

(a) If a facility suitable for use by the charter school is identified at the time of application, the application must provide the following information with regard to the facility that the charter school intends to occupy:

(i) the address of the facility;

(ii) a description of the facility;

(iii) a floor plan of the facility, including a notation of its size in square footage;

(iv) the name and address of the owner of the facility; and

(v) a copy of the proposed lease or rental agreement if the facility will be leased or rented.

(b) If the facility that the charter school will occupy is being used as a public school at the time of application, the application must specify the name and location of that school and must include documentation setting forth the specific days and times during which the charter school is authorized to use that facility.

(c) The application must either demonstrate that the proposed facility is in compliance with requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:

(i) A certificate of occupancy or a letter from the Office of School Facilities stating that the facility meets the appropriate codes is adequate to show compliance with this standard with regard to school facilities.

(ii) If a certificate of occupancy is not issued or cannot be obtained at the time of application, the application must provide evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies in the facility.

(2) Facilities Not Identified in Application

If the charter school has not identified a suitable facility, the application must specify a plan for obtaining such a facility and must include

(a) a description of the facility needs,

(b) a statement as to whether an existing facility will be remodeled or a new facility will be built, and

(c) a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

(3) The application must include a description of the equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.

(L) Employee Relations

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures:

(1) The application must include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees.

(2) The procedure for the evaluation of teachers of the charter school must be outlined in the application.

(a) The charter school may choose to use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) program. If ADEPT is to be used, the school must meet all requirements of the program.

(b) If the charter school selects another method of evaluation, that method must be explained with adequate detail. Teachers with Initial Teaching Certificates in those schools can not advance to a Professional Teaching Certificate.

(3) The application must explain how the terms and conditions of employment will be addressed with affected employees.

(M) Grievance and Termination Procedures

The charter school must have a reasonable grievance and termination procedure for its employees:

(1) The charter school may, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990).

(2) If the charter school does not adopt procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990), the charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board.

(3) The charter school application must include grievance or termination procedures for paraprofessionals and other staff.

(4) Teachers and other staff members who are employed at a public school that converts and who desire to continue to teach or work at the converted school may

do so but will remain employees of the local school district with the same compensation and benefits including any future increases.

(N) Student Conduct, Rights, and Responsibilities

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures:

(1) The charter school may adopt the district's policy on student conduct and discipline.

(2) If the charter school does not adopt the district's policy on student conduct and discipline, the charter school application must include a policy that sets forth clear expectations for student conduct.

(3) The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

(4) The application must set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.

(5) The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

(6) The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

(7) The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

(O) Indemnification

The charter school must assume the liability for the activities of the charter school and must agree to indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

(P) Insurance

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: workers' compensation, liability, property, indemnity, and automotive.

(1) The application must include a description of workers' compensation insurance and amounts and a statement from a South Carolina licensed insurance company

or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

(2) The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2001)).

(3) The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

(4) The application must include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.

(5) The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

IV. VIRTUAL CHARTER SCHOOLS

(A) Definition: a virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) must be through regular instructional opportunities. Regular instructional opportunities may include, but are not limited to, the opportunities outlined in Section IV(E)(2).

(B) The following additional information must be submitted to the Advisory Committee with the charter application:

(1) List of currently developed courses that are ready for curriculum alignment;

(2) Access to one course per level that can be previewed by South Carolina Department of Education (SCDE) to assess depth of work necessary for curriculum alignment;

(3) Description of how the proposed charter will comply with the 25 percent real time requirement;

(4) A timeline of how curriculum development will be completed and then approved by the SCDE;

(5) A description of how much teacher interaction students will receive within the online instruction;

(6) A description of the portal used and how it works;

(7) A description of how the applicant plans to comply with the teacher requirements in S.C. Code Ann. Section 59-40-50.

(C) Curriculum

(1) All courses in core areas for which there are state-adopted curriculum standards must be reviewed to determine whether the courses meet content and grade specific standards, and approved by the SCDE prior to offering the course.

(2) Review by the SCDE

After the approval or conditional approval of a charter by the sponsor, the virtual charter school may submit courses for approval by the SCDE.

(a) The submittal must be done no later than six months prior to the proposed start to the school year and in the format required by the SCDE.

(b) The virtual charter school must provide SCDE online access to all courses that are submitted for review.

(c) The virtual charter must provide the SCDE copies of or links to other materials that will be used to cover content standards.

(d) If the virtual charter is also using textbooks to teach the courses, the virtual charter must, if requested, provide a copy or excerpts of the text to the SCDE for the review process.

(D) Additional Program Requirements

The program must provide the following:

(1) Each course must be taught by a teacher meeting the requirements of S.C. Code Ann. Section 59-40-50;

(2) Ensure that a parent or legal guardian verifies the number of hours of educational activities completed by the student each year;

(3) Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;

(4) Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;

(5) Conduct at least bi-weekly parent-teacher conferences in person or by telephone;

(6) Provide for a method to verify student attendance;

(7) Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework.

(E) Regular Instructional Opportunities

(1) The charter school must provide regular instructional opportunities in real time that are directly related to the school's curricular objectives. Core academic instruction includes instruction in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

(2) Regular instructional opportunities include, but are not limited to, the following:

(a) meetings with teachers;

(b) educational field trips and outings;

(c) virtual field trips that are in real time attended by other charter school students;

(d) virtual conferencing sessions;

(e) offline work or projects assigned by the teacher of record.

V. CONDITIONAL CHARTERS

The local school board may grant a conditional charter, instead of a full charter, to an applicant whose application meets the standards as determined by the Advisory Committee only if one or more of the following conditions exists: a charter school has not yet secured its space and been issued a certificate of occupancy by the Office of School Facilities, secured its equipment, facilities, and/or personnel.

The conditional approval must be in writing and outline the specific conditions that must be met for approval and must include the specific date by which the conditions need to be met in order to secure approval. The local school board must make a determination as to whether the charter applicant has met the conditions of the conditional approval on or before the date specified in the conditional approval. Failure to make a ruling by the date outlined in the conditional charter shall be deemed approved.

VI. ADVERSE IMPACT ON STUDENTS

A local school board of trustees may deny an application if the charter school would adversely affect the other students in the district.

(A) The local school board of trustees must demonstrate adverse impact on students. The impact must be specific and must have a negative affect on students. If the local school board of trustees finds that the charter school would adversely affect other students of the

district, the written explanation of the reasons for denial required by Section 59-40-70(C) must describe detrimental effects upon other students of the district.

(B) If the district is claiming an adverse impact based upon the redirection of funding to the charter school, the district must demonstrate that the funds being redirected to the charter school will have a direct negative impact on students.

(1) The district must show options it has considered in an effort to reduce the adverse financial impact of the charter school.

(2) The district has considered the net fiscal impact of the charter school, including the fiscal benefits that the charter school may bring to the district.

VII. GUIDELINES

The South Carolina Department of Education may issue guidelines to assist charter schools in complying with federal legislation, including, but not limited to, No Child Left Behind and the Individuals with Disabilities Education Act.

Appendix F2D
Charter School Applications Submitted – 2005–09

2005

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
9	4	5	Questions of fiscal soundness; low enrollment; concerns about the veracity of the educational program	3

2006

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
4	2	2	Lack of support and questions of charter school fiscal soundness	3

2007

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
14	9	5	Adverse financial impact upon district and questions of charter school fiscal soundness	1

2008

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
9	3	6	Adverse financial impact upon district; concerns about enrollment; concerns about veracity of the educational program.	0

2009

Number of Applications Submitted	Number of Applications Approved	Number of Applications Denied	Reasons Denied	Schools Closed
14	9	5	Concerns about enrollment projections; concerns about veracity of the educational program.	2

SOUTH CAROLINA DEPARTMENT OF EDUCATION PROGRAM ID: F171206
DATE RUN: 10/02/09 OFFICE OF FINANCE
EDUCATION FINANCE ACT PAGE: 14
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: BEAUFORT NO 01
SCHOOL DISTRICT CODE: 0701

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	1,373.03	1,784.93	$0.00	$3,564,706.83	$3,030,000.80
PRIMARY	4,055.43	5,028.73	$0.00	$10,042,897.71	$8,536,463.05
ELEMENTARY	6,163.79	6,163.79	$0.00	$12,309,722.93	$10,463,264.49
HIGH SCHOOL	1,760.41	2,200.51	$0.00	$4,394,649.89	$3,735,452.40
EMH	48.40	84.21	$0.00	$168,187.98	$60,798.98
LD	981.19	1,707.27	$0.00	$3,409,595.06	$1,232,549.01
TMH	33.37	68.07	$0.00	$135,952.36	$115,559.50
EH	51.93	105.93	$0.00	$211,567.48	$91,679.24
OH	18.84	38.43	$0.00	$76,755.81	$33,260.85
VH	8.00	20.56	$0.00	$41,060.42	$21,321.06
AUT	48.42	124.43	$0.00	$248,518.25	$129,045.76
HH	23.50	60.39	$0.00	$120,615.02	$62,630.63
SP H	640.41	1,216.77	$0.00	$2,430,032.86	$0.00
HB	39.97	83.93	$0.00	$167,630.79	$142,486.17
VOCATIONAL1	1,927.16	4,107.86	$0.00	$8,203,825.33	$1,977,951.13
VOCATIONAL2	717.59				
VOCATIONAL3	539.64				
TOTAL	18,431.08	22,795.81	$0.00	$45,525,718.72	$29,632,463.07

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $0.00
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.088030
6. PERCENT STATE SUPPORT: .00
7. STATE BASE STUDENT COST: $0.00
8. LOCAL BASE STUDENT COST: $1,997.10
9. TOTAL BASE STUDENT COST: $1,997.10
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: CHARLESTON NO 01
SCHOOL DISTRICT CODE: 1001

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	3,138.31	4,079.80	$1,415,296.06	$6,380,113.02	$6,626,097.71
PRIMARY	9,102.13	11,286.64	$3,915,370.19	$17,650,373.53	$18,330,882.16
ELEMENTARY	13,373.44	13,373.44	$4,639,287.03	$20,913,769.35	$21,720,097.92
HIGH SCHOOL	5,928.17	7,410.21	$2,570,625.27	$11,588,303.05	$12,035,089.07
EMH	313.75	545.92	$189,383.01	$853,733.12	$377,080.48
LD	1,674.59	2,913.78	$1,010,801.43	$4,556,663.09	$2,012,606.42
TMH	176.96	360.99	$125,231.43	$564,539.63	$586,305.40
EH	317.76	648.23	$224,873.08	$1,013,721.26	$536,724.21
OH	75.44	153.89	$53,387.52	$240,669.43	$127,424.67
VH	26.67	68.54	$23,777.36	$107,187.71	$68,005.01
AUT	195.75	503.07	$174,519.10	$786,727.00	$499,137.32
HH	55.81	143.43	$49,756.88	$224,302.60	$142,308.31
SP H	1,234.11	2,344.80	$813,421.37	$3,666,879.62	$0.00
HB	154.72	324.91	$112,712.94	$508,106.67	$527,696.66
VOCATIONAL1	3,302.83	5,929.47	$2,056,951.90	$9,272,678.63	$2,361,266.62
VOCATIONAL2	1,088.19				
VOCATIONAL3	205.47				
TOTAL	40,364.10	50,087.12	$17,375,394.57	$78,327,767.71	$65,950,721.96

SUPPORTIVE INFORMATION

1. ESTIMATED 2008-09 STATE REVENUE: $20,711,010.21
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.152220
6. PERCENT STATE SUPPORT: .18
7. STATE BASE STUDENT COST: $346.90
8. LOCAL BASE STUDENT COST: $1,563.83
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SOUTH CAROLINA DEPARTMENT OF EDUCATION PROGRAM ID: F171206
DATE RUN: 10/02/09 OFFICE OF FINANCE
EDUCATION FINANCE ACT PAGE: 7
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: ANDERSON NO 04
SCHOOL DISTRICT CODE: 0404

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	183.59	238.66	$288,794.74	$167,233.86	$387,624.30
PRIMARY	550.43	682.53	$825,887.13	$478,250.72	$1,108,517.17
ELEMENTARY	899.90	899.90	$1,088,907.95	$630,559.54	$1,461,547.36
HIGH SCHOOL	198.54	248.17	$300,299.72	$173,896.11	$403,066.45
EMH	11.36	19.76	$23,917.97	$13,850.30	$13,653.01
LD	226.47	394.05	$476,822.61	$276,116.13	$272,183.02
TMH	8.00	16.32	$19,747.72	$11,435.41	$26,505.66
EH	21.32	43.49	$52,627.68	$30,475.38	$36,011.32
OH	4.76	9.71	$11,749.89	$6,804.07	$8,040.04
VH	2.00	5.14	$6,219.56	$3,601.59	$5,099.73
AUT	6.69	17.19	$20,804.43	$12,047.33	$17,058.62
HH	1.00	2.57	$3,109.78	$1,800.79	$2,549.86
SP H	172.16	327.10	$395,806.35	$229,201.63	$0.00
HB	7.40	15.54	$18,803.89	$10,888.87	$25,238.84
VOCATIONAL1	285.87	685.76	$829,796.50	$480,514.54	$310,675.24
VOCATIONAL2	206.96				
VOCATIONAL3	38.77				
TOTAL	2,825.22	3,605.89	$4,363,295.92	$2,526,676.27	$4,077,770.62

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $4,909,505.42
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.005050
6. PERCENT STATE SUPPORT: .63
7. STATE BASE STUDENT COST: $1,210.03
8. LOCAL BASE STUDENT COST: $700.70
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

SOUTH CAROLINA DEPARTMENT OF EDUCATION PROGRAM ID: F171206
DATE RUN: 10/02/09 OFFICE OF FINANCE
EDUCATION FINANCE ACT PAGE: 23
FINANCIAL REQUIREMENTS FOR 2009-10
SCHOOL DISTRICT: CLARENDON NO 03
SCHOOL DISTRICT CODE: 1403

(A) CATEGORY	(B) INITIAL ADM	(C) WEIGHTED PUPILS	(D) STATE ALLOCATION	(E) LOCAL REQUIRED SUPPORT	(F) AUDIT STANDARD
KINDERGARTEN	70.06	91.07	$163,853.33	$10,172.28	$147,921.76
PRIMARY	247.67	307.11	$552,505.86	$34,300.48	$498,785.38
ELEMENTARY	383.49	383.49	$689,915.41	$42,831.09	$622,834.52
HIGH SCHOOL	121.36	151.70	$272,914.98	$16,943.01	$246,379.29
EMH	23.84	41.48	$74,627.22	$4,632.98	$28,652.10
LD	77.69	135.18	$243,195.85	$15,098.00	$93,371.74
TMH	0.00	0.00	$0.00	$0.00	$0.00
EH	1.00	2.04	$3,670.04	$227.84	$1,689.08
OH	0.00	0.00	$0.00	$0.00	$0.00
VH	0.24	0.61	$1,109.64	$68.88	$611.95
AUT	5.00	12.85	$23,117.71	$1,435.18	$12,749.35
HH	1.00	2.57	$4,623.54	$287.03	$2,549.86
SP H	39.61	75.25	$135,394.25	$8,405.50	$0.00
HB	4.96	10.41	$18,738.83	$1,163.33	$16,916.83
VOCATIONAL1	135.30	309.71	$557,192.91	$34,591.46	$139,237.15
VOCATIONAL2	84.27				
VOCATIONAL3	20.52				
TOTAL	1,216.01	1,523.47	$2,740,859.57	$170,157.06	$1,811,699.01

SUPPORTIVE INFORMATION
1. ESTIMATED 2008-09 STATE REVENUE: $3,248,213.86
2. ESTIMATED 2008-09 LOCAL REVENUE: $0.00
3. ADDITIONAL STATE AID FOR THE HOLD HARMLESS PROVISION: $0.00
4. LOCAL REVENUE GENERATED ABOVE FOUNDATION PROGRAM:
5. INDEX OF TAXPAYING ABILITY: 0.000430
6. PERCENT STATE SUPPORT: .94
7. STATE BASE STUDENT COST: $1,799.04
8. LOCAL BASE STUDENT COST: $111.69
9. TOTAL BASE STUDENT COST: $1,910.73
10. STUDENT COUNTS FROM: PRIOR YEAR 135-DAY ADM
11. PROJECTION: FINAL
12. BUDGET REDUCTION: $0.00
13. STATEWIDE WEIGHTED PUPILS: 863,221.4383

Appendix F2F
Bill H.4243 to Revise the Charter Schools Act

South Carolina General Assembly
118th Session, 2009-2010

H. 4243

STATUS INFORMATION

General Bill
Sponsors: Reps. Owens, Harrell, Cato, Duncan, Harrison, Sandifer, Whitmire, Allison, Skelton, E.H. Pitts, Bowen, Wylie, Rice, G.R. Smith and Limehouse
Document Path: l:\council\bills\agm\19518bh10.docx

Prefiled in the House on December 15, 2009
Currently residing in the House Committee on **Education and Public Works**

Summary: Not yet available

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
12/15/2009	House	Prefiled
12/15/2009	House	Referred to Committee on **Education and Public Works**

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VERSIONS OF THIS BILL

12/15/2009

A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-40-55 SO AS TO PROVIDE CHARTER SCHOOL POWERS AND DUTIES AND TO ALLOW A SPONSOR TO RETAIN CERTAIN FUNDS FOR OVERSEEING THE CHARTER SCHOOL; BY ADDING SECTION 59-40-175 SO AS TO CREATE THE CHARTER SCHOOL FACILITY REVOLVING LOAN PROGRAM; TO AMEND SECTION 59-40-20, AS AMENDED, RELATING TO THE PURPOSE OF THE CHARTER SCHOOL ACT, SO AS TO INCLUDE AN ADDITIONAL PURPOSE; TO AMEND SECTION 59-40-40, AS AMENDED, RELATING TO DEFINITIONS, SO AS TO AMEND EXISTING DEFINITIONS AND ADD NEW DEFINITIONS; TO AMEND SECTION 59-40-50, AS AMENDED, RELATING TO CHARTER SCHOOL POWERS AND DUTIES, SO AS TO PROVIDE FOR THE ELECTION OF A CHARTER SCHOOL BOARD OF DIRECTORS, ALLOW A CHARTER SCHOOL TO CONTRACT WITH PROVIDERS FOR STUDENT TRANSPORTATION, AND ALLOW CHARTER SCHOOL STUDENTS TO PARTICIPATE IN CERTAIN EXTRACURRICULAR ACTIVITIES UNDER CERTAIN CONDITIONS; TO AMEND SECTION 59-40-60, AS AMENDED, RELATING TO APPLICATION TO CREATE A CHARTER SCHOOL, SO AS TO CLARIFY WHAT MUST BE INCLUDED IN THE CONTRACT, TO REQUIRE THE DEPARTMENT OF EDUCATION TO CREATE A CONTRACT TEMPLATE; TO AMEND SECTION 59-40-70, AS AMENDED, RELATING TO THE CHARTER SCHOOL ADVISORY COMMITTEE, SO AS TO REVISE ITS MEMBERSHIP AND TO EXTEND THE TIME PERIOD IN WHICH THE COMMITTEE MUST DETERMINE APPLICATION COMPLIANCE; TO AMEND SECTION 59-40-100, AS AMENDED, RELATING TO CHARTER SCHOOL CONVERSION, SO AS TO ALLOW A CONVERTED CHARTER SCHOOL TO RETAIN FACILITIES AND EQUIPMENT AVAILABLE BEFORE CONVERSION; TO AMEND SECTION 59-40-110, RELATING TO THE DURATION OF A CHARTER, SO AS TO ALLOW A SPONSOR TO IMMEDIATELY REVOKE A CHARTER AND CLOSE THE SCHOOL UPON CERTAIN CONDITIONS; TO AMEND SECTION 59-40-140, AS AMENDED, RELATING TO DISTRIBUTION OF RESOURCES, SO AS TO PROVIDE FOR THE DISTRIBUTION OF FUNDS TO CHARTER SCHOOLS, TO REVISE WHAT THE SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT SHALL RECEIVE, TO ALLOW THE DEPARTMENT OF EDUCATION TO FINE SPONSORS THAT FAIL TO DISTRIBUTE CERTAIN FUNDS TO CHARTER SCHOOLS, AND TO REVISE REPORTING REQUIREMENTS; TO AMEND SECTION 59-40-210, AS AMENDED, RELATING TO CONVERSION OF A PRIVATE SCHOOL TO A CHARTER SCHOOL, SO AS TO ALLOW A PRIVATE SCHOOL TO DISSOLVE AND IMMEDIATELY SEEK TO FORM A CHARTER SCHOOL; AND TO AMEND SECTION 59-40-230, RELATING TO THE BOARD OF TRUSTEES OF THE SOUTH CAROLINA PUBLIC CHARTER SCHOOL, SO AS TO REVISE ITS MEMBERSHIP.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Chapter 40, Title 59 of the 1976 Code is amended by adding:

"Section 59-40-55. (A) A charter school sponsor shall:

(1) approve charter applications that meet the requirements specified in Sections 59-40-50 and 59-40-60;

(2) decline to approve charter applications according to Section 59-40-70(C);

(3) negotiate and execute sound charter contracts with each approved charter school;

(4) monitor, in accordance with charter contract terms, the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract;

(5) conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contact, and do not unduly inhibit the autonomy granted to public charter schools;

(6) collect, in accordance with Section 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education;

(7) notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply;

(8) take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe;

(9) determine whether each charter contract merits renewal, nonrenewal, or revocation; and

(10) provide to parents and the general public information about charter schools authorized by the district as an enrollment option within the district to the same extent and through the same means as the district provides and publicizes information about all public schools in the district.

(B) A local charter school sponsor may retain no more than two percent of the current year's base student cost as funded by the General Assembly for each charter school it authorizes to cover the costs for overseeing its charter schools. The South Carolina Public Charter School District may retain no more than two percent of the current year's base student cost funds, as provided in Section 59-40-140(B), as funded by the General Assembly, for each charter school it authorizes to cover the costs for overseeing its charter schools. The sponsor's administrative fee does not include costs incurred in delivering services that a charter school may purchase at its discretion from the sponsor. The sponsor's fee is not applicable to federal money or grants received by the charter school. The sponsor shall use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with this chapter."

SECTION 2. Chapter 40, Title 59 of the 1976 Code is amended by adding:

"Section 59-40-175. There is created in the state treasury the Charter School Facility Revolving Loan Program. This loan program is comprised of federal funds obtained by the state for charter school facilities, other funds appropriated or transferred to the fund by the state, and privately donated funds. Funds deposited to the Charter School Facility Revolving Loan Program must remain available for the purposes of the program until appropriated or reverted by the General Assembly. The State Treasurer may approve loans from monies in the Charter School Revolving Loan Program to a charter school, upon application by the charter school. Money loaned to a charter school pursuant to this section must be used for construction, purchase, renovation, and maintenance of public charter school facilities. The State Treasurer shall establish guidelines and procedures for application, approval, allocation, and repayment regarding loans from these monies."

SECTION 3. Section 59-40-20 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-20. This chapter is enacted to:

(1) improve student learning;

(2) increase learning opportunities for students;

(3) encourage the use of a variety of productive teaching methods;

(4) establish new forms of accountability for schools;

(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; ~~and~~

(6) assist South Carolina in reaching academic excellence~~.~~; and

(7) create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups."

SECTION 4. Section 59-40-40 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-40. As used in this chapter:

(1) A 'charter school' means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(2) A charter school:

(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;

(b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; however, an applicant may seek to form a single gender charter school without regard to the gender makeup of that proposed charter school;

(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected~~,~~ as provided in Section 59-40-50(B)(9);

(d) may not charge tuition or other charges pursuant to Section 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.

(3) 'Applicant' means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who or the nonprofit corporate entity that applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(4) 'Sponsor' means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence. The sponsor of a charter school is the charter school's Local Education Agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

(5) 'Certified teacher' means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.

(6) 'Noncertified teacher' means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.

(7) 'Charter committee' means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(8) 'Local school district' means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

(9) 'Charter school contract' means a fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

(10) 'Resident public school' means the school, other than a charter school, within whose attendance boundaries the charter school student's custodial parent or legal guardian resides."

SECTION 5. Section 59-40-50 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-50. (A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.

(B) A charter school must:

(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;

(2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;

(3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;

(4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or wilful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;

(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;

(6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;

(7) admit all children eligible to attend public school to a charter school, subject to space limitations, except in the case of an application to create a single gender charter school. However, it is required that the racial composition of the charter school enrollment reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;

(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals, except in the case of an application to create a single gender charter school; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or previously enrolled, children of a charter school employee, and children of the charter committee, if such priority enrollment does not constitute more than twenty percent of the enrollment of the charter school;

(9) elect its board of directors ~~annually~~. At least one-third of the board positions must be open for election annually, allowing for staggered terms of no more than three years. Board members may be reelected for consecutive terms as allowed by the charter school bylaws. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;

(10) be subject to the Freedom of Information Act, including the charter school and its governing body.

(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.

(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.

(3) ~~The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.~~ (a) A charter school is eligible for federally sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants, and recognition programs for students, educators, administrators, staff, and schools to the same extent as all other public schools.

(b) A charter school student is eligible to compete for, and if selected, participate in extracurricular activities not offered by the student's school at the resident public school.

(c) A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.

(d) A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the resident public school.

(e) Charter school students shall pay the same fees as other students to participate in extracurricular activities.

(f) Charter school students shall be eligible for the same fee waivers for which other students are eligible.

(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area. However, a charter school may enter into a contract with a school district or a private provider to provide transportation to the charter school students.

(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation."

SECTION 6. Section 59-40-60 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-60. (A) An approved charter application constitutes an agreement~~, and the terms must be the terms of a contract~~ between the charter school and the sponsor.

(B) ~~The~~ A contract between the charter school and the sponsor ~~shall~~ must be executed and must reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract. All agreements regarding the release of the charter school from school district policies must be contained in the contract. The Department of Education shall

develop a contract template to be used by charter schools and the sponsor. The template must serve as a foundation for the development of a contract between the charter school and the sponsor.

(C) A material revision of the terms of the contract between the charter school and the sponsor may be made only with the approval of both parties.

(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:

(1) organize the charter school as a nonprofit corporation pursuant to the laws of this State;

(2) form a charter committee for the charter school which includes one or more teachers;

(3) submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.

(E) A charter committee is responsible for and has the power to:

(1) submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;

(2) employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and

(3) decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

(F) The charter school application ~~shall be a proposed contract and~~ must include:

(1) the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;

(2) the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;

(3) evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;

(4) a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;

(5) a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;

(6) evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, is to be conducted;

(7) a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;

(8) a description of how the charter school plans to ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;

(9) a description of how the charter school plans to meet the transportation needs of its pupils;

(10) a description of the building, facilities, and equipment and how they shall be obtained;

(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;

(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must

state whether or not the provisions of Article 5, Chapter 25 ~~of~~, Title 59 apply to the employment and dismissal of teachers at the charter school;

(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;

(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school; and

(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.

(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application."

SECTION 7. Section 59-40-70 of the 1976 Code, as last amended by Act 239 of 2008, is further amended to read:

"Section 59-40-70. (A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.

(1) The advisory committee shall consist of eleven members as follows:

(a) ~~South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;~~

~~(b)~~ South Carolina Association of School Administrators, the executive director or his designee;

(~~c~~b) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;

(~~d~~c) South Carolina Education Oversight Committee, the chair or a business designee;

(~~e~~d) South Carolina Commission on Higher Education, the chair or his designee;

(~~f~~e) South Carolina School Boards Association, the executive director or his designee;

(~~g~~f) South Carolina Alliance of Black Educators, the president or his designee; and

(~~h~~g) one teacher and one parent to be appointed by the State Superintendent of Education.

(h) one charter school principal and one charter school board member to be appointed by the Governor.

(2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.

(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.

(4) The committee shall establish bylaws for its operation that must include terms of office for its membership.

(5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The advisory committee shall receive input from the school district in which the applicant is seeking

sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee ~~at any time during the fiscal year~~ pursuant to State Board of Education regulations and the advisory committee, within ~~sixty~~ ninety days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.

(B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within ~~thirty~~ forty-five days after receiving the application. If there is no ruling within ~~thirty~~ forty-five days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within forty-five days after approval.

(C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.

(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.

(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.

(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application~~, which constitutes a contract with the charter committee of the charter school~~. The sponsor shall submit a copy of the charter ~~must be filed with~~ contract to the State Board of Education.

(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty-five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board."

SECTION 8. Section 59-40-100 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-100. (A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.

(B) A converted charter school shall offer at least the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.

(C) All students enrolled in the school at the time of conversion must be given priority enrollment. Thereafter, students who reside within the former attendance area of that public school may be given enrollment priority.

(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 ~~of~~, Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) For the duration of a converted charter school's contract with a sponsor, a converted charter school shall have the right to retain occupancy and use of the school's facility or facilities and all equipment, furniture, and supplies that were available to the school before it converted, in the same manner as before the school converted, with no additional fees or charges.

(~~E~~F) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district."

SECTION 9. Section 59-40-110 of the 1976 Code is amended to read:

"Section 59-40-110. (A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school's sponsor, and it must contain:

(1) a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and

(2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter ~~must~~ may be revoked or not renewed by the sponsor if it determines that the charter school:

(1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school's governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school's governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school's governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90."

SECTION 10. Section 59-40-140 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-140. (A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the ~~State~~ Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals. After verification of student attendance on the fifth day of school at the beginning of each school year, the State Department of Education shall distribute funds to school districts

with charter schools (i) having approved incremental growth and expansion as provided in their charter application, or (ii) for opening of new charter schools in the current fiscal year. These funds must be released to districts on behalf of their charter schools no later than fifteen days after receipt of verified enrollment. Districts shall provide this funding to eligible charters no later than thirty days after receipt from the Department of Education. Necessary adjustments due to enrollment changes must be made pursuant to the Education Finance Act.

(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: one and one-half times the current year's base student cost, as funded by the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). ~~However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.~~

(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.

(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students ~~with disabilities~~ or staff serving them must be directed to the school district board of trustees. ~~The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.~~ After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies. If the sponsor fails to do so, the Department of Education may fine the sponsor an amount equivalent to the withheld amounts. Fines imposed must be remitted to the charter school from which the amounts were withheld.

(E) All services centrally or otherwise provided by the sponsor ~~or local school district, if any,~~ including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor ~~or local school district~~ and must be outlined in the contract required pursuant to Section 59-40-70(F).

(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.

(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3).

(H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the sponsor shall compile those reports into a single document which must be submitted to the department. The Department of Education shall develop a template to be used by charter schools for this annual report. The report shall provide all information required by the sponsor or the department and shall include ~~including~~, at a minimum~~,~~:

(1) the number of students enrolled in the charter school from year to year,

(2) the success of students in achieving the specific educational goals for which the charter school was established,

(3) an analysis of achievement gaps among major groupings of students in both proficiency and growth, ~~and~~

(4) the identity and certification status of the teaching staff,

(5) the financial performance and sustainability of the sponsor's charter schools, and
(6) board performance and stewardship including compliance with applicable laws.

(I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense.

(J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes.

(K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees."

SECTION 11. Section 59-40-210 of the 1976 Code, as last amended by Act 274 of 2006, is further amended to read:

"Section 59-40-210. A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and ~~must not be allowed to open as a charter school for a period of twelve months~~ may then seek to form a charter school as provided in this chapter."

SECTION 12. Section 59-40-230(A) of the 1976 Code, as added by Act 274 of 2006, is amended to read:

"(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than ~~eleven~~ nine members:

(1) two appointed by the Governor;
(2) one appointed by the Speaker of the House of Representatives;
(3) one appointed by the President Pro Tempore of the Senate; and
(4) ~~seven~~ five to be appointed by the Governor upon the recommendation of the:
(a) ~~South Carolina Association of Public Charter Schools and one additional representative from the association;~~
~~(b)~~ South Carolina Association of School Administrators;
(~~c~~b) South Carolina Chamber of Commerce;
(~~d~~c) South Carolina Education Oversight Committee;
(~~e~~d) South Carolina School Boards Association;
(~~f~~e) South Carolina Alliance of Black Educators.

The ~~nine~~ seven members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.

Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State."

SECTION 13. This act takes effect upon approval by the Governor.

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Know the Facts

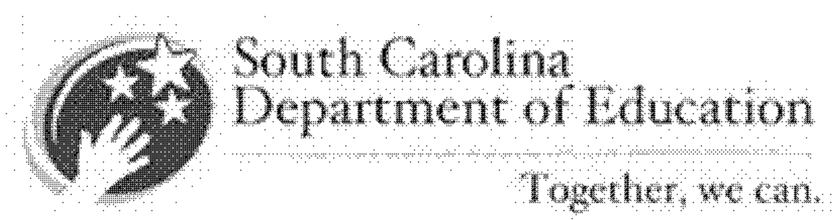
The "Begin in '10" plan marks the culmination of two years of work by two task forces appointed by State Superintendent of Education Jim Rex to make recommendations about reforming and improving the three-decades-old way we fund our public schools and raise resources to meet the state's priorities, including education. So what are the key elements of this plan?

1. Paves the way for a new **Foundation Program** to ensure that every student receives a high quality education and that our schools are turning out Twenty-first Century Graduates.
2. Realigns dozens of individual line items in the budget and creates a new **Student-centered Funding System** that ensures that districts and the schools have the flexibility to use resources in ways that best meet the needs of the students in their communities.
3. Puts in place a **weighting for poverty**, because we know that it costs more to educate students who come from impoverished backgrounds.
4. Paves the way for raising teacher salaries through a 21st Century Foundation program and reforms the outdated system currently in place that is not adequate for the Twenty-first Century.
5. Extends full day **four-year-old kindergarten** to all at-risk students.
6. Provides **grants to districts for innovative practices** that get results.
7. **Creates a Commission** to reinvent South Carolina's tax structure.
8. Establishes a **statewide uniform foundation millage** rate to ensure stable local support for public schools.

Q: Why does South Carolina need this plan?
A: South Carolina needs a funding system that is adequate, efficient, transparent, secure, and sustainable for the future. This plan puts the foundation of this plan in place in 2010 and sets the stage for comprehensive reform over the next few years.

Q: How can South Carolina afford to do this in this time of economic crisis?
A: It's South Carolina's well-intended, but outdated education funding and tax structure that have, in part, created this budget crisis in the first place. Yes, we need to address immediate needs, but we can't lose sight of where we need to go as a state. Comprehensive tax and funding reform is the only thing that gets us there and ensures that South Carolina's public schools are graduating students who are prepared for the Twenty-first Century workplace.

Q: So what do I need to ask policy makers to do?
A: First, in order to address the current budget crisis, the legislature must give flexibility to districts to decide how to spend money to best help kids. Second, in order to maintain the viability of our public schools, they must restore the cuts that have been made when they design the 2010 budget. Finally, they must pass the "Begin in '10" plan to put in place a comprehensive system for ensuring fair and adequate funding for the future and 21st Century graduates.



January 28, 2009

Appendix F2H
TRAC Summary

On June 24, 2009, the General Assembly passed, and the Governor subsequently signed, Senate Bill 12 (Act 81 of 2009), creating the "South Carolina Tax Realignment Commission", also known as "TRAC".

TRAC, a temporary and independent commission comprised entirely of non-legislators, was created to assess the effectiveness of the state's current tax structure and, in doing so, make recommendations to the General Assembly regarding necessary changes, if any, to that structure. Such changes must be designed to ensure that the state's tax structure is "balanced" so that the system is "adequate, equitable, and efficient."

The goal of TRAC, and ultimately of the state's tax structure, is creation of a system that enhances the state's reputation as a "...optimum competitor in efforts to attract business and individuals to locate, live, work and invest..." in South Carolina.

TRAC commissioners, appointed by the Governor and specific members of the General Assembly, must have substantial academic or professional experience or specialization in one or more of the following areas:

1. Public finance,
2. Government budgeting and administration,
3. Tax administration,
4. Economics,
5. Accounting,
6. Business,
7. Tax law.

Furthermore, members of the commission must have been a resident of South Carolina since January 1, 1997 and cannot be members of the General Assembly. Commissioners will serve without compensation, and are not eligible for the usual mileage, subsistence, and per diem sometimes allowed for members of state boards, committees, and commissions.

Members of TRAC are as follows:

• Ken Wingate, CPA, JD	Appointed by Gov. Sanford
• Brian Moody, CPA	Appointed by Gov. Sanford
• Don Weaver	Appointed by Sen. McConnell
• Burnet Maybank, JD	Appointed by Sen. Leatherman
• Ben Kochenower, CPA	Appointed by Sen. Peeler
• Charles S. Way, Jr.	Appointed by Sen. Land
• Jimmy Addison	Appointed by Speaker Harrell
• Jack Shuler	Appointed by Speaker Harrell
• Bob Steelman	Appointed by Chairman Cooper
• Kenneth Cosgrove	Appointed by Chairman Cooper
• Ray N. Stevens	Director of DOR, to serve ex officio

For additional information please contact:
Craig Parks, Senate Finance Committee, 803.212.6640; Rena Grant, Ways and Means Committee, 803.734.3091; Katie Owen, Ways and Means Committee, 803.734.1549

Appendix F2I
SC School Building Allocations

DISTRICT	TOTAL 08 ALLOCATIONS 08 REVENUE	
Abbeville	$	7,733.60
Aiken	$	51,979.30
Allendale	$	4,235.61
Anderson #1	$	19,019.49
Anderson #2	$	9,988.40
Anderson #3	$	6,009.21
Anderson #4	$	5,292.43
Anderson #5	$	26,254.02
Bamberg #1	$	4,108.96
Bamberg #2	$	2,179.05
Barnwell #19	$	1,995.23
Barnwell #29	$	2,345.53
Barnwell #45	$	6,930.82
Beaufort	$	14,671.09
Berkeley	$	80,191.87
Calhoun	$	2,963.85
Charleston	$	68,070.91
Cherokee	$	19,884.48
Chester	$	13,061.74
Chesterfield	$	22,146.50
Clarendon #1	$	2,078.32
Clarendon #2	$	7,373.10
Clarendon #3	$	3,262.15
Colleton	$	13,116.31
Darlington	$	26,761.62
Dillon #1	$	1,879.62
Dillon #2	$	7,596.93
Dillon #3	$	3,717.19
Dorchester #2	$	45,135.16
Dorchester #4	$	4,859.04
Edgefield	$	8,359.42
Fairfield	$	5,786.11
Florence #1	$	30,325.80
Florence #2	$	3,251.10
Florence #3	$	8,694.91
Florence #4	$	2,825.99
Florence #5	$	4,149.19
Georgetown	$	16,838.23
Greenville	$	153,049.05
Greenwood #50	$	22,807.23
Greenwood #51	$	3,030.72
Greenwood #52	$	2,854.97
Hampton #1	$	5,998.95
Hampton #2	$	3,224.83
Horry	$	54,586.70
Jasper	$	7,867.77
Kershaw	$	21,550.52
Lancaster	$	25,952.77
Laurens #55	$	13,652.80
Laurens #56	$	7,807.92

DISTRICT	TOTAL 08 ALLOCATIONS 08 REVENUE	
Lee	$	6,838.05
Lexington #1	$	50,207.26
Lexington #2	$	19,852.48
Lexington #3	$	4,486.79
Lexington #4	$	8,247.22
Lexington #5	$	33,616.87
McCormick	$	2,012.67
Marion #1	$	6,628.23
Marion #2	$	4,287.20
Marion #3 (#7)	$	-
Marion #4 (#7)	$	-
Marion #7	$	3,112.36
Marlboro	$	11,019.45
Newberry	$	15,564.97
Oconee	$	17,478.55
Orangeburg #1 (#4)	$	-
Orangeburg #2 (#5)	$	-
Orangeburg #3	$	10,346.63
Orangeburg #4	$	9,397.04
Orangeburg #5	$	16,342.78
Orangeburg #6 (#5)	$	-
Orangeburg #7 (#3)	$	-
Orangeburg #8 (#4)	$	-
Pickens	$	32,564.15
Richland #1	$	57,483.82
Richland #2	$	56,479.05
Saluda	$	5,220.56
Spartanburg #1	$	14,613.68
Spartanburg #2	$	19,992.37
Spartanburg #3	$	6,721.14
Spartanburg #4	$	6,218.03
Spartanburg #5	$	13,502.03
Spartanburg #6	$	19,326.73
Spartanburg #7	$	16,909.01
Sumter #2	$	26,790.45
Sumter #17	$	18,667.34
Union	$	10,488.40
Williamsburg	$	13,895.38
York #1	$	10,061.31
York #2	$	8,166.50
York #3	$	37,994.18
York #4	$	16,377.55
SUBTOTAL	$	1,498,366.74
DJJ	$	2,047.33
Wil Lou Gray	$	416.50
John De La Howe	$	252.00
Sch Deaf & Blind	$	519.58
SUBTOTAL	$	3,235.41
GRAND TOTAL	$	1,501,602.15

FY 07 REALLOCATION OF UNALLOCATED EFA FUNDS FOR SCHOOL BUILDING

ID	District	FY05 135 ADM	FY07 Allocation	ID	District	FY05 135 ADM	FY07 Allocation
0160	ABBEVILLE 60	3,571.27	$16,354	2701	JASPER 01	2998.24	$ 13,729.57
0201	AIKEN 01	23,986.18	$109,838	2801	KERSHAW 01	9938.62	$ 45,511.02
0301	ALLENDALE 01	1,638.02	$7,501	2901	LANCASTER 01	10875.41	$ 49,800.78
0401	ANDERSON 01	8,095.12	$37,069	3055	LAURENS 55	5681.18	$ 26,015.31
0402	ANDERSON 02	3,687.38	$16,885	3056	LAURENS 56	3248.39	$ 14,875.06
0403	ANDERSON 03	2,615.65	$11,978	3101	LEE 01	2593.98	$ 11,878.38
0404	ANDERSON 04	2,700.94	$12,368	3201	LEXINGTON 01	18688.22	$ 85,577.27
0405	ANDERSON 05	11,545.24	$52,868	3202	LEXINGTON 02	8639.08	$ 39,560.15
0501	BAMBERG 01	1,594.04	$7,299	3203	LEXINGTON 03	2135.3	$ 9,777.99
0502	BAMBERG 02	974.51	$4,462	3204	LEXINGTON 04	3329.79	$ 15,247.80
0619	BARNWELL 19	913.37	$4,183	3205	LEXINGTON 05	15902.04	$ 72,818.77
0629	BARNWELL 29	915.31	$4,191	3301	MCCORMICK 01	945.19	$ 4,328.22
0645	BARNWELL 45	2,623.53	$12,014	3401	MARION 01	3088.79	$ 14,144.22
0701	BEAUFORT 01	17,748.97	$81,276	3402	MARION 02	1980.55	$ 9,069.35
0801	BERKELEY 01	26,378.18	$120,791	3407	MARION 07	876.24	$ 4,012.49
0901	CALHOUN 01	1,766.44	$8,089	3501	MARLBORO 01	4792.44	$ 21,945.58
1001	CHARLESTON 01	41,469.95	$189,900	3601	NEWBERRY 01	5678.1	$ 26,001.21
1101	CHEROKEE 01	8,876.31	$40,646	3701	OCONEE 01	10391.92	$ 47,586.77
1201	CHESTER 01	5,891.57	$26,979	3803	ORANGEBURG 03	3309.1	$ 15,153.06
1301	CHESTERFIELD 01	7,752.39	$35,500	3804	ORANGEBURG 04	4130.08	$ 18,912.50
1401	CLARENDON 01	1,103.34	$5,052	3805	ORANGEBURG 05	6830.61	$ 31,278.79
1402	CLARENDON 02	3,265.87	$14,955	3901	PICKENS 01	15956.57	$ 73,068.47
1403	CLARENDON 03	1,232.90	$5,646	4001	RICHLAND 01	24589.47	$ 112,600.32
1501	COLLETON 01	6,228.79	$28,523	4002	RICHLAND 02	19829	$ 90,801.14
1601	DARLINGTON 01	11,342.70	$51,941	4101	SALUDA 01	2083.27	$ 9,539.73
1701	DILLON 01	857.80	$3,929	4201	SPARTANBURG 01	4511.27	$ 20,658.05
1702	DILLON 02	3,526.64	$16,149	4202	SPARTANBURG 02	8663.15	$ 39,670.38
1703	DILLON 03	1,520.70	$6,964	4203	SPARTANBURG 03	3002.97	$ 13,751.23
1802	DORCHESTER 02	17,998.21	$82,418	4204	SPARTANBURG 04	2858.89	$ 13,091.46
1804	DORCHESTER 04	2,256.22	$10,332	4205	SPARTANBURG 05	6291.13	$ 28,808.40
1901	EDGEFIELD 01	3,934.42	$18,017	4206	SPARTANBURG 06	9406.61	$ 43,074.83
2001	FAIRFIELD 01	3,424.81	$15,683	4207	SPARTANBURG 07	7978.15	$ 36,533.62
2101	FLORENCE 01	14,257.10	$65,286	4302	SUMTER 02	8911.01	$ 40,805.38
2102	FLORENCE 02	1,151.51	$5,273	4317	SUMTER 17	8624.56	$ 39,493.66
2103	FLORENCE 03	3,761.71	$17,226	4401	UNION 01	4748.37	$ 21,743.78
2104	FLORENCE 04	1,038.87	$4,757	4501	WILLIAMSBURG 01	5637.91	$ 25,817.17
2105	FLORENCE 05	1,454.39	$6,660	4601	YORK 01	4896.42	$ 22,421.73
2201	GEORGETOWN 01	9,868.96	$45,192	4602	YORK 02	5113.36	$ 23,415.14
2301	GREENVILLE 01	62,857.44	$287,837	4603	YORK 03	15952.28	$ 73,048.83
2450	GREENWOOD 50	8,962.14	$41,040	4604	YORK 04	6675.47	$ 30,568.37
2451	GREENWOOD 51	1,159.07	$5,308	5208	JUVENILE JUSTICE	1220.67	$ 5,589.70
2452	GREENWOOD 52	1,634.18	$7,483	5209	CORRECTIONS	813.1	$ 3,723.35
2501	HAMPTON 01	2,668.28	$12,219				
2502	HAMPTON 02	1,379.94	$6,319	9999	STATE TOTAL	667157.4	$ 3,055,053.00
2601	HORRY 01	31,710.09	$145,207				

FY 2007 Reallocation of EIA Funds for School Building

ID	District	FY05 135 ADM	FY07 Allocation	ID	District	FY05 135 ADM	FY07 Allocation
0160	ABBEVILLE 60	$ 3,571.27	$ 215,085.21	2701	JASPER 01	$ 2,998.24	$ 179,762.09
0201	AIKEN 01	$ 23,986.18	$ 1,444,604.44	2801	KERSHAW 01	$ 9,938.62	$ 595,878.62
0301	ALLENDALE 01	$ 1,638.02	$ 98,652.26	2901	LANCASTER 01	$ 10,875.41	$ 652,044.68
0401	ANDERSON 01	$ 8,095.12	$ 487,541.01	3055	LAURENS 55	$ 5,681.18	$ 340,620.10
0402	ANDERSON 02	$ 3,687.38	$ 222,078.11	3056	LAURENS 56	$ 3,248.39	$ 194,760.05
0403	ANDERSON 03	$ 2,615.65	$ 157,531.53	3101	LEE 01	$ 2,593.98	$ 155,524.33
0404	ANDERSON 04	$ 2,700.94	$ 162,668.25	3201	LEXINGTON 01	$ 18,688.22	$ 1,120,468.51
0405	ANDERSON 05	$ 11,545.24	$ 695,329.77	3202	LEXINGTON 02	$ 8,639.08	$ 517,963.57
0501	BAMBERG 01	$ 1,594.04	$ 96,003.50	3203	LEXINGTON 03	$ 2,135.30	$ 128,023.77
0502	BAMBERG 02	$ 974.51	$ 58,691.36	3204	LEXINGTON 04	$ 3,329.79	$ 199,640.46
0619	BARNWELL 19	$ 913.37	$ 55,009.11	3205	LEXINGTON 05	$ 15,902.04	$ 953,420.66
0629	BARNWELL 29	$ 915.31	$ 55,125.95	3301	MCCORMICK 01	$ 945.19	$ 56,669.69
0645	BARNWELL 45	$ 2,623.53	$ 158,006.11	3401	MARION 01	$ 3,088.79	$ 185,191.09
0701	BEAUFORT 01	$ 17,748.97	$ 1,068,958.91	3402	MARION 02	$ 1,980.55	$ 118,745.60
0801	BERKELEY 01	$ 26,378.18	$ 1,588,666.31	3407	MARION 07	$ 876.24	$ 52,536.73
0901	CALHOUN 01	$ 1,766.44	$ 106,386.56	3501	MARLBORO 01	$ 4,792.44	$ 287,334.91
1001	CHARLESTON 01	$ 41,469.95	$ 2,497,591.28	3601	NEWBERRY 01	$ 5,678.10	$ 340,435.43
1101	CHEROKEE 01	$ 8,876.31	$ 534,589.37	3701	OCONEE 01	$ 10,391.92	$ 623,056.61
1201	CHESTER 01	$ 5,891.57	$ 354,828.83	3803	ORANGEBURG 03	$ 3,309.10	$ 198,399.97
1301	CHESTERFIELD 01	$ 7,752.39	$ 466,899.57	3804	ORANGEBURG 04	$ 4,130.08	$ 247,622.54
1401	CLARENDON 01	$ 1,103.34	$ 66,450.34	3805	ORANGEBURG 05	$ 6,830.61	$ 409,535.17
1402	CLARENDON 02	$ 3,265.87	$ 196,692.02	3901	PICKENS 01	$ 15,956.57	$ 956,690.05
1403	CLARENDON 03	$ 1,232.90	$ 74,253.29	4001	RICHLAND 01	$ 24,589.47	$ 1,474,283.09
1501	COLLETON 01	$ 6,228.79	$ 375,138.42	4002	RICHLAND 02	$ 19,829.00	$ 1,188,864.97
1601	DARLINGTON 01	$ 11,342.70	$ 683,131.49	4101	SALUDA 01	$ 2,083.27	$ 124,904.27
1701	DILLON 01	$ 857.80	$ 51,663.32	4201	SPARTANBURG 01	$ 4,511.27	$ 270,477.12
1702	DILLON 02	$ 3,526.64	$ 212,397.30	4202	SPARTANBURG 02	$ 8,663.15	$ 519,406.70
1703	DILLON 03	$ 1,520.70	$ 91,586.49	4203	SPARTANBURG 03	$ 3,002.97	$ 180,045.68
1802	DORCHESTER 02	$ 17,998.21	$ 1,083,969.77	4204	SPARTANBURG 04	$ 2,858.89	$ 171,407.24
1804	DORCHESTER 04	$ 2,256.22	$ 135,884.31	4205	SPARTANBURG 05	$ 6,291.13	$ 377,190.18
1901	EDGEFIELD 01	$ 3,934.42	$ 236,956.47	4206	SPARTANBURG 06	$ 9,406.61	$ 563,981.50
2001	FAIRFIELD 01	$ 3,424.81	$ 206,264.43	4207	SPARTANBURG 07	$ 7,978.15	$ 478,336.93
2101	FLORENCE 01	$ 14,257.10	$ 858,655.69	4302	SUMTER 02	$ 8,911.01	$ 534,267.37
2102	FLORENCE 02	$ 1,151.51	$ 69,351.45	4317	SUMTER 17	$ 8,624.56	$ 517,093.01
2103	FLORENCE 03	$ 3,761.71	$ 226,554.75	4401	UNION 01	$ 4,748.37	$ 284,692.66
2104	FLORENCE 04	$ 1,038.87	$ 62,567.54	4501	WILLIAMSBURG 01	$ 5,637.91	$ 338,025.80
2105	FLORENCE 05	$ 1,454.39	$ 87,592.87	4601	YORK 01	$ 4,896.42	$ 293,569.13
2201	GEORGETOWN 01	$ 9,868.96	$ 594,373.24	4602	YORK 02	$ 5,113.36	$ 306,575.95
2301	GREENVILLE 01	$ 62,857.44	$ 3,785,685.63	4603	YORK 03	$ 15,952.28	$ 956,432.84
2450	GREENWOOD 50	$ 8,962.14	$ 539,758.61	4604	YORK 04	$ 6,675.47	$ 400,233.62
2451	GREENWOOD 51	$ 1,159.07	$ 69,806.77	5208	JUVENILE JUSTICE	$ 1,220.67	$ 73,186.33
2452	GREENWOOD 52	$ 1,634.18	$ 98,420.99	5209	CORRECTIONS	$ 813.10	$ 48,750.12
2501	HAMPTON 01	$ 2,668.28	$ 160,701.25				
2502	HAMPTON 02	$ 1,379.94	$ 83,109.00	9999	STATE TOTAL	$ 667,157.35	$ 40,000,000.00
2601	HORRY 01	$ 31,710.09	$ 1,909,788.76				

Office of Public School Choice and Innovation Roster by District

(programs served by the Office of Public School Choice and Innovation)

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs/ Classrooms
Abbeville County Schools	✓						✓
Aiken County Schools	✓	✓					✓
Allendale County Schools	✓				✓		✓
Anderson School District One	✓ }					✓	✓
Anderson School District Two	✓ }				✓		✓
Anderson School District Three	✓ }						✓
Anderson School District Four	✓ }						
Anderson School District Five	✓ }		✓				✓
Bamberg School District One	✓						✓
Bamberg School District Two	✓						
Barnwell School District Nineteen	✓						
Barnwell School District Twenty-Nine	✓						✓
Barnwell School District Forty-Five	✓						✓
Beaufort County Schools	✓	✓	✓				✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college
** This summary represents 432 South Carolina Public School Choice programs as of October 2009.
*** As of October 2009, other Public School Choice programs represented in SC districts, but not listed in this summary, include Governor's School for the Arts, Virtual School Program, arts integration program, language integration program, language immersion program, Project Lead the Way, Multi-Cluster CATE Centers, etc. (approximately 65 additional programs).

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs/ Classrooms
Berkeley County Schools	✓		✓				✓
Calhoun County Schools	✓				✓		✓
Charleston School District	✓	✓	✓		✓		✓
Cherokee County Schools	✓				✓		✓
Chester School District	✓	✓					
Chesterfield School District	✓						✓
Clarendon School District One	✓						✓
Clarendon School District Two	✓ }	✓					✓
Clarendon School District Three	✓ }						✓
Colleton School District	✓						✓
Darlington School District	✓		✓				✓
Department of Juvenile Justice	✓						✓
Dillon School District One	✓ }						
Dillon School District Two	✓ }						✓
Dillon School District Three	✓ }						✓
Dorchester School District Two	✓						✓
Dorchester School Four	✓						✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs/ Classrooms
Edgefield County Schools	✓	✓					✓
Fairfield County Schools	✓		✓	✓*			✓
Florence School District One	✓	✓			✓		✓
Florence School District Two	✓						✓
Florence School District Three	✓						✓
Florence School District Four	✓						
Florence School District Five	✓						
Georgetown School District	✓						✓
Greenville School District	✓	✓	✓	✓			✓
Greenwood School District Fifty	✓		✓		✓		✓
Greenwood School District Fifty-One	✓						✓
Greenwood School District Fifty-Two	✓						
Hampton School District One	✓						
Hampton School District Two	✓						
Horry School District	✓	✓		✓			✓
Jasper County Schools	✓						✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs/ Classrooms
Kershaw County Schools	✓		✓			✓	
Lancaster School District	✓	✓					✓
Laurens School District Fifty-Five	✓				✓		✓
Laurens School District Fifty-Six	✓						✓
Lee County Schools	✓	✓					
Lexington School District One	✓			✓*			✓
Lexington School District Two	✓		✓	✓*			✓
Lexington School District Three	✓			✓*			
Lexington School District Four	✓			✓*	✓		✓
Lexington School District Five	✓		✓	✓*			✓
Marion School District One	✓ }						
Marion School District Two	✓ }						✓
Marion School District Seven	✓ }						
Marlboro County Schools	✓		✓				✓
McCormick County Schools	✓				✓		
Newberry County Schools	✓				✓		✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs
Oconee County Schools	✓			✓			✓
Orangeburg Consolidated School District Three	✓		✓				
Orangeburg Consolidated School District Four	✓						
Orangeburg Consolidated School District Five	✓		✓	✓			✓
Palmetto Unified School District	✓						
Pickens County Schools	✓						✓
Richland School District One	✓	✓		✓	✓		✓
Richland School District Two	✓		✓		✓	✓	✓
Saluda County Schools	✓						
SC Public Charter School District	✓	✓					
Spartanburg School District One	✓ }						
Spartanburg School District Two	✓ }						✓
Spartanburg School District Three	✓ }						✓
Spartanburg School District Four	✓ }						
Spartanburg School District Five	✓ }						✓
Spartanburg School District Six	✓ }						✓
Spartanburg School District Seven	✓				✓	✓	✓

} Districts that serve students in a multi-district alternative school

* Districts that operate a consortium middle/early college

District	Alternative Schools	Charter Schools	Magnet Schools	Middle/Early Colleges	Montessori Schools/ Programs	National Resource Schools	Single-Gender Programs/ Classrooms
Sumter School District Two	✓						✓
Sumter School District Seventeen	✓						✓
Union County Schools	✓						✓
Williamsburg County Schools	✓	✓		✓			
York School District One	✓				✓		✓
York School District Two (Clover)	✓			✓			✓
York School District Three (Rock Hill)	✓	✓	✓		✓		✓
York School District Four (Fort Mill)	✓						✓

} Districts that serve students in a multi-district alternative school
* Districts that operate a consortium middle/early college
** This summary represents 432 South Carolina Public School Choice programs as of October 2009.
*** As of October 2009, other Public School Choice programs represented in SC districts, but not listed in this summary, include Governor's School for the Arts, Virtual School Program, arts integration program, language integration program, language immersion program, Project Lead the Way, Multi-Cluster CATE Centers, etc. (approximately 65 additional programs).

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Budget Part I: Budget Summary Table

State of South Carolina

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 2,460,490	$ 2,417,710	$ 1,934,899	$ 1,624,148	$ 8,437,247
2. Fringe Benefits	$ 638,752	$ 625,490	$ 526,969	$ 464,736	$ 2,255,947
3. Travel	$ 264,906	$ 242,297	$ 185,535	$ 151,701	$ 844,439
4. Equipment	$ 1,986,400	$ 1,920,000	$ -	$ -	$ 3,906,400
5. Supplies	$ 159,277	$ 67,169	$ 101,219	$ 94,419	$ 422,084
6. Contractual	$ 13,274,206	$ 13,148,600	$ 6,882,474	$ 3,890,052	$ 37,195,332
7. Training Stipends	$ 199,250	$ 237,050	$ 336,616	$ 307,214	$ 1,080,130
8. Other	$ 461,706	$ 444,987	$ 427,306	$ 362,025	$ 1,696,024
9. Total Direct Costs (lines 1-8)	$ 19,444,987	$ 19,103,303	$ 10,395,018	$ 6,894,295	$ 55,837,603
10. Indirect Costs*	$ 505,142	$ 330,001	$ 146,724	$ 181,471	$ 1,163,339
11.Funding for Involved LEAs	$ 362,800	$ 140,000	$ -	$ -	$ 502,800
12. Supplemental Funding for Participating LEAs	$ 16,451,800	$ 22,369,000	$ 23,966,000	$ 29,630,000	$ 92,416,800
13. Total Costs (lines 9-12)	$ 36,764,729	$ 41,942,304	$ 34,507,742	$ 36,705,766	$ 149,920,542
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	$ 37,480,135	$ 56,220,203	$ 37,480,135	$ 18,740,068	$ 149,920,542
15. Total Budget (lines 13-14)	$ 74,244,865	$ 98,162,507	$ 71,987,878	$ 55,445,834	$ 299,841,083

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part I: South Carolina INSPIRED Budget Summary Narrative

a.	Budget Summary Narrative. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)

South Carolina has compiled project-level budgets, project-level narratives, and a budget summary for the entire application totaling $ 299,841,083, a cost-effective $428 per student for comprehensive statewide reform and innovative programming. The following is an overview of the projects that the State has included in its budget. The project-level budget narratives indicate when other funds will be used to support projects during the grant term.

Project (A) – SC INSPIRED (Selection Criteria (A), (B), (C), (D), (E), and Priorities 1, 2, 3, 4, and 5). ($4,403,214) The budget for Project (A) covers overall grant project management and two subgrant programs for $2,736,000. The project management expenditures are explained more fully in the narrative for section (A) of this application (new deputy superintendent, education associate, and program coordinator and related expenditures). Contractual expenditures in Project (A) will result in implementation fidelity rubrics for the grant projects as a tool for monitoring implementation and a preparation for scale up of successful programs. These expenditures are necessary to provide exemplary statewide oversight for a project of this scope.

The first subgrant provides funds to participating LEAs to outfit Montessori classrooms and to provide scholarships-loans to teachers seeking Montessori certification (South Carolina has a new certification approved by the State Board of Education). Montessori instruction furthers the SC INSPIRED goals of producing personalized learning for next generation learners. This subgrant program will focus on grades K-2 and will create infrastructure and capacity that will last beyond the grant period.

The second subgrant program provides seed money for Graduate South Carolina dropout prevention programs, modeled after Graduate Greenville, a program that is showing early promise. The subgrants would partially fund a graduation coach position in the high schools for one year, after which the LEA would use other fund sources. This program supports South Carolina's ambitious goal of increasing graduation rates by an average of 1600 students per year of the grant.

The budget for Project (A) also includes $150,000 to create 30 virtual job shadowing experiences. South Carolina has requirements for individual graduation plans, including job experiences within a selected career cluster. Not every student can find local businesses relevant to their chosen career. The virtual job shadowing experiences make real world information about jobs available to students with computers no matter where they are located within the State.

Project (B) – Transitioning to Enhanced Standards and Assessments (Selection Criteria (B)(1), (B)(2), (B)(3), (E)(2), and Priorities 1, 2, 3, & 5). ($17,580,720) The budget for Project (B) funds alignment of the new standards to South Carolina's existing, nationally-recognized high standards. South Carolina is the only state with a statewide effort to pair exit-level high school courses to entry-level higher education courses. The college-readiness standards and these 17 paired pilot courses will likewise need to be aligned to the new common core standards. A rollout of these updated courses will improve South Carolina's performance in both college enrollment and college success.

Gaps in standards support systems (S^3) documents will be identified and filled for the new standards so that educators have a "standards implementation toolbox." Formative and benchmark assessments are supported both in professional development materials and in development of items through multi-state consortia. Tiered support is supplied through regional S^2MART Centers so that the schools most in need receive the most support. As part of that effort, grant funds will be used to pilot an "Improvement Cluster" model for schools that are not in the lowest achieving 5%, but which, with assistance, could turn around academic performance that is otherwise on a downward path. By providing this comprehensive, regional, and tiered support, teachers will have the effective professional development they need to make a difference in the classroom, to measure their impact with formative and interim assessments, to join as teams in Communities Advancing Professional Practice, to adjust their teaching practices to foster continuous improvement, and to propel their students' academic achievement growth.

Project (C) – Using Data to Inform Learning & Decisions (Selection Criteria (C)(1), (2), and (3), and Priority 1 and 4) ($15,881,507). South Carolina has ambitious plans for not only completing its statewide longitudinal data system with linkages to higher education, but also to incorporate into the existing State data warehouse of social, law enforcement, medical and other data that will create a system of both P–20 vertical and horizontal alignment. Funds in the Project (C) budget support those efforts, the creation of user interfaces to access the data

warehouse information, and regional data specialists to work out of the S^2MART Centers to coach educators on using data, as part of the state's DATTA and "7As" model discussed in Sections A and C of the application. The budget also includes funds to create or license into a curriculum management system and to enhance existing educator data systems to support the collection and reporting of information on educator effectiveness, educator preparation effectiveness, and professional development effectiveness. Most of the grant funds are to build infrastructure and capacity so that by the end of the grant period existing State and other funds can support these activities.

This project also includes a program ID innovation. Currently no one maintains a data warehouse tracking which students are in what intervention programs, or which educators attended what professional development. In addition, we do not have consistent and easily-accessible data about students' attendance or use of programs (e.g., attendance at 21st Century Community Learning Center after-school programs). The development of a uniform program ID will allow South Carolina to track this information within its student information system and an amended ePortfolio system for educators (currently used to track technology proficiency and courses). Once those systems are established, South Carolina will be able to tie student achievement results to specific programs so that educators and researchers can better identify the interventions (when regularly attended) and professional development that have the best return on investment. Funds will be used to set up the infrastructure so that State, Title I, and other funds can sustain this evaluation program as part of the longitudinal data warehouse system.

Project (D)(1) – Alternative Certification for Equitable Distribution (Selection Criteria (D)(1) and (3), and Priority 1). ($1,309,002) South Carolina has alternative certification programs. A new principals' alternative certification will be created under this grant, and the teachers' alternative certification (PACE) will be expanded (with the Office of Palmetto Priority Schools) to focus on low-achieving schools that have difficulty recruiting, hiring, and retaining highly effective educators. After the grant period, the programs will be sustained with State, Title I, and SIG funding as appropriate.

Project (D)(2) – Effective Educators (Selection Criteria (D)(2) and Priority 1) ($17,822,152) South Carolina has uniform educator evaluation systems (ADEPT for teachers and PADEPP for principals). Although these systems consider student achievement, amendments will be needed to ensure that student achievement growth is a significant factor in the uniform

state evaluation systems. South Carolina has experience with value added in that it has the largest number of value-added TAP schools; however, stakeholder input on an educator effectiveness models is key to obtaining acceptance of and engagement in a new system. In addition, "student growth" measures must be developed for grades and subjects that are not part of the accountability assessment system. The existing educator information systems will need to be revised and updated to handle these new demands (see also Project (C)).

Project (D)(3) – Equitable Distribution of Effective Educators (Selection Criteria (D)(2), (D)(3), and Priority 1). ($54,673,110) South Carolina's plan includes incentives to educators who serve at our most challenged schools and programs to help those schools "grow their own." The budget includes funds for a partnership with the Center for Educator Recruitment and Retention (CERRA) on development of "home grown" effective educators, including PROTEAM and the Teacher Cadet programs. At the School Transformation Leaders Academy, best practices will be shared and developed for leaders in our challenged schools. The U-TEACH and Project CREATE programs will increase the numbers of STEM and special needs educators at our high poverty and high minority schools.

As part of this project and with stakeholder input, the State educator salary scale (SITE) will be adjusted to modify its current emphasis on credentials and add educator effectiveness, service in challenged schools, and additional leadership functions as factors in compensation. South Carolina also proposes adding 40 sites to the value added performance program (currently TAP). The budget for project (D)(3) includes these activities as well as some professional development through the regional S^2MART Centers to assist with change management and transition to the amended evaluation systems (see also (D)(5)). In addition the budget includes funds to assist with the transition from the current salary schedule to the amended one.

An innovative program within (D)(3) is the creation of a teacher village in a hard-to-staff community. One cause of staffing issues in our state is that teachers coming to poor, rural areas cannot find safe and affordable housing. South Carolina already has had some success with one pilot renovation project in Saluda County, a rural, high poverty area. The grant would use already-prepared plans to build 8 to 10 new units of housing for teachers in one of our high need geographic areas.

Project (D)(4) – Effective Educator Preparation Programs (Selection Criteria (D)(4) and Priority 1). ($502,011) South Carolina already has the systems in place to link educator

preparation programs and educators. In Project HEAT, the State is piloting with Clemson University the reporting of teacher effectiveness data from a limited number of schools. With funds from this grant, South Carolina will take the data to be developed through the educator effectiveness model (Project (D)(2)) and link that information back to the college of education or alternative certification program. Activities include the changes to the data systems and a rollout of the new systems. Ultimately, this pilot will help South Carolina to develop the best vehicle for reporting data to IHEs to ensure programmatic improvements to preparation programs. The budget supports infrastructure and transitions so that other funds can sustain the project after the grant period.

Project (D)(5) – Effective Professional Development (Selection Criteria (B)(3), (C)(3), (D)(2), (D)(5), and Priority 1). ($5,944,360) To be effective, educators must work in teams, turn data into information, pilot best practices, evaluate results, and embed those results into a continually changing system of expert professional knowledge. Project (D)(5) supports staff in the S^2MART Centers so that every region of the State will have access to coaching and support for professional learning communities/communities advancing professional practices. As new ways of doing things and new methods of evaluation are being implemented, change management is a major issue. The regional S^2MART Center staff will assist districts in creating the momentum to overcome the natural inertia facing change. It includes supplemental funding for participating LEAs in years 1, 2, and 3 for the hiring of contract staff or consultants to assist with this change management.

Project (E)(2) – Turning Around Struggling Schools (Section Criteria (E)(2) and Priority 1) ($25,043,286) South Carolina plans to use its ARRA School Improvement Grant funding ($41 million) to improve the 5% persistently lowest achieving schools. Project (E)(2) adds to those efforts another cadre of low-performing schools, the Palmetto Priority Schools. In addition to management staff, the project budget includes funding for four turnaround managers who will work from the regional S^2MART Centers to develop capacity directly at these schools. The project includes supplemental funding for participating LEAs equivalent to approximately $350 per student (15,000 students) in the 25 schools. South Carolina will issue a state-level procurement for consulting services for on-going, job-embedded professional development for the staff in these schools.

Project (B) STEM – (Selection Criteria (B)(1), (B)(3), and Priorities 1, 2, and 3) ($6,761,180). South Carolina has several successful STEM initiatives that can be expanded with grant funding. Thirty-six middle and high schools will receive STEM labs and curriculum for the engineering, advanced manufacturing, green engineering, and renewable energies programs. (Equipment details are in the budget narrative for this project.) South Carolina's data indicates the reading information text is an ELA area in which our students need improvement. This need is being matched with a summer program strategy that has worked in improving math and science instruction. STEM Reading Academies will be created to assist educators in placing a deeper emphasis on students' learning to read information text. Funds will also be used to develop a Green STEM curriculum for grades 7-12 in partnership with the Southern Regional Education Board. The STEM Professional Summer Experience will continue with supplemental funding for grants to pay stipends for participating LEAs. Grant funds are focused on building infrastructure and capacity so that the programs can be economically continued after the grant period.

South Carolina is INSPIRED to produce innovative programs supporting personalized instruction for next generation learners. With the State's tradition of "A" level standards, assessments, educator quality systems, and student focus on colleges and careers, we are poised to foster local capacity for effective educators in better-performing schools. A leader in education data systems, South Carolina will continue its development of systems and supports so that data is accessible and used to make a difference in the classroom, in decision making, and in researching "what works." With input from and choices for all of our stakeholders, deep changes to our culture will support continuous improvement of the public education system that trains informed and responsible global citizens.

Budget Part II: Project-Level Budget Table

Project Name: (A) - SC INSPIRED
Associated with Criteria: (A), (B), (C), (D), (E), and Priorities 1, 2, 3, 4, and 5
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 232,400	$ 232,400	$ 232,400	$ 232,400	$ 929,600
2. Fringe Benefits	$ 72,044	$ 72,044	$ 72,044	$ 72,044	$ 288,176
3. Travel	$ 17,660	$ 17,660	$ 17,660	$ 17,660	$ 70,640
4. Equipment					$ -
5. Supplies	$ 25,328	$ 4,820	$ 4,820	$ 4,820	$ 39,788
6. Contractual	$ 250,000				$ 250,000
7. Training Stipends					$ -
8. Other	$ 15,060	$ 15,060	$ 15,060	$ 15,060	$ 60,240
9. Total Direct Costs (lines 1-8)	$ 612,492	$ 341,984	$ 341,984	$ 341,984	$ 1,638,444
10. Indirect Costs*	$ 8,250	$ 6,840	$ 6,840	$ 6,840	$ 28,770
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs	$ 1,068,000	$ 968,000	$ 400,000	$ 300,000	$ 2,736,000
13. Total Costs (lines 9-12)	$ 1,688,742	$ 1,316,824	$ 748,824	$ 648,824	$ 4,403,214

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (B) - Transitioning to Enhanced Standards and Assessments
Associated with Criteria: (B)(1), (B)(2), (B)(3), (E)(2), and Priorities 1, 2, 3, & 5
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					$ -
2. Fringe Benefits					$ -
3. Travel	$ 16,000	$ -	$ -	$ -	$ 16,000
4. Equipment					$ -
5. Supplies					$ -
6. Contractual	$ 4,434,960	$ 3,646,400	$ 1,500,000	$ 1,500,000	$ 11,081,360
7. Training Stipends					$ -
8. Other					$ -
9. Total Direct Costs (lines 1-8)	$ 4,450,960	$ 3,646,400	$ 1,500,000	$ 1,500,000	$ 11,097,360
10. Indirect Costs*	$ 283,360	$ 100,000	$ 50,000	$ 50,000	$ 483,360
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs	$ -	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 6,000,000
13. Total Costs (lines 9-12)	$ 4,734,320	$ 5,746,400	$ 3,550,000	$ 3,550,000	$ 17,580,720

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (C) - Using Data to Inform Learning & Decisions
(C)(1), (2), and (3), and Priority 1
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 440,000	$ 440,000	$ 275,000	$ 165,000	$ 1,320,000
2. Fringe Benefits					$ -
3. Travel					$ -
4. Equipment	$ 10,000				$ 10,000
5. Supplies	$ 18,200	$ 13,200	$ 13,200	$ 12,200	$ 56,800
6. Contractual	$ 4,008,219	$ 5,172,538	$ 3,748,954	$ 1,488,806	$ 14,418,517
7. Training Stipends					$ -
8. Other					$ -
9. Total Direct Costs (lines 1-8)	$ 4,476,419	$ 5,625,738	$ 4,037,154	$ 1,666,006	$ 15,805,317
10. Indirect Costs*	$ 25,005	$ 23,840	$ 17,529	$ 9,816	$ 76,190
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs					$ -
13. Total Costs (lines 9-12)	$ 4,501,424	$ 5,649,578	$ 4,054,683	$ 1,675,822	$ 15,881,507

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (D)(1) and (D)(3) Alternative Certification for Equitable Distribution
Associated with Criteria: (D)(1) and (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 111,000	$ 111,720	$ 87,454	$ 73,203	$ 383,377
2. Fringe Benefits	$ 34,410	$ 34,633	$ 27,111	$ 22,693	$ 118,847
3. Travel	$ 9,262	$ 12,674	$ 12,674	$ 12,374	$ 46,984
4. Equipment					$ -
5. Supplies	$ 7,049	$ 3,649	$ 20,199	$ 19,399	$ 50,296
6. Contractual	$ 32,437	$ 73,447	$ 147,545	$ 153,146	$ 406,575
7. Training Stipends	$ 3,000	$ 40,800	$ 67,128	$ 50,964	$ 161,892
8. Other	$ 33,970	$ 33,970	$ 35,170	$ 18,370	$ 121,480
9. Total Direct Costs (lines 1-8)	$ 231,128	$ 310,893	$ 397,281	$ 350,149	$ 1,289,451
10. Indirect Costs*	$ 4,563	$ 4,702	$ 5,453	$ 4,834	$ 19,551
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs					$ -
13. Total Costs (lines 9-12)	$ 235,690	$ 315,595	$ 402,734	$ 354,983	$ 1,309,002

*Rounding of figures in column (a) creates a $1 variation.

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (D)(2) - Effective Educators
Associated with Criteria: (D)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 135,000	$ 135,000	$ 75,000	$ 50,000	$ 395,000
2. Fringe Benefits	$ 41,850	$ 41,850	$ 23,250	$ 15,500	$ 122,450
3. Travel	$ 38,388	$ 45,016	$ 27,758	$ 21,130	$ 132,292
4. Equipment					
5. Supplies	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 10,000
6. Contractual	$ 3,725,500	$ 3,225,125	$ 943,875	$ 168,000	$ 8,062,500
7. Training Stipends					$ -
8. Other	$ 1,381	$ 3,462	$ 1,381	$ 1,700	$ 7,924
9. Total Direct Costs (lines 1-8)	$ 3,944,619	$ 3,452,953	$ 1,073,764	$ 258,830	$ 8,730,166
10. Indirect Costs*	$ 76,232	$ 66,619	$ 19,535	$ 68,000	$ 230,386
11.Funding for Involved LEAs	$ 282,800	$ 120,000			$ 402,800
12. Supplemental Funding for Participating LEAs	$ 5,938,800	$ 2,520,000			$ 8,458,800
13. Total Costs (lines 9-12)	$ 10,242,451	$ 6,159,572	$ 1,093,299	$ 326,830	$ 17,822,152

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (D)(3) - Equitable Distribution of Effective Educators
Associated with Criteria: (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 542,090	$ 558,090	$ 454,045	$ 432,045	$ 1,986,270
2. Fringe Benefits	$ 168,048	$ 173,008	$ 140,754	$ 133,934	$ 615,744
3. Travel	$ 102,152	$ 85,503	$ 56,544	$ 29,638	$ 273,837
4. Equipment	$ 56,400	$ -	$ -	$ -	$ 56,400
5. Supplies	$ 31,000	$ 5,000	$ 22,000	$ 20,000	$ 78,000
6. Contractual	$ 50,000	$ -	$ 34,100	$ 34,100	$ 118,200
7. Training Stipends	$ 196,250	$ 196,250	$ 269,488	$ 256,250	$ 918,238
8. Other	$ 403,500	$ 383,500	$ 368,500	$ 318,500	$ 1,474,000
9. Total Direct Costs (lines 1-8)	$ 1,549,440	$ 1,401,351	$ 1,345,431	$ 1,224,467	$ 5,520,689
10. Indirect Costs*	$ 25,436	$ 24,102	$ 21,519	$ 19,365	$ 90,421
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs	$ 2,025,000	$ 10,491,000	$ 15,186,000	$ 21,360,000	$ 49,062,000
13. Total Costs (lines 9-12)	$ 3,599,876	$ 11,916,453	$ 16,552,950	$ 22,603,831	$ 54,673,110

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (D)(4) - Project HEAT & Effectiveness of Educator Preparation Programs
Associated with Criteria: (D)(4)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 90,000	$ 60,500	$ 51,000	$ 51,500	$ 253,000
2. Fringe Benefits	$ 27,900	$ 18,755	$ 15,810	$ 15,965	$ 78,430
3. Travel	$ 11,100	$ 11,100	$ 555	$ 555	$ 23,310
4. Equipment					$ -
5. Supplies	$ 4,500	$ 2,500	$ 4,500	$ 2,500	$ 14,000
6. Contractual	$ 80,000	$ 40,000	$ -	$ -	$ 120,000
7. Training Stipends					$ -
8. Other	$ 1,500	$ 1,500	$ 900	$ 900	$ 4,800
9. Total Direct Costs (lines 1-8)	$ 215,000	$ 134,355	$ 72,765	$ 71,420	$ 493,540
10. Indirect Costs*	$ 3,200	$ 2,387	$ 1,455	$ 1,428	$ 8,471
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs					$ -
13. Total Costs (lines 9-12)	$ 218,200	$ 136,742	$ 74,220	$ 72,848	$ 502,011

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (D)(5) - Effective Professional Development
Associated with Criteria: (D)(5)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 555,000	$ 525,000	$ 405,000	$ 265,000	$ 1,750,000
2. Fringe Benefits	$ 172,050	$ 162,750	$ 125,550	$ 82,150	$ 542,500
3. Travel	$ 58,350	$ 58,350	$ 58,350	$ 58,350	$ 233,400
4. Equipment					$ -
5. Supplies	$ 22,700	$ 5,000	$ 3,500	$ 2,500	$ 33,700
6. Contractual	$ 104,000	$ 102,000	$ 52,000	$ 40,000	$ 298,000
7. Training Stipends					$ -
8. Other	$ 500	$ 1,700	$ 500	$ 1,700	$ 4,400
9. Total Direct Costs (lines 1-8)	$ 912,600	$ 854,800	$ 644,900	$ 449,700	$ 2,862,000
10. Indirect Costs*	$ 16,752	$ 14,516	$ 12,398	$ 8,694	$ 52,360
11.Funding for Involved LEAs	$ 80,000	$ 20,000	$ -	$ -	$ 100,000
12. Supplemental Funding for Participating LEAs	$ 2,100,000	$ 420,000	$ 410,000	$ -	$ 2,930,000
13. Total Costs (lines 9-12)	$ 3,109,352	$ 1,309,316	$ 1,067,298	$ 458,394	$ 5,944,360

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (E) - Turning Around Struggling Schools
Associated with Criteria: (E)(2) and Priority 1
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 355,000	$ 355,000	$ 355,000	$ 355,000	$ 1,420,000
2. Fringe Benefits	$ 122,450	$ 122,450	$ 122,450	$ 122,450	$ 489,800
3. Travel	$ 11,994	$ 11,994	$ 11,994	$ 11,994	$ 47,976
4. Equipment					$ -
5. Supplies	$ 48,000	$ 30,500	$ 30,500	$ 30,500	$ 139,500
6. Contractual	$ 456,000	$ 456,000	$ 456,000	$ 506,000	$ 1,874,000
7. Training Stipends					$ -
8. Other	$ 5,795	$ 5,795	$ 5,795	$ 5,795	$ 23,180
9. Total Direct Costs (lines 1-8)	$ 999,239	$ 981,739	$ 981,739	$ 1,031,739	$ 3,994,456
10. Indirect Costs*	$ 12,345	$ 11,995	$ 11,995	$ 12,495	$ 48,830
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs	$ 5,250,000	$ 5,250,000	$ 5,250,000	$ 5,250,000	$ 21,000,000
13. Total Costs (lines 9-12)	$ 6,261,584	$ 6,243,734	$ 6,243,734	$ 6,294,234	$ 25,043,286

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: (B) - STEM
Associated with Criteria: (B)(1), (B)(3), and Priorities 1, 2, and 3
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)*	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					$ -
2. Fringe Benefits					$ -
3. Travel					$ -
4. Equipment	$ 1,920,000	$ 1,920,000			$ 3,840,000
5. Supplies					$ -
6. Contractual	$ 133,090	$ 433,090			$ 566,180
7. Training Stipends					$ -
8. Other					$ -
9. Total Direct Costs (lines 1-8)	$ 2,053,090	$ 2,353,090	$ -	$ -	$ 4,406,180
10. Indirect Costs*	$ 50,000	$ 75,000			$ 125,000
11.Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs	$ 70,000	$ 720,000	$ 720,000	$ 720,000	$ 2,230,000
13. Total Costs (lines 9-12)	$ 2,173,090	$ 3,148,090	$ 720,000	$ 720,000	$ 6,761,180

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

South Carolina Project-Level Budget Narrative: SC INSPIRED
Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

Area Goal	Line Item	Justification of expenditure	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	Total Request
1. Personnel							
Grants Management	Deputy Superintendent	SCDE Deputy: Reporting directly to the elected State Superintendent the deputy will be responsible for overall leadership and management of the SC INSPIRES program, including the funding and programming included within the Race to the Top grant. Deputy will be responsible for coordination of services at the 8 S2MART Centers related to the program. Deputy will be responsible for working with participating LEAs to ensure performance of MOU obligations, participation in required training, and implementation of new systems. Deputy will have oversight of ARRA reporting and fiscal management requirements for this grant. Position description with required qualifications is in Appendix A. 80% of FTE with base salary of $125,000 per year. Temporary grant position	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 400,000
Grants Management	Administrative Assistant	SCDE - Administrative support to the Deputy (above) and related Division level staff. 90% of FTE with base salary at midrange $36,000 (AA75) Temporary grant position.	$ 32,400	$ 32,400	$ 32,400	$ 32,400	$ 129,600
Grants Management	Education Associate	SCDE - Responsible for coordinating and performing (or contracting for) training and technical assistance of SCDE personal on programs related to this grant. Oversee drafting of procurement documents for purchase of professional contractual services and establishment of state level contracts for LEA purchase. Draft and publish periodic newsletters and other communications to stakeholders concerning progress under the grant. Midrange salary $64,000 (CB05) Temporary grant position.	$ 64,000	$ 64,000	$ 64,000	$ 64,000	$ 256,000

Area Goal	Line Item	Justification of expenditure	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	Total Request
Grants Management	Program Coordinator	SCDE - Responsible for the reporting required under this grant including ARRA section 1512 reporting each quarter. Coordinate maintenance of LEA contact database and communications. Collect data for performance measure reporting. Develop rubrics for tracking implementation of MOUs by LEAs and conduct monitoring. Between entry and midrange $36,000 (AH35). Temporary grant position.	$ 36,000	$ 36,000	$ 36,000	$ 36,000	$ 144,000
		Subtotal Personnel	$ 232,400	$ 232,400	$ 232,400	$ 232,400	$ 929,600
2. Fringe Benefits (31% of annual salary)							
Grants Management	Deputy Superintendent	31% fringes and benefits	$ 31,000	$ 31,000	$ 31,000	$ 31,000	$ 124,000
Grants Management	Administrative Assistant	31% fringes and benefits	$ 10,044	$ 10,044	$ 10,044	$ 10,044	$ 40,176
Grants Management	Education Associate	31% fringes and benefits	$ 19,840	$ 19,840	$ 19,840	$ 19,840	$ 79,360
Grants Management	Program Coordinator	31% fringes and benefits	$ 11,160	$ 11,160	$ 11,160	$ 11,160	$ 44,640
		Subtotal Fringe Benefits	$ 72,044	$ 72,044	$ 72,044	$ 72,044	$ 288,176
3. Travel							
Grants Management	Grant Conferences	Travel to required grant conferences (application instructions page 96) 3 staff members above plus state level leadership for Standards, Assessments, Educators, Data Systems, and Turnarounds = 8 staff members x 2 days per trip x 1 per year x airfare est. $800 + hotel @ $100 + per diem at $35, per year	$ 14,960	$ 14,960	$ 14,960	$ 14,960	$ 59,840
Grants Management	LEA Collaboration & Monitoring	Travel by the Deputy +/or Education Associate to collaborate with LEA regional consortia, meet with LEA staff in need of support, meet with LEAs conducting pilot research and evaluation, monitor implementation of MOU. 88 LEAs, estimate ave 1/4 per year (22) x average 100 miles x .50 per mile	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 4,400
Grants Management	S2MART Center Collaboration & Monitoring	Quarterly visits by the Deputy to each S2MART Center for overall leadership, evaluation, and support. 8 centers x 4 visits per year x ave 100 miles x .50 per mile	$ 1,600	$ 1,600	$ 1,600	$ 1,600	$ 6,400
		Subtotal Travel	$ 17,660	$ 17,660	$ 17,660	$ 17,660	$ 70,640
4. Equipment (any item that costs more than $5,000 per unit)							

South Carolina Project-Level Budget Narrative: SC INSPIRED
Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

Area Goal	Line Item	Justification of expenditure	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	Total Request
		Subtotal Equipment					$ -
5. Supplies (any item that costs less than $5,000 per unit)							
Grants Management	Computer	Computer Lease, Software-4 Staff (section 1) x ($600 lease +$210 software licenses) (annual cost)	$ 3,240	$ 3,240	$ 3,240	$ 3,240	$ 12,960
Grants Management	Printer	3 @ $300 and 1 (for AA) at $800 (one time cost)	$ 1,700				$ 1,700
Grants Management	Furniture	4 Staff x $4500	$ 18,000				$ 18,000
Grants Management	Office Supplies	Paper, writing utensils, printer supplies, training materials est. $350/person x 4	$ 1,400	$ 1,400	$ 1,400	$ 1,400	$ 5,600
Grants Management	Scanner	Scanner for electronic records and finance procurement system, one at $808; yearly license and maintenance = $180; one for the Division	$ 988	$ 180	$ 180	$ 180	$ 1,528
		Subtotal Supplies	$ 25,328	$ 4,820	$ 4,820	$ 4,820	$ 39,788
6. Contractual							
Improve Graduation	Virtual Job Shadowing	EEDA Student Engagement-Development of 30 virtual job shadowing experiences ($5,000 ea)	$150,000				$ 150,000
Grants Management	Implementation Fidelity Rubrics	Using State procurement policies, a consultant will be selected to create rubrics for measuring whether programs under this grant are implemented with fidelity, and to propose appropriate performance measures related to each project. Estimate first year (200 work days) at up to $500 per day = $100,000	$ 100,000				$ 100,000
		Subtotal Contractual	$250,000				$ 250,000
7. Training Stipends							
		Subtotal Training Stipends					$ -
8. Other (postage, leases, utilities, rent, etc.)							
Grants Management	Rent	220 sf x 4 staff x $16/sf per year	$ 14,080	$ 14,080	$ 14,080	$ 14,080	$ 56,320
Grants Management	Telephone	$245/person x 4	$ 980	$ 980	$ 980	$ 980	$ 3,920
		Subtotal Other	$ 15,060	$ 15,060	$ 15,060	$ 15,060	$ 60,240
9. Total Direct Costs (add items 1-8)			$ 612,492	$ 341,984	$ 341,984	$ 341,984	$ 1,638,444
10. Indirect Costs (2% of $412,492 for Year 1)			$ 8,250	$ 6,840	$ 6,840	$ 6,840	$ 28,770
11. Funding for Involved LEAs							
		Subtotal Funding for Involved LEAs					$ -
12. Supplemental Funding for Participating LEAs							

Area Goal	Line Item	Justification of expenditure	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	Total Request
Montessori	14 Competitive grants	Competitive grants to participating LEAs for establishment of Montessori classrooms. Estimates are costs at $6000 for furniture and $15,000 for Montessori materials, per classroom (total $21,000 per classroom; grades K-2 ~ $63,000 total). Grants will total up to $50,000 for three classrooms; participating LEAs will be expected to use a portion of their RT3 funding to complete the purchase. 8 grants of $50,000 each in year 1 and 6 in year 2 (14 total grants, 42 classrooms) for implementation over the life of the RT3 grant as the school develops or acquires Montessori-certified teachers	$400,000	$300,000			$ 700,000
Montessori	Tuition Loan-Assistance	Teachers in schools receiving competitive grants (above) or in PLAS/PPS schools (See section E) or schools/LEAs applying on behalf of their teachers, will be eligible to apply for tuition assistance to obtain Montessori credentials. Program costs range from $7,000 (Florence District One (graduate credit issued for training)), $8000 (Institute for Guided Studies, Camden), $9000 (Montessori Teacher Training Institute, Camden), to $12,000 (Lander University, also for graduate credit). These four organizations will also train a school district cohort of at least ten teachers at a reduced per teacher cost. 48 Teachers will receive a loan of up to $7000 or the actual cost, whichever is less. Upon successful completion of the program, loans will be forgiven at a rate of 1/3 of the loan per year in which the teacher is employed at the targeted school.	$168,000	$168,000			$ 336,000

South Carolina Project-Level Budget Narrative: SC INSPIRED
Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

Area Goal	Line Item	Justification of expenditure	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	Total Request
Dropout Prevention	34 Competitive Grants	Competitive grants to participating LEAs for dropout prevention pilot programs that include at risk identification, bridge programs, and graduation coaches. 34 One-year grants for $50,000 will operate as seed money for the programs and partially support the new graduation coach employee. Participating LEAs will be expected to develop sustainability of the program after year one through their RT3 (expiring in year 4) and other funding. Priority will be given to schools in participating LEAs with low graduation rates, a high number of students not graduating on time, or increasing drop out rates, taking into account SC's goal of adding at least 1600 additional on-time graduates each year of the grant. (Other funds - Program to be operated by existing Education Associate in the Office of Public School Choice & Innovation, approximately 15% of her time, salary $58,500)	$500,000	$500,000	$400,000	$300,000	$ 1,700,000
		Subtotal Supplemental Funding for Participating LEAs	$1,068,000	$968,000	$400,000	$300,000	$ 2,736,000
		Grand Total	$1,688,742	$1,316,824	$748,824	$648,824	$4,403,214

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 1		Year 2		Year 3
#	Line Item	Justification of expenditure	Request	OTHER	Request	OTHER	Request
1. Personnel							
Grant Oversight	SCDE Grant Oversight	Grant oversight and management by deputy superintendent for SCDE Division of Standards & Learning. Approximately 14% of time/salary.		$16,000		$16,000	
		Subtotal Personnel	**$0**	**$16,000**	**$0**	**$16,000**	**$0**
2. Fringe Benefits (31%)							
Grant Oversight	SCDE Grant Oversight	31% Fringe Benefits - Deputy Superintendent above		$ 4,960		$ 4,960	
		Subtotal Fringe Benefits	**$ -**	**$ 4,960**	**$ -**	**$ 4,960**	**$ -**
3. Travel							
B1.1	Research Collaboration with state	2 SCDE content specialists per area ELA and Math (4 total)] x 4 trips @1,070 per trip (Ave. $900 airfare + $100 hotel + $35/day per diem x 2 days ($70))	$ 16,000	$ 1,120			
		Subtotal Travel	**$ 16,000**	**$ 1,120**	**$ -**	**$ -**	**$ -**
4. Equipment (any item that costs more than $5,000 per unit)							
		Subtotal Equipment					
5. Supplies (any item that costs less than $5,000 per unit)							
	Office and Training Supplies	Paper, writing utensils, printer supplies, training supplies est. $350/person x 4		$ 1,400		$ 1,400	
		Subtotal Supplies	**$ -**	**$ 1,400**		**$ 1,400**	
6. Contractual							
B1.1	K-12 Common Core Comparative Review	Stipends for 48 panelists (IHE content experts, teacher per grade band, district coordinators, EOC Stakeholders; 24 per content area ELA and Math; 6 member teams per 4 grade bands) $100/day*20 days)	$84,000	$ 12,000			
B1.1	K-12 Common Core Comparative Review	Travel: 48 consultants (see previous line) * 50 ave miles * .50 **per mile** * 12 **trips**	$ 14,400				
B1.1	K-12 Common Core Comparative Review	Lodging: Estim 1/2 of the 48 consultants (see first line of this section) will need overnight lodging (6 nights @ 90.00 per day) 24x6x90=$12.960	$ 12,960				

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 1		Year 2		Year 3
#	Line Item	Justification of expenditure	Request	OTHER	Request	OTHER	Request
B1.1	K-12 Common Core Comparative Review	Printing: 2 content areas (5,000 per content)	$10,000				
B1.1	K-12 Common Core Comparative Review	2 consultants (ELA and Math) total is all inclusive	$ 30,000				
B1.2	Evaluation	Design implementation rubrics to monitor fidelity of and track progress (1 consultant @ 20,000 in year 1 for designing the evaluations and 100,000 in years 2-4 to collect and analyze data).	$ 20,000		$ 100,000		$ 100,000
B1.3	Alignment of curriculum resources	Alignment of curriculum resources, instructional materials to the newly adopted standards to identify gaps and guide development of supplemental resources (2 consultants per content area x 2 areas (ELA and Math) @ 50,000 per consultant)	$ 100,000	$ 100,000			
B1.3	Acquisition and/or development	Acquisition or development of curriculum resources to create a "standards implementation toolbox" for districts and schools to assimilate newly adopted standards (200,000 per content area); Estimate cost-actual cost to be determined after competitive procurement	$ 200,000	$ 200,000			
B1.3	Development of professional learning guides	Development of guides to support teacher understanding of the just-in-time formative classroom assessment to assist districts and schools in assessment for learning (200,000 per content area)	$ 200,000	$ 200,000			

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 1		Year 2		Year 3
#	Line Item	Justification of expenditure	Request	OTHER	Request	OTHER	Request
B1.3	South Carolina Course Alignment Project	Commission on Higher Education: Collaboration among CHE, SCDE and the technical college system to expand the SC Course Alignment Project to develop alignment between high school exit courses with college entrance courses. Revise and realign SC College Readiness Reference Standards to new SC common core in ELA and Math (2 national and 2 state experts each for ELA and Math=(2+2)x2x$5000=$20,000; plus consultants=$10,000; plus travel 10 people x $1200 = $12,000; copying, postage, teleconf $3200) (year 1); Modify 10 existing paired ELA and Math courses to the new common core (est. 1 secondary + 1 post-secondary= 2 x $5000 x 10 courses $10,000 per course=$100,000; 1 consultant/subj=2x$5000=$10,000; travel 22 people x $1200=$26,400; copy, postage $2200; conf $2400) year 1; Disseminate revised paired courses through statewide regional training for lead paired course implementers (13 cluster sites x $1600 rental site = $20,800; Stipends for 40 Paired Course Implementers per site @$500 = $260,000; Lunch for 40 per site @$7 each = $3640; copying and shipping = $8360) Begin end of year 1 and into y	$353,600		$ 146,400		
B1.4	Dissemination of materials	Dissemination of materials through variety of formats (CDs, web posting, printing, ETV)	$ 10,000				
B1.5	Improvement Cluster	Consultants to advise on completing design of the Improvement Cluster School Model (estimate)		$ 100,000			
B1.6	Tiered System of Support	Implementation of Professional Learning through the Tiered System of Support (all schools statewide) 70 schools X 20,000 (per slot)	$ 1,400,000		$ 1,400,000		$ 1,400,000

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 1		Year 2		Year 3
#	Line Item	Justification of expenditure	Request	OTHER	Request	OTHER	Request
B2.3	Develop formative and interim-benchmark assessments	Develop an item pool to submit for the consortium (item development, content and bias reviews, field testing, and professional development) for grades 3-8, HS 7 grades x ELA and Math x 100 items each = 1400 items, $2 m yr in years 1 and 2 (quote per contractor). [State in kind, Development, content, bias reviews and field testing work - 4 staff x 50% time x $65,000 x 2 years = $260,000; Management over 4 years 1 staff at 5% time x $82,000 x 4 years = $16,000 plus one at 20% x $65,000 x 4 years = $52,000; PD for 8 staff x 5% x $65,000 x 3 years (years 2-4) = $78,000. $406,000/over the grant period]	$ 2,000,000	$ 100,000	$ 2,000,000	$ 100,000	
		Subtotal Contractual	**$4,434,960**	**$712,000**	**$3,646,400**	**$100,000**	**$1,500,000**
7. Training Stipends (for costs associated with long-term training program or college							
		Subtotal Training Stipends					
		8. Other (postage, leases, utilities, rent, etc.)					
	Rent	Rental space for 8 regional centers X 20,000=160,000/year		$ 160,000		$ 160,000	
		Subtotal Other					
9. Total Direct Costs (add items 1-8)			**$ 4,450,960**	**$ 735,480**	**$ 3,646,400**	**$ 122,360**	**$ 1,500,000**
10. Indirect Costs			**$ 283,360**		**$ 100,000**		**$ 50,000**
12. Supplemental Funding for Participating LEAs							
B1.5	Improvement Cluster	Competitive grants to LEAs with schools in the Improvement Cluster School Model (Other Funds)				$ 800,000	
B1.6	Establish - Enhance regional consortia partnerships	Partnerships with the instructional leaders' expanded regional consortia to support professional learning on the implementation of the enhanced standards and high-quality assessments to support PD on standards and assessment implementation; This activity is to ensure that all teachers have access and continuous support for implementing the new standards and assessments. (State)	$ -	$ 248,000		$ 248,000	
B2.3	Formative and Interim Assessments	Districts will use funds to access formative and interim/benchmark assessments; support student access to assessment via consortium ($5.00 per student for access rights) for 400,000 students in grades 3 to 8 and HS statewide 400,000*5= Years 2, 3, 4)			$ 2,000,000		$ 2,000,000
		Subtotal Supplemental Funding for Participating LEAs	**$ -**	**$ 248,000**	**$ 2,000,000**	**$ 1,048,000**	**$ 2,000,000**
		Grand Total	**$ 4,734,320**	**$ 983,480**	**$ 5,746,400**	**$ 1,170,360**	**$ 3,550,000**

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 3	Year 4		4 YR Totals	
#	Line Item	Justification of expenditure	OTHER	Request	OTHER	OTHER TOTAL	Total Request
1. Personnel							
Grant Oversight	SCDE Grant Oversight	Grant oversight and management by deputy superintendent for SCDE Division of Standards & Learning. Approximately 14% of time/salary.	$16,000		$16,000	$ 110,400	$ -
		Subtotal Personnel	**$16,000**	**$0**	**$16,000**	**$110,400**	
2. Fringe Benefits (31%)							
Grant Oversight	SCDE Grant Oversight	31% Fringe Benefits - Deputy Superintendent above	$ 4,960		$ 4,960	$ 34,224	$ -
		Subtotal Fringe Benefits	**$ 4,960**	**$ -**	**$ 4,960**	**$ 34,224**	
3. Travel							
B1.1	Research Collaboration with state	2 SCDE content specialists per area ELA and Math (4 total)] x 4 trips @1,070 per trip (Ave. $900 airfare + $100 hotel + $35/day per diem x 2 days ($70))				$ 1,120	$ 16,000
		Subtotal Travel	**$ -**	**$ -**	**$ -**	**$ 1,120**	**$ 16,000**
4. Equipment (any item that costs more than $5,000 per unit)							
		Subtotal Equipment					$ -
5. Supplies (any item that costs less than $5,000 per unit)							
	Office and Training Supplies	Paper, writing utensils, printer supplies, training supplies est. $350/person x 4	$ 1,400		$ 1,400	$ 5,600	$ -
		Subtotal Supplies	**$ 1,400**		**$ 1,400**	**$ 5,600**	
6. Contractual							
B1.1	K-12 Common Core Comparative Review	Stipends for 48 panelists (IHE content experts, teacher per grade band, district coordinators, EOC Stakeholders; 24 per content area ELA and Math; 6 member teams per 4 grade bands) $100/day*20 days)				$ 12,000	$ 84,000
B1.1	K-12 Common Core Comparative Review	Travel: 48 consultants (see previous line) * 50 ave miles * .50 **per mile** * 12 **trips**					$ 14,400
B1.1	K-12 Common Core Comparative Review	Lodging: Estim 1/2 of the 48 consultants (see first line of this section) will need overnight lodging (6 nights @ 90.00 per day) 24x6x90=$12.960					$ 12,960

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 3	Year 4		4 YR Totals	
#	Line Item	Justification of expenditure	OTHER	Request	OTHER	OTHER TOTAL	Total Request
B1.1	K-12 Common Core Comparative Review	Printing: 2 content areas (5,000 per content)					$ 10,000
B1.1	K-12 Common Core Comparative Review	2 consultants (ELA and Math) total is all inclusive					$ 30,000
B1.2	Evaluation	Design implementation rubrics to monitor fidelity of and track progress (1 consultant @ 20,000 in year 1 for designing the evaluations and 100,000 in years 2-4 to collect and analyze data).		$ 100,000			$ 320,000
B1.3	Alignment of curriculum resources	Alignment of curriculum resources, instructional materials to the newly adopted standards to identify gaps and guide development of supplemental resources (2 consultants per content area x 2 areas (ELA and Math) @ 50,000 per consultant)				$ 100,000	$ 100,000
B1.3	Acquisition and/or development	Acquisition or development of curriculum resources to create a "standards implementation toolbox" for districts and schools to assimilate newly adopted standards (200,000 per content area); Estimate cost-actual cost to be determined after competitive procurement				$ 200,000	$ 200,000
B1.3	Development of professional learning guides	Development of guides to support teacher understanding of the just-in-time formative classroom assessment to assist districts and schools in assessment for learning (200,000 per content area)				$ 200,000	$ 200,000

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 3	Year 4		4 YR Totals	
#	Line Item	Justification of expenditure	OTHER	Request	OTHER	OTHER TOTAL	Total Request
B1.3	South Carolina Course Alignment Project	Commission on Higher Education: Collaboration among CHE, SCDE and the technical college system to expand the SC Course Alignment Project to develop alignment between high school exit courses with college entrance courses. Revise and realign SC College Readiness Reference Standards to new SC common core in ELA and Math (2 national and 2 state experts each for ELA and Math=(2+2)x2x$5000=$20,000; plus consultants=$10,000; plus travel 10 people x $1200 = $12,000; copying, postage, teleconf $3200) (year 1); Modify 10 existing paired ELA and Math courses to the new common core (est. 1 secondary + 1 post-secondary= 2 x $5000 x 10 courses $10,000 per course=$100,000; 1 consultant/subj=2x$5000=$10,000; travel 22 people x $1200=$26,400; copy, postage $2200; conf $2400) year 1; Disseminate revised paired courses through statewide regional training for lead paired course implementers (13 cluster sites x $1600 rental site = $20,800; Stipends for 40 Paired Course Implementers per site @$500 = $260,000; Lunch for 40 per site @$7 each = $3640; copying and shipping = $8360) Begin end of year 1 and into y					$ 500,000
B1.4	Dissemination of materials	Dissemination of materials through variety of formats (CDs, web posting, printing, ETV)					$ 10,000
B1.5	Improvement Cluster	Consultants to advise on completing design of the Improvement Cluster School Model (estimate)				$ 100,000	$ -
B1.6	Tiered System of Support	Implementation of Professional Learning through the Tiered System of Support (all schools statewide) 70 schools X 20,000 (per slot)		$ 1,400,000			$ 5,600,000

South Carolina Project-Level Budget Narrative
Selection Criteria (B) - Enhanced Standards and Assessments

			Year 3	Year 4		4 YR Totals	
#	Line Item	Justification of expenditure	OTHER	Request	OTHER	OTHER TOTAL	Total Request
B2.3	Develop formative and interim-benchmark assessments	Develop an item pool to submit for the consortium (item development, content and bias reviews, field testing, and professional development) for grades 3-8, HS 7 grades x ELA and Math x 100 items each = 1400 items, $2 m yr in years 1 and 2 (quote per contractor). [State in kind, Development, content, bias reviews and field testing work - 4 staff x 50% time x $65,000 x 2 years = $260,000; Management over 4 years 1 staff at 5% time x $82,000 x 4 years = $16,000 plus one at 20% x $65,000 x 4 years = $52,000; PD for 8 staff x 5% x $65,000 x 3 years (years 2-4) = $78,000. $406,000/over the grant period]	$ 100,000		$ 100,000	$ 400,000	$ 4,000,000
		Subtotal Contractual	**$100,000**	**$1,500,000**	**$100,000**	**$1,012,000**	**$ 11,081,360**
7. Training Stipends (for costs associated with long-term training program or college							
		Subtotal Training Stipends					**$ -**
		8. Other (postage, leases, utilities, rent, etc.)					
	Rent	Rental space for 8 regional centers X 20,000=160,000/year	$ 160,000		$ 160,000	$ 640,000	$ -
		Subtotal Other					**$ -**
9. Total Direct Costs (add items 1-8)			**$ 122,360**	**$ 1,500,000**	**$ 122,360**	**$ 1,163,344**	**$ 11,097,360**
10. Indirect Costs				**$ 50,000**			**$ 483,360**
12. Supplemental Funding for Participating LEAs							
B1.5	Improvement Cluster	Competitive grants to LEAs with schools in the Improvement Cluster School Model (Other Funds)	$ 800,000		$ 800,000	$ 2,400,000	$ -
B1.6	Establish - Enhance regional consortia partnerships	Partnerships with the instructional leaders' expanded regional consortia to support professional learning on the implementation of the enhanced standards and high-quality assessments to support PD on standards and assessment implementation; This activity is to ensure that all teachers have access and continuous support for implementing the new standards and assessments. (State)	$ 248,000		$ 248,000	$ 1,984,000	$ -
B2.3	Formative and Interim Assessments	Districts will use funds to access formative and interim/benchmark assessments; support student access to assessment via consortium ($5.00 per student for access rights) for 400,000 students in grades 3 to 8 and HS statewide 400,000*5= Years 2, 3, 4)		$ 2,000,000			$ 6,000,000
		Subtotal Supplemental Funding for Participating LEAs	**$ 1,048,000**	**$ 2,000,000**	**$ 1,048,000**	**$ 4,384,000**	**$ 6,000,000**
		Grand Total	**$ 1,170,360**	**$ 3,550,000**	**$ 1,170,360**	**$ 5,547,344**	**$ 17,580,720**

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
1. Personnel							
C1 C2.3.1	Agency CIO (10%) - to oversee grant; estimated at 10% of scheduled work time for grant duration; salary estimated at midpoint of state range: $94,567		9,457		9,740		10,033
C1 C2.3.1	SLDS Grant Project Director (50%) - Salary for SLDS Grant Project Director to oversee implementation of all projects for grant duration; salary estimated at $78,987		39,494		40,678		41,899
C1 C2.1.1 C6.1	Agency CIO (5%) - Salary for Agency CIO to organize DGC governance activities; estimated at 5% of scheduled work time for grant duration; salary estimated at midpoint of state range: $94,567		4,728		4,870		5,016
C1.4 C2.3.1	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for P-20 development; based on midpoint of $67,687		13,537		13,944		14,362
C1.4 C2.3.1	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for P-20 component; based on midpoint of $67,687		6,769		6,972		7,181
C1.4 C2.3.1	Sr. Applications Analyst (100%) - cost for a full-time senior analyst for duration of project; test and ensure application development for student data systems in P-20 component; based on midpoint of $67,687		67,687		69,718		71,809
C1.4 C2.3.1	Sr. Applications Analyst [DEQL] (20%) - cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in P-20 component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		13,537		13,944		14,362
C1.4 C2.3.1	Sr. Information Resource Coord [DEQL] (20%) - cost for 20% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in P-20 component; for duration of project; based on midpoint of $67,687		13,537		13,944		14,362
C1 C2.3.1 C2.3.3 C6.1-4	DBA II (30%) - cost for 30% of a second-level DBA's time for duration of project; test and ensure data integration and products for P-20 data warehouse development; based on midpoint of $67,687		20,306		20,915		21,543

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C2.3.1 C2.3.3 C6.1-4	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of P-20 data integration and access for data warehouse component; based on midpoint of $67,687		6,769		6,972		7,181
C1 C2.3.1 C2.3.3 C6.1-4	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher (I-DEQL) and P-20 educator data systems component in data warehouse component; based on midpoint of $67,687		33,844		34,859		35,905
C1.8 C2.3.4	Network Services Analyst (75%) - cost for 75% of a senior-level network analyst's time for duration of project; ensure network integrity in integration of teacher/educator network with SCDE network and data warehouse; based on midpoint of $67,687		50,765		4,357		
C1.8 C2.3.4	Security Admin (20%) - cost for 20% of a security administrator's time for duration of project; test and ensure security of data integration and access for data teacher/educator data integration component; based on midpoint of $67,687		13,537		1,162		
C1.8 C2.3.4	Sr. Applications Analyst [DEQL] (20%) - cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in teacher/educator system integration component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		13,537		3,486		
C1.8 C2.3.4	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in teacher/educator integration component; for duration of project; based on midpoint of $67,687		6,769		1,743		
C1.5 C2.1.2 C2.3.2 C2.3.5	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for development of error trapping, data quality, and data validation component; based on midpoint of $67,687		$13,537		$1,162		

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1.5 C2.1.2 C2.3.2 C2.3.5	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for data quality and validation component; based on midpoint of $67,687		$6,769		$581		
C1.5 C2.1.2 C2.3.2 C2.3.5	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in data quality and validation component; based on midpoint of $67,687		$33,844		$2,905		
C1.6 C4.2 C4.5	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the assessment management system component; based on midpoint of $67,687		$18,614		$12,201		
C1.6 C4.2 C4.5	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the assessment management system component; based on midpoint of $67,687		$6,769		$4,067		
C1.6 C4.2 C4.5	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in assessment management system component; based on midpoint of $67,687		$33,844		$20,334		
C4.3 C5.2	Sr. Applications Analyst [DEQL] (5%) - cost for 5% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in program identification and coding component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		$3,384				
C4.3 C5.2	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in the program identification and coding component; for duration of project; based on midpoint of $67,687		$6,769				

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C4.1	DBA II (50%)- cost for 50% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the curriculum management system component; based on midpoint of $67,687		$25,383		$34,859		$20,944
C4.1	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the curriculum management system component; based on midpoint of $67,687		$5,077		$6,972		$4,189
C4.1	Sr. Applications Analyst (100%) - cost for 100% of a senior analyst for duration of project; test and ensure application development statewide data systems in curriculum management system component; based on midpoint of $67,687		$50,765		$69,718		$41,889
C1.8 C4.4	DBA II (50%)- cost for 50% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the educator ID and coding component; based on midpoint of $67,687		$31,587		$34,859		$2,992
C1.8 C4.4	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the educator ID and coding component; based on midpoint of $67,687		$6,769		$6,972		$598
C1.8 C4.4	Sr. Applications Analyst (100%) - full cost for a senior analyst; test and ensure application development for SIS, assessment, and other statewide data systems in educator ID and coding component; for duration of project; based on midpoint of $67,687		$53,021		$69,718		$5,984
C1.8 C4.4	Sr. Applications Analyst [DEQL] cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher/educator data systems in educator ID and coding component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		$13,537		$13,944		$1,197
C1.8 C4.4	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in educator ID and coding component; for duration of project; based on midpoint of $67,687		$6,769		$6,972		$598

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C2.2.2 C5.3	Regional S2MART Center staff to train 88 LEAs with 50,000 teachers plus leaders in data use - "the 7As." Eight at 100% for first two years, decreasing in numbers as online training resources are developed and deployed. Education Associate with background in educational data analysis and usage in instruction and learning. Min. college degree plus 4 years teaching and/or administrative experience with experience training professionals; preferred: applicants who have experience in problem solving cycles and continuous improvement. Salary based on midpoint of $55,000; reports through new director for this grant to the Division of Accountability.	$440,000		$440,000		$275,000	
	Subtotal Personnel	$440,000	$630,711	$440,000	$532,568	$275,000	$322,044
2. Fringe Benefits (31% of annual salary)							
C1 C2.3.1	Agency CIO (10%) - Cost of fringe benefits for position to oversee grant; estimated at 31% of estimated salary: $94,567		$2,932		$3,020		$3,110
C1 C2.3.1	SLDS Grant Project Director (50%) - Cost of fringe benefits for position to oversee projects; estimated at 31% of estimated salary: $78,987		$12,243		$12,610		$12,989
C1 C2.1.1 C6.1	Agency CIO (5%) - Cost of fringe benefits for CIO to oversee grant; estimated at 31% of estimated salary: $94,567		$1,466		$1,510		$1,555
C1.4 C2.3.1	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$4,322		$4,452
C1.4 C2.3.1	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$2,161		$2,226
C1.4 C2.3.1	Sr. Applications Analyst (100%) - Full cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project		$20,983		$21,612		$22,261
C1.4 C2.3.1	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$4,322		$4,452
C1.4 C2.3.1	Sr. Information Resource Coord [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$4,322		$4,452

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	DBA II (30%) - 30% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$6,295		$6,484		$6,678
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$2,161		$2,226
C1 C2.3.1 C2.3.3 C6.1-4	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project		$10,491		$10,806		$11,130
C1.8 C2.3.4	Network Services Analyst (75%) - 75% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$15,737		$1,351		
C1.8 C2.3.4	Security Admin (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$360		
C1.8 C2.3.4	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$1,081		
C1.8 C2.3.4	Sr. Information Resource Coord [DEQL] (10%) -10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$540		
C1.5 C2.1.2 C2.3.2 C2.3.5	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$360		

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1.5 C2.1.2 C2.3.2 C2.3.5	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$180		
C1.5 C2.1.2 C2.3.2 C2.3.5	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$10,491		$901		
C1.6 C4.2 C4.5	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$5,770		$3,782		
C1.6 C4.2 C4.5	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$1,261		
C1.6 C4.2 C4.5	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$10,491		$6,304		
C4.3 C5.2	Sr. Applications Analyst [DEQL] (5%) - 5% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$1,049				
C4.3 C5.2	Sr. Information Resource Coord [DEQL] (10%) -10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098				
C4.1	DBA II (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$7,869		$10,806		$6,493
C4.1	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$1,574		$2,161		$1,299
C4.1	Sr. Applications Analyst (100%) - full cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$15,737		$21,612		$12,985
C1.8 C4.4	DBA II (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$9,792		$10,806		$928

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1.8 C4.4	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$2,161		$186
C1.8 C4.4	Sr. Applications Analyst (100%) - Full cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project		$16,437		$21,612		$1,855
C1.8 C4.4	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$4,197		$4,322		$371
C1.8 C4.4	Sr. Information Resource Coord [DEQL] (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project		$2,098		$2,161		$186
C2.2.2 C5.3	S2MART Center staff (8 @ 100%, decreasing in 3rd and 4th years) - estimated to be 31% of estimated annual salary of $440,000; duration of project		**$136,400**		**$136,400**		**$85,250**
	Subtotal Fringe Benefits	$0	$331,920	$0	$301,491	$0	$185,084
3. Travel							
C1 C2.3.1	Annual Grantees Meeting (November) - estimated cost for **SLICE 2013** Grant Project Director and Grant Project Manager to attend required, two-day annual grantees meetings; estimated at $3,000 for year 1, $3,500 for years 2 and 3; includes airfare, hotel, and per diem		**$3,000**		**$3,500**		**$3,500**
C1 C2.3.1	Annual MIS Conference (March) - estimated cost for SLICE 2013 Grant Project Director and Grant Project Manager to attend conference each of three years; estimated at $3,500 for each year of grant; includes airfare, hotel, and per diem		**$3,500**		**$3,500**		**$3,500**
C1 C2.3.1	Annual SC EdTech Meeting (October) - cost for two SLICE 2013 grant team members to attend the statewide technical meeting to communicate directly with district and school technical staff; estimated at $2,500 for each year of grant. Includes in-state auto travel, hotel, and per diem.		**$2,500**		**$2,500**		**$2,500**
C1 C2.1.1 C6.1	Data Governance Committee Travel (Quarterly) - Estimated cost to reimburse four members of committee for their travel to quarterly meetings; based on a $25 per diem and 200 miles average auto travel at $.505 per mile		**$2,016**		**$2,016**		**$2,016**

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C2.2.2 C5.3	S2MART Center staff (8); travel to districts within regions; based on 100 miles per week at $0.500 per mile per center (for 40 weeks per year)		**$16,160**		**$16,160**		**$16,160**
	Subtotal Travel	$0	$27,176	$0	$27,676	$0	$27,676
4. Equipment							
C1 C2.3.4	Increase bandwidth, add server, enhance software - Equipment expenses associated with integrating the DEQL data network with the enterprise data network; a one-time expense	$10,000					
C2.2.2 C5.3	For 8 S2MART Center staff; one laptop and software ($1450 each); one projector ($915 each); one laser color printer ($450 each)		**$22,520**				
	Subtotal Equipment	$10,000	$22,520	$0	$0	$0	$0
5. Supplies (any item that costs less than $5,000 per unit)							
C1 C2.3.1	Equipment Leases for all Projects - cost to lease PCs and associated equipment for all consultants; 7 laptops at $800/year and 8 desktops at $500/year for duration of grant	$9,600		$9,600		$9,600	
C1 C2.3.1	Office Supplies for Grant Team - $50 per month for general office supplies for duration of grant	$600		$600		$600	
C1 C2.3.1	Stakeholder Communications - creation of publications and other marketing materials to SEA, district, school, parents, students, and public; $167/month for year 1, $250/month for years 2 and 3; $167/month for year 4	$2,000		$3,000		$3,000	
C1.4 C2.3.1	Office Supplies for DEQL - General office supplies and leasing expenses for project team members in the Division of Educator Quality & Leadership; estimated at $250 per month for duration of project **(year 1 only)**	$3,000					
C1.8 C2.3.4	Office Supplies for DEQL (inc. Equipment Lease) - General office supplies and leasing expenses for project team members in the Division of Educator Quality & Leadership; estimated at $250 per month for duration of project	$3,000					
C2.2.2 C5.3	Training materials and supplies for 8 S2MART Centers; estimated at $300 per month for duration of project		**$28,800**		**$28,800**		**$28,800**
	Subtotal Supplies	$18,200	$28,800	$13,200	$28,800	$13,200	$28,800
6. Contractual							

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C2.3.1	SLDS Grant Project Manager (consultant @ 50%) - Cost to procure a certified project manager to oversee grant and all grant projects; for duration of grant, estimated at 990 hours per year, $80 per hour	$72,872		$81,882		$84,338	
C1.4 C1.11 C2.3.1	CHE: Contractual - cost for subgrantee to procure 11.5 resources required to staff 4 projects. Based on estimate from Commission on Higher Education; costs for electronic transcript vendor contract; costs for National Student Clearinghouse contract; costs for pulling data from the SC Employment Security Commission	**$472,402**		**$472,403**		**$472,402**	
C1.4 C2.3.1	CHE: Hardware and Licensing - Servers and operating systems software licensing required by subgrantee to accomplish 4 projects	**$39,550**		**$0**		**$0**	
C1.4 C2.3.1	CHE: Institutional Participation and Collaboration - Reimburse institutions of higher education for their expenses resulting from expansion of the CHE's data systems	**$89,917**		**$89,917**		**$89,917**	
C1.4 C2.3.1	CHE: Software Licensing - Licenses and installation of servers, Sharepoint, and developer software	**$146,350**		**$132,025**		**$132,025**	
C1.4 C2.3.1	CHE: Supplies, Office Space, Communications - Office space, equipment, and general supplies for 11.5 resources for duration of project	**$42,120**		**$38,600**		**$38,600**	
C1 C2.3.1	Developer (consultant @ 100%) - Cost to procure a senior-level developer to create and modify software as defined during initial stages of the project; will develop the critical integration components to link K-12 and higher ed databases; duration is 3 years, estimated at 1980 hours per year, $75 per hour; reports through Programming Services	$61,875		$152,955		$157,544	
C1.8 C2.3.1	Developer [DEQL] (consultant @ 100%) - Cost to procure a senior-level developer to create and modify software as defined during initial stages of the project; will develop the strategies and applications for integrating SCDE datasets within the SLDS to link teacher/educator data to student data and to teacher preparation program data; duration is 3 years, estimated at 1980 hours per year, $75 per hour; reports through Division of Educator Quality & Leadership	$61,875		$152,955		$65,643	

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C2.3.1	SLDS Grant Project Manager (consultant @ 50%) - Cost to procure a certified project manager to oversee the P-20 component of the project; for duration of project, estimated at 990 hours per year, $80 per hour	$72,872		$81,882		$81,882	
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project at 50%; to test and confirm operational capacity of applications developed for the integrated data warehouse; based on 990 hours per year at $75 per hour	$68,063		$76,478		$76,478	
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Developer (1 consultants @ 100%) - cost to procure two consulting senior-level developers both assigned 100% to this project; to develop the applications for acquiring and storing data in the warehouse and the interfaces to the data in the warehouse; based on 1980 hours per year and $56 per hour	**$102,094**		**$114,717**		**$118,157**	
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Employment Security Commission: Contractual - estimated reimbursement to SC Employment Security Commission for matching workforce records for high school graduates who do not pursue post-secondary education. Estimated first quarterly data pull for 31% of 40,000 graduates at $2 per match. Number of graduates increase each year.	$24,800		$26,040		$27,280	
C1 C2.3.1 C2.3.3 C5.1	ORS: Contractual - includes security certificates, server software licenses, security review, offsite backup & restoration/disaster recovery, networking, and internal operations	$19,297		$19,297		$19,297	
C1	ORS: Equipment - includes hardware such as additional disk storage, workstations, servers, VMWare license, and server operating system license	$32,162		$32,162		$32,162	

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Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	ORS: Personnel - includes staffing costs for a developer, a data base analyst, and a statistician	**$87,803**		**$87,802**		**$87,803**	
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	ORS: Supplies, Office Space, Communications - includes office space, supplies, telephones, rent, and travel	$19,297		$19,297		$19,297	
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	Project Manager B (consultant @ 30%) - Cost to procure a project manager to oversee data warehouse component; duration is 3 years, estimated at 990 hours per year, $80 per hour	**$43,723**		**$49,129**		**$50,603**	
C1.8 C2.3.4	Developer [DEQL] (consultant @ 100%) - cost to procure a consulting senior-level developer assigned 100% to this project; to develop software applications to integrate teacher/educator data sets into the SCDE data systems and into the data warehouse; based on 1980 hours per year and $75 per hour; reports through Division of Educator Quality & Leadership	$86,625		$38,239			
C1 C2.3.4	Network Services Analyst (consultant @ 75%) - cost to procure a consulting senior-level network analyst assigned 75% to this project; ensure network integrity in integration of teacher/educator network with SCDE network and data warehouse; based on 1485 hours and an hourly rate of $75	$74,250					

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1.5 C2.3.2 C2.3.5	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for data quality and validation component; based on 990 hours per year at $75 per hour	$68,063		$12,746			
C1.5 C2.1.2 C2.3.2 C2.3.5	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for error checking, data quality, and data verification within the statewide SIS; based on 990 hours per year and $75 per hour	$61,875		$6,373			
C1.5 C2.1.2 C2.3.2 C2.3.5	Pearson: Contractual - estimated cost to procure vendor services to: (1) assist in developing point of entry edits and (2) develop the capacity to put lunch status and disability codes directly into PowerSchool from lunchroom management programs and IEP management programs; to develop software applications for error checking, data quality, and data verification within the statewide SIS;	$348,557		$348,557			
C1.6 C4.2 C4.5	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for the assessment management systems component; based on 990 hours per year at $75 per hour	$68,063		$44,612			
C1.6 C4.2 C4.5 C5.1	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for the assessment management system component; based on 990 hours per year and $75 per hour	$68,063		$44,612			
C1.6 C4.2 C4.5	Project Manager B (consultant @ 50%)- Cost to procure a project manager to oversee the assessment management system project; duration is 3 years, estimated at 990 hours per year, $110 per hour	$99,825		$65,431			
C1.6 C2.2.1 C5.1	VC3: Contractual - development of: (1) state-level installation and upload from districts, (2) integration of *Testview* and SLICE (the education data warehouse), (3) the educator interface linking assessment to other SLICE data, and (4) other costs associated with roll-out.	$1,141,326		$665,774		$665,774	

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1 C4.3 C5.2	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for the program ID and coding component; based on 990 hours per year at $75 per hour	$68,063		$6,373			
C2.2.1 C4.1	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for the curriculum management system component; based on 990 hours per year and $75 per hour			$70,104		$45,950	
C1 C4.1	Project Manager C (consultant @ 50%)- Cost to procure a project manager to oversee the curriculum management system project; for duration of project, estimated at 990 hours per year, $80 per hour	$72,872		$81,882		$49,198	
C2.2.1 C4.1 C5.1	Vendor TBD via RFP: Contractual - funds planned to develop or license a curriculum management system to integrate common core curriculum, the Anderson 5 curriculum (currently licensed by SC), and the S(3) curriculum (developed by SC).			$1,441,177		$1,008,823	
C2.2.1 C4.1 C5.1	LEARN Consortium: Core membership ($750,000), Student Backpack module ($600,000), Growth Model module ($500,000), Digital Learning Library resources ($400,000); integrates common core curriculum; initial investment includes perpetual use of the applications		**$2,250,000**				
C1.8 C4.4	Developer (consultant @ 50%) consulting senior-level developer to develop software applications for teacher/educator ID and coding system component; based on 990 hours per year and $75 per hour		**$24,750**		**$152,955**		
C1.8 C4.4	Developer [DEQL] (consultant @ 100%) - cost to procure a consulting senior-level developer assigned 100% to this project; to develop software applications for the teacher/educator ID and coding system within the teacher/educator data systems; based on 1980 hours per year and $75 per hour; reports through Division of Educator Quality & Leadership	$4,000		$24,720			

South Carolina Project-Level Budget Narrative
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Goal Obj	Justification of expenditure	Year 1		Year 2		Year 3	
		Request	Other	Request	Other	Request	Other
C1.8 C4.4	Project Manager C (consultant @ 50%) - Cost to procure a project manager to oversee the teacher/educator ID project; duration is 3 years, estimated at 990 hours per year, $80 per hour	$72,872		$81,882		$84,338	
C1.8 C4.4	Vendor TBD via RFP: Contractual - funds planned to develop or license a unique educator ID system that includes teachers and all other educators involved in student instruction	$24,643		$295,715		$24,643	
C2.2.2 C5.3	Training Coordinator II (consultant @ 100%) - cost to procure a consulting, senior-level training coordinator/analyst; will develop and oversee development of online, on-demand training for all grant projects; based on 1980 hours per year and an hourly rate of $85	$168,300		$168,300		$168,300	
C2.2.2 C5.3	Training Content Developer (consultant @ 100%) - cost to procure a senior-level training content developer; under supervision of training coordinator, develops online, on-demand training for all grant projects; based on 1980 hours per year and an hourly rate of $75	$123,750		$148,500		$148,500	
	Subtotal Contractual	$4,008,219	$2,274,750	$5,172,538	$152,955	$3,748,954	$0
7. Training Stipends							
	Subtotal Training Stipends						
8. Other (postage, leases, utilities, rent, etc. should go under Other)							
	Subtotal Other						
9. Total Direct Costs (add items 1-8)		$4,476,419	$3,315,877	$5,625,738	$1,043,490	$4,037,154	$563,604
10. Indirect Costs (Grants will calculate this)		$25,005		$23,840		$17,529	
11. Funding for Involved LEAs							
	Subtotal Funding for Involved LEAs	$0	$0	$0	$0	$0	$0
12. Supplemental Funding for Participating LEAs (see page 62 of RFP)							
	Subtotal Supplemental Funding for Participating LEAs						
	Grand Total	**$4,501,424**	**$3,315,877**	**$5,649,578**	**$1,043,490**	**$4,054,683**	**$563,604**

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
1. Personnel					
C1 C2.3.1	Agency CIO (10%) - to oversee grant; estimated at 10% of scheduled work time for grant duration; salary estimated at midpoint of state range: $94,567		10,033	$ 39,263	$ -
C1 C2.3.1	SLDS Grant Project Director (50%) - Salary for SLDS Grant Project Director to oversee implementation of all projects for grant duration; salary estimated at $78,987		41,899	$ 163,970	$ -
C1 C2.1.1 C6.1	Agency CIO (5%) - Salary for Agency CIO to organize DGC governance activities; estimated at 5% of scheduled work time for grant duration; salary estimated at midpoint of state range: $94,567		5,016	$ 19,630	$ -
C1.4 C2.3.1	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for P-20 development; based on midpoint of $67,687		14,362	$ 56,205	$ -
C1.4 C2.3.1	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for P-20 component; based on midpoint of $67,687		7,181	$ 28,103	$ -
C1.4 C2.3.1	Sr. Applications Analyst (100%) - cost for a full-time senior analyst for duration of project; test and ensure application development for student data systems in P-20 component; based on midpoint of $67,687		71,809	$ 281,023	$ -
C1.4 C2.3.1	Sr. Applications Analyst [DEQL] (20%) - cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in P-20 component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		14,362	$ 56,205	$ -
C1.4 C2.3.1	Sr. Information Resource Coord [DEQL] (20%) - cost for 20% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in P-20 component; for duration of project; based on midpoint of $67,687		14,362	$ 56,205	$ -
C1 C2.3.1 C2.3.3 C6.1-4	DBA II (30%) - cost for 30% of a second-level DBA's time for duration of project; test and ensure data integration and products for P-20 data warehouse development; based on midpoint of $67,687		21,543	$ 84,307	$ -

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Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C2.3.1 C2.3.3 C6.1-4	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of P-20 data integration and access for data warehouse component; based on midpoint of $67,687		7,181	$ 28,103	$ -
C1 C2.3.1 C2.3.3 C6.1-4	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher (I-DEQL) and P-20 educator data systems component in data warehouse component; based on midpoint of $67,687		35,905	$ 140,513	$ -
C1.8 C2.3.4	Network Services Analyst (75%) - cost for 75% of a senior-level network analyst's time for duration of project; ensure network integrity in integration of teacher/educator network with SCDE network and data warehouse; based on midpoint of $67,687			$ 55,122	$ -
C1.8 C2.3.4	Security Admin (20%) - cost for 20% of a security administrator's time for duration of project; test and ensure security of data integration and access for data teacher/educator data integration component; based on midpoint of $67,687			$ 14,699	$ -
C1.8 C2.3.4	Sr. Applications Analyst [DEQL] (20%) - cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in teacher/educator system integration component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership			$ 17,023	$ -
C1.8 C2.3.4	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in teacher/educator integration component; for duration of project; based on midpoint of $67,687			$ 8,512	$ -
C1.5 C2.1.2 C2.3.2 C2.3.5	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for development of error trapping, data quality, and data validation component; based on midpoint of $67,687			$14,699	$0

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1.5 C2.1.2 C2.3.2 C2.3.5	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for data quality and validation component; based on midpoint of $67,687			$7,350	$0
C1.5 C2.1.2 C2.3.2 C2.3.5	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in data quality and validation component; based on midpoint of $67,687			$36,749	$0
C1.6 C4.2 C4.5	DBA II (20%) - cost for 20% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the assessment management system component; based on midpoint of $67,687			$30,815	$0
C1.6 C4.2 C4.5	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the assessment management system component; based on midpoint of $67,687			$10,836	$0
C1.6 C4.2 C4.5	Sr. Applications Analyst (50%) - cost for 50% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in assessment management system component; based on midpoint of $67,687			$54,178	$0
C4.3 C5.2	Sr. Applications Analyst [DEQL] (5%) - cost for 5% of a senior analyst for duration of project; test and ensure application development for teacher and educator data systems component in program identification and coding component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership			$3,384	$0
C4.3 C5.2	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in the program identification and coding component; for duration of project; based on midpoint of $67,687			$6,769	$0

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C4.1	DBA II (50%)- cost for 50% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the curriculum management system component; based on midpoint of $67,687		$20,944	$102,130	$0
C4.1	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the curriculum management system component; based on midpoint of $67,687		$4,189	$20,427	$0
C4.1	Sr. Applications Analyst (100%) - cost for 100% of a senior analyst for duration of project; test and ensure application development statewide data systems in curriculum management system component; based on midpoint of $67,687		$41,889	$204,261	$0
C1.8 C4.4	DBA II (50%)- cost for 50% of a second-level DBA's time for duration of project; test and ensure data integration and products for development and integration of the educator ID and coding component; based on midpoint of $67,687		$2,992	$72,430	$0
C1.8 C4.4	Security Admin (10%) - cost for 10% of a security administrator's time for duration of project; test and ensure security of data integration and access for the educator ID and coding component; based on midpoint of $67,687		$598	$14,937	$0
C1.8 C4.4	Sr. Applications Analyst (100%) - full cost for a senior analyst; test and ensure application development for SIS, assessment, and other statewide data systems in educator ID and coding component; for duration of project; based on midpoint of $67,687		$5,984	$134,707	$0
C1.8 C4.4	Sr. Applications Analyst [DEQL] cost for 20% of a senior analyst for duration of project; test and ensure application development for teacher/educator data systems in educator ID and coding component; based on midpoint of $67,687; reports through Division of Educator Quality and Leadership		$1,197	$29,875	$0
C1.8 C4.4	Sr. Information Resource Coord [DEQL] (10%) - cost for 10% of an information coordinator to manage effort in Division of Educator Quality and Leadership; manage the teacher and educator project in educator ID and coding component; for duration of project; based on midpoint of $67,687		$598	$14,937	$0

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C2.2.2 C5.3	Regional S2MART Center staff to train 88 LEAs with 50,000 teachers plus leaders in data use - "the 7As." Eight at 100% for first two years, decreasing in numbers as online training resources are developed and deployed. Education Associate with background in educational data analysis and usage in instruction and learning. Min. college degree plus 4 years teaching and/or administrative experience with experience training professionals; preferred: applicants who have experience in problem solving cycles and continuous improvement. Salary based on midpoint of $55,000; reports through new director for this grant to the Division of Accountability.	$165,000		$0	$1,320,000
	Subtotal Personnel	$165,000	$322,044	$1,807,367	**$1,320,000**
2. Fringe Benefits (31% of annual salary)					
C1 C2.3.1	Agency CIO (10%) - Cost of fringe benefits for position to oversee grant; estimated at 31% of estimated salary: $94,567			$9,062	$0
C1 C2.3.1	SLDS Grant Project Director (50%) - Cost of fringe benefits for position to oversee projects; estimated at 31% of estimated salary: $78,987			$37,842	$0
C1 C2.1.1 C6.1	Agency CIO (5%) - Cost of fringe benefits for CIO to oversee grant; estimated at 31% of estimated salary: $94,567			$4,531	$0
C1.4 C2.3.1	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$12,971	$0
C1.4 C2.3.1	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$6,485	$0
C1.4 C2.3.1	Sr. Applications Analyst (100%) - Full cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project			$64,856	$0
C1.4 C2.3.1	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$12,971	$0
C1.4 C2.3.1	Sr. Information Resource Coord [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$12,971	$0

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	DBA II (30%) - 30% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$19,457	$0
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$6,485	$0
C1 C2.3.1 C2.3.3 C6.1-4	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project			$32,427	$0
C1.8 C2.3.4	Network Services Analyst (75%) - 75% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$17,088	$0
C1.8 C2.3.4	Security Admin (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$4,557	$0
C1.8 C2.3.4	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$5,278	$0
C1.8 C2.3.4	Sr. Information Resource Coord [DEQL] (10%) -10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$2,638	$0
C1.5 C2.1.2 C2.3.2 C2.3.5	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$4,557	$0

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1.5 C2.1.2 C2.3.2 C2.3.5	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$2,278	$0
C1.5 C2.1.2 C2.3.2 C2.3.5	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$11,392	$0
C1.6 C4.2 C4.5	DBA II (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$9,552	$0
C1.6 C4.2 C4.5	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$3,359	$0
C1.6 C4.2 C4.5	Sr. Applications Analyst (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$16,795	$0
C4.3 C5.2	Sr. Applications Analyst [DEQL] (5%) - 5% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$1,049	$0
C4.3 C5.2	Sr. Information Resource Coord [DEQL] (10%) -10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$2,098	$0
C4.1	DBA II (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$25,168	$0
C4.1	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$5,034	$0
C4.1	Sr. Applications Analyst (100%) - full cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$50,334	$0
C1.8 C4.4	DBA II (50%) - 50% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$21,526	$0

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1.8 C4.4	Security Admin (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$4,445	$0
C1.8 C4.4	Sr. Applications Analyst (100%) - Full cost of fringe benefits for position, estimated at 31% of estimated salary: $67,687; for duration of project			$39,904	$0
C1.8 C4.4	Sr. Applications Analyst [DEQL] (20%) - 20% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$8,890	$0
C1.8 C4.4	Sr. Information Resource Coord [DEQL] (10%) - 10% of cost of fringe benefits for position; estimated at 31% of estimated salary: $67,687; for duration of project			$4,445	$0
C2.2.2 C5.3	S2MART Center staff (8 @ 100%, decreasing in 3rd and 4th years) - estimated to be 31% of estimated annual salary of $440,000; duration of project		**$51,150**	**$409,200**	
	Subtotal Fringe Benefits	$0	$51,150	$869,645	$0
3. Travel					
C1 C2.3.1	Annual Grantees Meeting (November) - estimated cost for **SLICE 2013** Grant Project Director and Grant Project Manager to attend required, two-day annual grantees meetings; estimated at $3,000 for year 1, $3,500 for years 2 and 3; includes airfare, hotel, and per diem		**$3,500**	**$13,500**	
C1 C2.3.1	Annual MIS Conference (March) - estimated cost for SLICE 2013 Grant Project Director and Grant Project Manager to attend conference each of three years; estimated at $3,500 for each year of grant; includes airfare, hotel, and per diem		**$3,500**	**$14,000**	
C1 C2.3.1	Annual SC EdTech Meeting (October) - cost for two SLICE 2013 grant team members to attend the statewide technical meeting to communicate directly with district and school technical staff; estimated at $2,500 for each year of grant. Includes in-state auto travel, hotel, and per diem.		**$2,500**	**$10,000**	
C1 C2.1.1 C6.1	Data Governance Committee Travel (Quarterly) - Estimated cost to reimburse four members of committee for their travel to quarterly meetings; based on a $25 per diem and 200 miles average auto travel at $.505 per mile		**$2,016**	**$8,064**	

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C2.2.2 C5.3	S2MART Center staff (8); travel to districts within regions; based on 100 miles per week at $0.500 per mile per center (for 40 weeks per year)		**$16,160**	**$64,640**	
	Subtotal Travel	$0	$27,676	$110,204	$0
4. Equipment				$0	
C1 C2.3.4	Increase bandwidth, add server, enhance software - Equipment expenses associated with integrating the DEQL data network with the enterprise data network; a one-time expense			$0	$10,000
C2.2.2 C5.3	For 8 S2MART Center staff; one laptop and software ($1450 each); one projector ($915 each); one laser color printer ($450 each)			**$22,520**	
	Subtotal Equipment	$0	$0	$22,520	$10,000
5. Supplies (any item that costs less than $5,000 per unit)					
C1 C2.3.1	Equipment Leases for all Projects - cost to lease PCs and associated equipment for all consultants; 7 laptops at $800/year and 8 desktops at $500/year for duration of grant	$9,600		$0	$38,400
C1 C2.3.1	Office Supplies for Grant Team - $50 per month for general office supplies for duration of grant	$600		$0	$2,400
C1 C2.3.1	Stakeholder Communications - creation of publications and other marketing materials to SEA, district, school, parents, students, and public; $167/month for year 1, $250/month for years 2 and 3; $167/month for year 4	$2,000		$0	$10,000
C1.4 C2.3.1	Office Supplies for DEQL - General office supplies and leasing expenses for project team members in the Division of Educator Quality & Leadership; estimated at $250 per month for duration of project **(year 1 only)**			$0	$3,000
C1.8 C2.3.4	Office Supplies for DEQL (inc. Equipment Lease) - General office supplies and leasing expenses for project team members in the Division of Educator Quality & Leadership; estimated at $250 per month for duration of project			$0	$3,000
C2.2.2 C5.3	Training materials and supplies for 8 S2MART Centers; estimated at $300 per month for duration of project		**$28,800**	**$115,200**	
	Subtotal Supplies	$12,200	$28,800	$115,200	$56,800
6. Contractual					

South Carolina Project-Level Budget Narrative
Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C2.3.1	SLDS Grant Project Manager (consultant @ 50%) - Cost to procure a certified project manager to oversee grant and all grant projects; for duration of grant, estimated at 990 hours per year, $80 per hour	$84,338		$0	$323,430
C1.4 C1.11 C2.3.1	CHE: Contractual - cost for subgrantee to procure 11.5 resources required to staff 4 projects. Based on estimate from Commission on Higher Education; costs for electronic transcript vendor contract; costs for National Student Clearinghouse contract; costs for pulling data from the SC Employment Security Commission			**$0**	**$1,417,207**
C1.4 C2.3.1	CHE: Hardware and Licensing - Servers and operating systems software licensing required by subgrantee to accomplish 4 projects			**$0**	**$39,550**
C1.4 C2.3.1	CHE: Institutional Participation and Collaboration - Reimburse institutions of higher education for their expenses resulting from expansion of the CHE's data systems			**$0**	**$269,751**
C1.4 C2.3.1	CHE: Software Licensing - Licenses and installation of servers, Sharepoint, and developer software			**$0**	**$410,400**
C1.4 C2.3.1	CHE: Supplies, Office Space, Communications - Office space, equipment, and general supplies for 11.5 resources for duration of project			**$0**	**$119,320**
C1 C2.3.1	Developer (consultant @ 100%) - Cost to procure a senior-level developer to create and modify software as defined during initial stages of the project; will develop the critical integration components to link K-12 and higher ed databases; duration is 3 years, estimated at 1980 hours per year, $75 per hour; reports through Programming Services			$0	$372,374
C1.8 C2.3.1	Developer [DEQL] (consultant @ 100%) - Cost to procure a senior-level developer to create and modify software as defined during initial stages of the project; will develop the strategies and applications for integrating SCDE datasets within the SLDS to link teacher/educator data to student data and to teacher preparation program data; duration is 3 years, estimated at 1980 hours per year, $75 per hour; reports through Division of Educator Quality & Leadership			$0	$280,473

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Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C2.3.1	SLDS Grant Project Manager (consultant @ 50%) - Cost to procure a certified project manager to oversee the P-20 component of the project; for duration of project, estimated at 990 hours per year, $80 per hour	$81,882		$0	$318,518
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project at 50%; to test and confirm operational capacity of applications developed for the integrated data warehouse; based on 990 hours per year at $75 per hour	$76,478		$0	$297,497
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Developer (1 consultants @ 100%) - cost to procure two consulting senior-level developers both assigned 100% to this project; to develop the applications for acquiring and storing data in the warehouse and the interfaces to the data in the warehouse; based on 1980 hours per year and $56 per hour			**$0**	**$334,968**
C1 C2.3.1 C2.3.3 C6.1 C6.2 C6.3 C6.4	Employment Security Commission: Contractual - estimated reimbursement to SC Employment Security Commission for matching workforce records for high school graduates who do not pursue post-secondary education. Estimated first quarterly data pull for 31% of 40,000 graduates at $2 per match. Number of graduates increase each year.			$0	$78,120
C1 C2.3.1 C2.3.3 C5.1	ORS: Contractual - includes security certificates, server software licenses, security review, offsite backup & restoration/disaster recovery, networking, and internal operations	$19,297		$0	$77,188
C1	ORS: Equipment - includes hardware such as additional disk storage, workstations, servers, VMWare license, and server operating system license	$32,162		$0	$128,648

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Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	ORS: Personnel - includes staffing costs for a developer, a data base analyst, and a statistician	**$87,802**		**$0**	**$351,210**
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	ORS: Supplies, Office Space, Communications - includes office space, supplies, telephones, rent, and travel	$19,297		$0	$77,188
C1 C2.3.1 C2.3.3 C5.1 C6.1 C6.2 C6.3 C6.4	Project Manager B (consultant @ 30%) - Cost to procure a project manager to oversee data warehouse component; duration is 3 years, estimated at 990 hours per year, $80 per hour	**$50,602**		**$0**	**$194,057**
C1.8 C2.3.4	Developer [DEQL] (consultant @ 100%) - cost to procure a consulting senior-level developer assigned 100% to this project; to develop software applications to integrate teacher/educator data sets into the SCDE data systems and into the data warehouse; based on 1980 hours per year and $75 per hour; reports through Division of Educator Quality & Leadership			$0	$124,864
C1 C2.3.4	Network Services Analyst (consultant @ 75%) - cost to procure a consulting senior-level network analyst assigned 75% to this project; ensure network integrity in integration of teacher/educator network with SCDE network and data warehouse; based on 1485 hours and an hourly rate of $75			$0	$74,250

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Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1.5 C2.3.2 C2.3.5	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for data quality and validation component; based on 990 hours per year at $75 per hour			$0	$80,809
C1.5 C2.1.2 C2.3.2 C2.3.5	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for error checking, data quality, and data verification within the statewide SIS; based on 990 hours per year and $75 per hour			$0	$68,248
C1.5 C2.1.2 C2.3.2 C2.3.5	Pearson: Contractual - estimated cost to procure vendor services to: (1) assist in developing point of entry edits and (2) develop the capacity to put lunch status and disability codes directly into PowerSchool from lunchroom management programs and IEP management programs; to develop software applications for error checking, data quality, and data verification within the statewide SIS;			$0	$697,114
C1.6 C4.2 C4.5	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for the assessment management systems component; based on 990 hours per year at $75 per hour			$0	$112,675
C1.6 C4.2 C4.5 C5.1	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for the assessment management system component; based on 990 hours per year and $75 per hour			$0	$112,675
C1.6 C4.2 C4.5	Project Manager B (consultant @ 50%)- Cost to procure a project manager to oversee the assessment management system project; duration is 3 years, estimated at 990 hours per year, $110 per hour			$0	$165,256
C1.6 C2.2.1 C5.1	VC3: Contractual - development of: (1) state-level installation and upload from districts, (2) integration of *Testview* and SLICE (the education data warehouse), (3) the educator interface linking assessment to other SLICE data, and (4) other costs associated with roll-out.			$0	$2,472,874

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Selection Criteria (C) - Using Data Systems to Inform Instruction and Decisions

Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1 C4.3 C5.2	Applications Analyst (consultant @ 50%) - cost to procure a consulting senior-level analyst assigned to this project 50%; to test and confirm operational capacity of applications developed for the program ID and coding component; based on 990 hours per year at $75 per hour			$0	$74,436
C2.2.1 C4.1	Developer (consultant @ 50%) - cost to procure a consulting senior-level developer assigned 50% to this project; to develop software applications for the curriculum management system component; based on 990 hours per year and $75 per hour	$45,950		$0	$162,004
C1 C4.1	Project Manager C (consultant @ 50%)- Cost to procure a project manager to oversee the curriculum management system project; for duration of project, estimated at 990 hours per year, $80 per hour	$49,198		$0	$253,150
C2.2.1 C4.1 C5.1	Vendor TBD via RFP: Contractual - funds planned to develop or license a curriculum management system to integrate common core curriculum, the Anderson 5 curriculum (currently licensed by SC), and the S(3) curriculum (developed by SC).	$625,000		$0	$3,075,000
C2.2.1 C4.1 C5.1	LEARN Consortium: Core membership ($750,000), Student Backpack module ($600,000), Growth Model module ($500,000), Digital Learning Library resources ($400,000); integrates common core curriculum; initial investment includes perpetual use of the applications			**$2,250,000**	
C1.8 C4.4	Developer (consultant @ 50%) consulting senior-level developer to develop software applications for teacher/educator ID and coding system component; based on 990 hours per year and $75 per hour			**$177,705**	
C1.8 C4.4	Developer [DEQL] (consultant @ 100%) - cost to procure a consulting senior-level developer assigned 100% to this project; to develop software applications for the teacher/educator ID and coding system within the teacher/educator data systems; based on 1980 hours per year and $75 per hour; reports through Division of Educator Quality & Leadership			$0	$28,720

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Goal Obj	Justification of expenditure	Year 4		4 YR Totals	
		Request	Other	Other	Request
C1.8 C4.4	Project Manager C (consultant @ 50%) - Cost to procure a project manager to oversee the teacher/educator ID project; duration is 3 years, estimated at 990 hours per year, $80 per hour			$0	$239,092
C1.8 C4.4	Vendor TBD via RFP: Contractual - funds planned to develop or license a unique educator ID system that includes teachers and all other educators involved in student instruction			$0	$345,001
C2.2.2 C5.3	Training Coordinator II (consultant @ 100%) - cost to procure a consulting, senior-level training coordinator/analyst; will develop and oversee development of online, on-demand training for all grant projects; based on 1980 hours per year and an hourly rate of $85	$168,300		$0	$673,200
C2.2.2 C5.3	Training Content Developer (consultant @ 100%) - cost to procure a senior-level training content developer; under supervision of training coordinator, develops online, on-demand training for all grant projects; based on 1980 hours per year and an hourly rate of $75	$148,500		$0	$569,250
	Subtotal Contractual	$1,488,806	$0	$2,427,705	$14,418,517
7. Training Stipends					
	Subtotal Training Stipends				
8. Other (postage, leases, utilities, rent, etc. should go under Other)					
	Subtotal Other			$0	
9. Total Direct Costs (add items 1-8)		$1,666,006	$429,670	$5,352,641	$15,805,317
10. Indirect Costs (Grants will calculate this)		$9,816		$0	$76,190
11. Funding for Involved LEAs					
	Subtotal Funding for Involved LEAs	$0	$0	**$0**	$0
12. Supplemental Funding for Participating LEAs (see page 62 of RFP)				$0	$0
	Subtotal Supplemental Funding for Participating LEAs				
	Grand Total	**$1,675,822**	**$429,670**	**$5,352,641**	**$15,881,507**

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal	Line Item	Justification	Year 1		Year 2		Year 3
				Request	OTHER	Request	OTHER	Request
1. Personnel (EXCLUDE any contractual personnel--put these under contractual)								
D1	PACE	Project Director Salary	Falicia Harvey, PTCP Project Director, current PACE Director, will serve as liaison between USDOE and South Carolina partners to ensure that PTCP goals are met (b)(6) of current salary (b)(6) with 2% cost-of-living increase (COLI).		$18,419		$18,787	
D1	PACE	Education Associate	Beth Howard, Education Associate in the Office of Special Projects, (b)(6) to assist in managing the PTCP team responsibilities associated with the Office of Special Projects. Current salary of (b)(6) with 2% COLI		$16,775		$17,111	
D1	PACE	Director Salary	David Rawlinson, Director, Palmetto Priority Schools Program, will ensure PPS will meet obligations as outlined in the MOU for (b)(6) of his time. Current salary of (b)(6) with 2% COLI		$13,085		$13,347	
D1	PACE	PACE Program Coordinator Salary	Linda Mirabal-Pace will partner with PTCP in recruitment efforts and alternative certification programming requirements and regulations (b)(6) of her time. Current salary of (b)(6) with 2% COLI		$5,297		$5,403	
D1	PACE	Project Manager Salary	Project Manager (.5 FTE, $21,000) to coordinate grant-related recruitment in partnership with the Office of PPS and CERRA, coordinate the creation and implementation of specialized professional development, process financial disbursements, and serve as the Office of Educator Certification project liaison. Requires a minimum of a master's degree and three years experience in administration.2% per year COLI	$ 21,000		$ 21,420		$ 21,848
D1	PACE	Certification Analyst Salary	Certification Analyst (.75 FTE, $26,250) to work with applicant files, review and evaluate the PTCP candidate qualifications, assist in maintenance of the database, counsel PTCP candidates, issue certificates, and the candidates advance through the PTCP. Requires a bachelor's degree and 2 years experience with certification programs plus advanced technology skills. 2% COLI	$ -	$ 26,250	$ -	$ 26,250	$ -

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
D1	PACE	Administrative Assistant Salary	Administrative Assistant (.5 FTE, $15,000/annually) Housed in the Office of Palmetto Priority Schools, the administrative assistant will provide support to the recruitment and retention efforts, create and monitor vacancy systems, and assist in the coordination and development of fairs and advertisements. This position requires a bachelor's degree or equivalent experience as well as excellent organization skills.	$ 15,000		$ 15,300		$ 15,606
D1	P-ALT	Project Director	FTE for Alternative Certification Program for Principals Project Director. This is a new function and will need a director.	$ 75,000		$ 75,000		$ 50,000
	P-ALT	.5 FTE for Administrative Assistant	.5 Administrative Assistant will provide necessary clerical and logistical support for the Alternative Certification of Principal Program activities	$ -	$ 15,000	$ -	$ 15,000	$ -
			Subtotal Personnel	$ 111,000	$ 94,826	$ 111,720	$ 95,898	$ 87,454
2. Fringe Benefits (b)(6)								
D1		(b)(6) Fringe	Falicia Harvey, PD, Project Director Fringe	$ -	$ 5,710	$ -	$ 5,824	$ -
D1		(b)(6) Fringe	Beth Howard, Palmetto Priority Schools Education Associate Fringe	$ -	$ 5,200	$ -	$ 5,304	$ -
D1		(b)(6) Fringe	David Rawlinson, Palmetto Priority School Director Fringe	$ -	$ 4,056	$ -	$ 4,137	$ -
D1		(b)(6) Fringe	Linda Mirabal-Pace, PACE Program Coordinator Fringe	$ -	$ 1,642	$ -	$ 1,675	$ -
D1		31% Fringe	Project Manager, Project Manager Fringe	$ 6,510	$ -	$ 6,640	$ -	$ 6,773
D1		31% Fringe	Certification Analyst	$ -	$ 8,138	$ -	$ 8,138	$ -
D1		31% Fringe	Administrative Assistant	$ 4,650	$ -	$ 4,743	$ -	$ 4,838
D1	P-ALT	31% Fringe	Fringe benefits for FTE , Fringe benefits for Alternative Principal Certification Project Director	$ 23,250	$ -	$ 23,250	$ -	$ 15,500
D1	P-ALT	31% Fringe	.5 Fringe benefits for Administrative Asst.	$ -	$ 4,650	$ -	$ 4,650	$ -
			Subtotal Fringe Benefits	$ 34,410	$ 29,396	$ 34,633	$ 29,728	$ 27,111
3. Travel								
D1	PACE	PTCP Information Session Travel	Project Manager, Certification Analyst, and PPS staff travel to PTCP Information Sessions: 4/year; average 200 miles x .50/mile = $400 in grant years 1, 2, and 3. Two/year in grant year 4. One/year in grant year 5.	$ 400		$ 400		$ 400

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 1		Year 2		Year 3
		Line Item	Justification	Request	OTHER	Request	OTHER	Request
D1	PACE	Job Fair Travel	Project Manager, Certification Analyst, and PPS staff travel to job fairs: 2/year; average 200 miles x .50/mile = $200 in grant years 1, 2, and 3: 1/year in years 4 and 5.	$ 200		$ 200		$ 200
D1	PACE	Certification Training Site Travel	Project Manager travel to alternative certification training sites: 8/year; average 200 miles x .50/mile = $800	$ 800		$ 800		$ 800
D1	PACE	Advisory Board Travel	PTCP Advisory Board meetings: 2 per year x $200 travel = $400	$ 400		$ 400		$ 400
D1	PACE	Professional Development Team Travel	PTCP Professional Development Research Team Travel: 2 meetings per first year x $200 travel = $400. One meeting per year for each remaining year: $200 travel each	$ 400		$ 200		$ 200
D1	PACE	Mentor-Participant Observation Travel	Travel to observe PTCP participants and mentors at PPS sites: 12 PTCP participants x 2 observations x 200 average miles (.50/mile) = $2400 in grant year 1; 24 PTCP participants x 2 observations x 200 average miles (.50/mile) = $4800 in subsequent years	$ 2,400		$ 4,800		$ 4,800
D1	PACE	Conference Travel	Professional Development conferences on alternative certification or preparing teachers for high-poverty, low-income teaching. Airfare ($500) +lodging ($150/night x 4 = $600) + per diem ($32 x 4 = $128) = conference registration ($400)= $1628 x 2 persons = $3256.	$ 3,256		$ 3,256		$ 3,256
D1	P-ALT	Travel by Project Director	Travel by project director to SC locations to work with other providers or IHEs regarding alternative certification curricula,1 trip/mo, 300 mi. round trip @.505 for each of 4 weeks in year 1 = $606.1 trip per month in years 2-4 (300 round trip @ .505 = $151.50 x 12 trips = $1818 in years 2-4 = $5454.)	$606		$1,818		$1,818
D1	P-ALT	Airfare	Airfare for 1 seminar with New Leaders for New Schools or other programs for alternatively certified principal programs Seminar/meeting on topics related to selecting, training, & supporting alternatively certified principals	$800	$ 800	$800		$800

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 1		Year 2		Year 3
		Line Item	**Justification**	**Request**	**OTHER**	**Request**	**OTHER**	**Request**
D1	P-ALT	Lodging	Lodging for 5 nights at seminar/meeting. Conference on topics related to selecting, training, & supporting alternatively certified principals	$0	$ 600	$0	$ 600	$0
D1	P-ALT	Per Diem	Food $32 per diem for 5 days = $160	$0	$ 160	$0	$ 160	$0
D1	P-ALT	Registration	Registration for seminar. Conference on topics related to selecting, training, & supporting alternatively certified principals	$0	$ 500	$0	$ 500	$0
D1	P-ALT	Registration	Registration for SCASA Summer Leadership Institute Summer conference of all SC's K12 leaders - principals, superintendents, instructional leaders, etc. Attend to determine important issues to cover in alternative principal program.	$0	$ 250	$0	$ 250	$0
D1	P-ALT	Mileage	Mileage to SCASA Summer Leadership Institute 300 miles round trip x .505 - $151.50	$0	$ 152	$0	$ 152	$0
D1	P-ALT	Per Diem	Food per diem to SCASA Summer Leadership Institute $32 per diem x 6 days = $150	$0	$ 192	$0	$ 192	$0
D1	P-ALT	Lodging	Lodging for 5 nights at SCASA $120 per night x 5 nights = $600	$0	$ 600	$0	$ 600	$0
			Subtotal Travel	$ 9,262	$ 3,254	$ 12,674	$ 2,454	$ 12,674
4. Equipment (any item that costs more than $5,000 per unit)								
			Subtotal Equipment					
5. Supplies (any item that costs less than $5,000 per unit)								
D1	PACE	Research Materials	Professional Development Research Materials (texts, periodicals): $400 in first year and $100 subsequent years	$ 400		$ 100		$ 100
D1	PACE	Recruitment Brochures	Print 1000 PTCP brochures	$ 800				$ 800
D1	PACE	Workshop Materials	Professional Development Workshop Materials ($100/PTCP participant x 24 participants/cohort)			$ 2,400		$ 2,400
D1	PACE	Desktop Computer	Desktop for Program Manager	$ 1,200				
D1	PACE	Cell Phone	Cell phone for regional coordinator $49+ $50/mo(x12) =$649	$ 649		$ 649		$ 649
D1	P-ALT	Desktop computer	Presentation systems for data analysis and word processing	$2,500				
D1	P-ALT	Printer	Companion to laptop	$1,000				

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 1		Year 2		Year 3
		Line Item	Justification	Request	OTHER	Request	OTHER	Request
D1	P-ALT	Classroom Supplies	Classroom supplies (e.g., markers, chart paper). Group work in training room (July 2012-June 2013 and July 2013-June 2014)					$750
D1	P-ALT	Materials	Textbooks & related materials (e.g., learning management system) 12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort (July 2012 and 2013)					$12,000
D1	P-ALT	E-readers	E-readers for 12 candidates per year $250 x 12 participants per year (2012 and 2013)					$3,000
D1	P-ALT	Supplies	Office supplies to coordinate program (e.g.,., electric stapler, hole punch)	$500		$500		$500
			Subtotal Supplies	$ 7,049	$ -	$ 3,649	$ -	$ 20,199
6. Contractual (ALL expenditures related to a contract go under contractual. For								
D1	PACE	Training Costs	Alternative Route Training Costs covered by SCDE (24 PTCP participants x $750/year)				$18,000	
D1	PACE	Office Space	Office Space In-Kind		$3,965		$3,965	
D1	PACE	CERRA	Contract with Center for Educator Recruitment, Retention, and Advancement for mentor program (CERRA) contract to create and implement PTCP mentor program. See attached budget	$ 21,687		$ 13,447		$ 13,445
D1	PACE	Graphic Designer	Graphic Designer for design and production of PTCP recruitment materials, 50/hour x 15 hours = $750	$ 750				
D1	PACE	Database Technician	Database technician to modify current certification system to create PTCP candidate tracking process	$ 10,000				
D1	PACE	Mentor Stipends	Mentor Stipends: $2,500/year per first year PTCP participant; $1000/year per second year PTCP participant (see Cohort chart)			$ 60,000		$ 82,500
D1	P-ALT	Curricula modules	5 Curricula modules developed by other providers, IHEs, or practitioners. Each module = $5,000 x 5 modules = $25,000 for 2012. Revisions to curricula modules in July 2013 (year 4).					$25,000
D1	P-ALT	Training Contract	Contract with practitioners or other providers to provide training for alternative certification of principals' program 15 days training @ $1500 = $22,500 x 2 years = $45,000					$22,500

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 1		Year 2		Year 3
		Line Item	Justification	Request	OTHER	Request	OTHER	Request
D1	P-ALT	Training Contract	Contract with a nationally-recognized curriculum and instruction expert to present to alternative principal cohort 1 x year. $1,500x2 days+airfare to SC ($800)+lodging for 2 nights ($200) + 2 days' food ($100) = $4,100					$4,100
			Subtotal Contractual	$ 32,437	$ 3,965	$ 73,447	$ 21,965	$ 147,545
7. Training Stipends (for costs associated with long-term training program or college								
D1	PACE	Stipend	PTCP Training Stipend-participant preservice reimbursement ($250/participant)	$ 3,000				
D1	PACE	PTCP Supply Stipend	PTCP Participant supply reimbursement ($200/participant)			$ 6,000		$ 6,000
D1	PACE	Retention Bonus	PTCP Participant retention bonus ($1000/participant)			$ 6,000		$ 6,000
D1	PACE	PTCP Course Stipend	PTCP Participant course reimbursement ($3000/participant)			$ 4,800		$ 4,800
D1	PACE	PTCP PLT Reimb.	PTCP Participant PLT reimbursement ($300/participant)			$ 24,000		$ 24,000
D1	P-ALT	Mileage, lodging, and food for participants	12 participants x 8 nights' lodging per year @ $89 per participant +food $18 (breakfast and dinner) x 15 days' training; mileage 300 miles x $.505 per mile x 8 trips per year (for full year of cohort 1 2012-2013; July-Dec. of 2013)					$26,328
			Subtotal Training Stipends	$ 3,000	$ -	$ 40,800	$ -	$ 67,128
8. Other (postage, leases, utilities, rent, etc)								
D1	PACE	Ads	Newspaper promotion information sessions and job fairs. Six ads in The State (statewide coverage) at $3,000/ad; six ads in local papers ($1200/ad) for grant years 1, 2, and 3. Two ads in The State and two local ads for grant year 4.	$ 25,200		$ 25,200		$ 25,200
D1	P-ALT	Office lease	Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease)	$8,470		$ 8,470		$ 8,470
D1	P-ALT	Postage	One large mailing per year to superintendents and principals (87 districts)	$300		$300		$300
D1	P-ALT	Facility rental off-site	Facility rental off-site in SC for 1-2 sessions per year $600 a day x 2 days per year (for both fall 2012 and fall 2013)					$ 1,200
			Subtotal Other	$ 33,970	$ -	$ 33,970	$ -	$ 35,170

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 1		Year 2		Year 3
		Line Item	Justification	Request	OTHER	Request	OTHER	Request
9. Total Direct Costs (add items 1-8)				$ 231,128	$ 131,441	$ 310,893	$ 150,045	$ 397,281
10. Indirect Costs (Grants will calculate this)				$ 4,563		$ 4,702		$ 5,453
11. Funding for Involved LEAs								
Subtotal Funding for Involved LEAs								
12. Supplemental Funding for Participating LEAs								
Subtotal Supplemental Funding for Participating LEAs								
Grand Total				$ 235,690	$ 131,441	$ 315,595	$ 150,045	$ 402,734

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
1. Personnel (EXCLUDE any contractual personnel--put these under contractual)								
D1	PACE	Project Director Salary	Falicia Harvey, PTCP Project Director, current PACE Director, will serve as liaison between USDOE and South Carolina partners to ensure that PTCP goals are met (b) of current salary (b)(6) with 2% cost-of-living increase (COLI).	$19,163		$19,546	$ 75,916	$ -
D1	PACE	Education Associate	Beth Howard, Education Associate in the Office of Special Projects (b)(6), to assist in managing the PTCP team responsibilities associated with the Office of Special Projects. Current salary of (b)(6) with 2% COLI	$17,453		$17,802	$ 69,140	$ -
D1	PACE	Director Salary	David Rawlinson, Director, Palmetto Priority Schools Program, will ensure PPS will meet obligations as outlined in the MOU for (b) of his time. Current salary of (b)(6) with 2% COLI	$13,614		$13,886	$ 53,931	$ -
D1	PACE	PACE Program Coordinator Salary	Linda Mirabal-Pace will partner with PTCP in recruitment efforts and alternative certification programming requirements and regulations (b) of her time. Current salary of (b)(6), with 2% COLI	$5,511		$5,621	$ 21,832	$ -
D1	PACE	Project Manager Salary	Project Manager (.5 FTE, $21,000) to coordinate grant-related recruitment in partnership with the Office of PPS and CERRA, coordinate the creation and implementation of specialized professional development, process financial disbursements, and serve as the Office of Educator Certification project liaison. Requires a minimum of a master's degree and three years experience in administration.2% per year COLI		$ 22,285		$ -	$ 86,554
D1	PACE	Certification Analyst Salary	Certification Analyst (.75 FTE, $26,250) to work with applicant files, review and evaluate the PTCP candidate qualifications, assist in maintenance of the database, counsel PTCP candidates, issue certificates, and the candidates advance through the PTCP. Requires a bachelor's degree and 2 years experience with certification programs plus advanced technology skills. 2% COLI	$ 26,250	$ -	$26,250	$ 105,000	$ -

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
D1	PACE	Administrative Assistant Salary	Administrative Assistant (.5 FTE, $15,000/annually) Housed in the Office of Palmetto Priority Schools, the administrative assistant will provide support to the recruitment and retention efforts, create and monitor vacancy systems, and assist in the coordination and development of fairs and advertisements. This position requires a bachelor's degree or equivalent experience as well as excellent organization skills.		$ 15,918		$ -	$ 61,824
D1	P-ALT	Project Director	FTE for Alternative Certification Program for Principals Project Director. This is a new function and will need a director.	$ 25,000	$ 35,000	$ 40,000	$ 65,000	$ 235,000
	P-ALT	.5 FTE for Administrative Assistant	.5 Administrative Assistant will provide necessary clerical and logistical support for the Alternative Certification of Principal Program activities	$ 15,000	$ -	$ 15,000	$ 60,000	$ -
			Subtotal Personnel	$ 121,990	$ 73,203	$ 138,105	$ 450,819	$ 383,378
2. Fringe Benefits		(b)(6)					$ -	$ -
D1		(b)(6) Fringe	Falicia Harvey, PD, Project Director Fringe	$ 5,941	$ -	$ 6,059	$ 23,534	$ -
D1		(b)(6) Fringe	Beth Howard, Palmetto Priority Schools Education Associate Fringe	$ 5,410	$ -	$ 5,519	$ 21,433	$ -
D1		(b)(6) Fringe	David Rawlinson, Palmetto Priority School Director Fringe	$ 4,220	$ -	$ 4,305	$ 16,719	$ -
D1		(b)(6) Fringe	Linda Mirabal-Pace, PACE Program Coordinator Fringe	$ 1,708	$ -	$ 1,743	$ 6,768	$ -
D1		31% Fringe	Project Manager, Project Manager Fringe	$ -	$ 6,908	$ -	$ -	$ 26,832
D1		31% Fringe	Certification Analyst	$ 8,138	$ -	$ 8,138	$ 32,550	$ -
D1		31% Fringe	Administrative Assistant	$ -	$ 4,935	$ -	$ -	$ 19,165
D1	P-ALT	31% Fringe	Fringe benefits for FTE , Fringe benefits for Alternative Principal Certification Project Director	$ 7,750	$ 10,850	$ 12,400	$ 20,150	$ 72,850
D1	P-ALT	31% Fringe	.5 Fringe benefits for Administrative Asst.	$ 4,650	$ -	$ 4,650	$ 18,600	$ -
			Subtotal Fringe Benefits	$ 37,817	$ 22,693	$ 42,813	$ 139,754	$ 118,847
3. Travel							$ -	$ -
D1	PACE	PTCP Information Session Travel	Project Manager, Certification Analyst, and PPS staff travel to PTCP Information Sessions: 4/year; average 200 miles x .50/mile = $400 in grant years 1, 2, and 3. Two/year in grant year 4. One/year in grant year 5.		$ 200		$ -	$ 1,400

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
D1	PACE	Job Fair Travel	Project Manager, Certification Analyst, and PPS staff travel to job fairs: 2/year; average 200 miles x .50/mile = $200 in grant years 1, 2, and 3: 1/year in years 4 and 5.		$ 100		$ -	$ 700
D1	PACE	Certification Training Site Travel	Project Manager travel to alternative certification training sites: 8/year; average 200 miles x .50/mile = $800		$ 800		$ -	$ 3,200
D1	PACE	Advisory Board Travel	PTCP Advisory Board meetings: 2 per year x $200 travel = $400		$ 400		$ -	$ 1,600
D1	PACE	Professional Development Team Travel	PTCP Professional Development Research Team Travel: 2 meetings per first year x $200 travel = $400. One meeting per year for each remaining year: $200 travel each		$ 200		$ -	$ 1,000
D1	PACE	Mentor-Participant Observation Travel	Travel to observe PTCP participants and mentors at PPS sites: 12 PTCP participants x 2 observations x 200 average miles (.50/mile) = $2400 in grant year 1; 24 PTCP participants x 2 observations x 200 average miles (.50/mile) = $4800 in subsequent years		$ 4,800		$ -	$ 16,800
D1	PACE	Conference Travel	Professional Development conferences on alternative certification or preparing teachers for high-poverty, low-income teaching. Airfare ($500) +lodging ($150/night x 4 = $600) + per diem ($32 x 4 = $128) = conference registration ($400)= $1628 x 2 persons = $3256.		$ 3,256		$ -	$ 13,024
D1	P-ALT	Travel by Project Director	Travel by project director to SC locations to work with other providers or IHEs regarding alternative certification curricula,1 trip/mo, 300 mi. round trip @.505 for each of 4 weeks in year 1 = $606.1 trip per month in years 2-4 (300 round trip @ .505 = $151.50 x 12 trips = $1818 in years 2-4 = $5454.)		$1,818		$ -	$ 6,060
D1	P-ALT	Airfare	Airfare for 1 seminar with New Leaders for New Schools or other programs for alternatively certified principal programs Seminar/meeting on topics related to selecting, training, & supporting alternatively certified principals		$800		$ 800	$ 3,200

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
D1	P-ALT	Lodging	Lodging for 5 nights at seminar/meeting. Conference on topics related to selecting, training, & supporting alternatively certified principals	$ 600	$0	$ 600	$ 2,400	$ -
D1	P-ALT	Per Diem	Food $32 per diem for 5 days = $160	$ 160	$0	$ 160	$ 640	$ -
D1	P-ALT	Registration	Registration for seminar. Conference on topics related to selecting, training, & supporting alternatively certified principals	$ 500	$0	$ 500	$ 2,000	$ -
D1	P-ALT	Registration	Registration for SCASA Summer Leadership Institute Summer conference of all SC's K12 leaders - principals, superintendents, instructional leaders, etc. Attend to determine important issues to cover in alternative principal program.	$ 250	$0	$ 250	$ 1,000	$ -
D1	P-ALT	Mileage	Mileage to SCASA Summer Leadership Institute 300 miles round trip x .505 - $151.50	$ 152	$0	$ 152	$ 608	$ -
D1	P-ALT	Per Diem	Food per diem to SCASA Summer Leadership Institute $32 per diem x 6 days = $150	$ 192	$0	$ 192	$ 768	$ -
D1	P-ALT	Lodging	Lodging for 5 nights at SCASA $120 per night x 5 nights = $600	$ 600	$0	$ 600	$ 2,400	$ -
			Subtotal Travel	$ 2,454	$ 12,374	$ 2,454	$ 10,616	$ 46,984
4. Equipment (any item that costs more than $5,000 per unit)							$ -	$ -
			Subtotal Equipment				$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)							$ -	$ -
D1	PACE	Research Materials	Professional Development Research Materials (texts, periodicals): $400 in first year and $100 subsequent years		$ 100		$ -	$ 700
D1	PACE	Recruitment Brochures	Print 1000 PTCP brochures				$ -	$ 1,600
D1	PACE	Workshop Materials	Professional Development Workshop Materials ($100/PTCP participant x 24 participants/cohort)		$ 2,400		$ -	$ 7,200
D1	PACE	Desktop Computer	Desktop for Program Manager				$ -	$ 1,200
D1	PACE	Cell Phone	Cell phone for regional coordinator $49+ $50/mo(x12) =$649		$ 649		$ -	$ 2,596
D1	P-ALT	Desktop computer	Presentation systems for data analysis and word processing				$ -	$ 2,500
D1	P-ALT	Printer	Companion to laptop				$ -	$ 1,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
D1	P-ALT	Classroom Supplies	Classroom supplies (e.g., markers, chart paper). Group work in training room (July 2012-June 2013 and July 2013-June 2014)		$750		$ -	$ 1,500
D1	P-ALT	Materials	Textbooks & related materials (e.g., learning management system) 12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort (July 2012 and 2013)		$12,000		$ -	$ 24,000
D1	P-ALT	E-readers	E-readers for 12 candidates per year $250 x 12 participants per year (2012 and 2013)		$3,000		$ -	$ 6,000
D1	P-ALT	Supplies	Office supplies to coordinate program (e.g.,., electric stapler, hole punch)		$500		$ -	$ 2,000
			Subtotal Supplies	$ -	$ 19,399	$ -	$ -	$ 50,296
6. Contractual (ALL expenditures related to a contract go under contractual. For							$ -	$ -
D1	PACE	Training Costs	Alternative Route Training Costs covered by SCDE (24 PTCP participants x $750/year)	$18,000		$18,000	$ 54,000	$ -
D1	PACE	Office Space	Office Space In-Kind	$3,965		$3,965	$ 15,860	$ -
D1	PACE	CERRA	Contract with Center for Educator Recruitment, Retention, and Advancement for mentor program (CERRA) contract to create and implement PTCP mentor program. See attached budget		$ 29,046		$ -	$ 77,624
D1	PACE	Graphic Designer	Graphic Designer for design and production of PTCP recruitment materials, 50/hour x 15 hours = $750				$ -	$ 750
D1	PACE	Database Technician	Database technician to modify current certification system to create PTCP candidate tracking process				$ -	$ 10,000
D1	PACE	Mentor Stipends	Mentor Stipends: $2,500/year per first year PTCP participant; $1000/year per second year PTCP participant (see Cohort chart)		$ 82,500		$ -	$ 225,000
D1	P-ALT	Curricula modules	5 Curricula modules developed by other providers, IHEs, or practitioners. Each module = $5,000 x 5 modules = $25,000 for 2012. Revisions to curricula modules in July 2013 (year 4).		$15,000		$ -	$ 40,000
D1	P-ALT	Training Contract	Contract with practitioners or other providers to provide training for alternative certification of principals' program 15 days training @ $1500 = $22,500 x 2 years = $45,000		$22,500		$ -	$ 45,000

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
D1	P-ALT	Training Contract	Contract with a nationally-recognized curriculum and instruction expert to present to alternative principal cohort 1 x year. $1,500x2 days+airfare to SC ($800)+lodging for 2 nights ($200) + 2 days' food ($100) = $4,100		$4,100		$ -	$ 8,200
			Subtotal Contractual	$ 21,965	$ 153,146	$ 21,965	$ 69,860	$ 406,574
7. Training Stipends (for costs associated with long-term training program or college							$ -	$ -
D1	PACE	Stipend	PTCP Training Stipend-participant preservice reimbursement ($250/participant)				$ -	$ 3,000
D1	PACE	PTCP Supply Stipend	PTCP Participant supply reimbursement ($200/participant)		$ 3,000		$ -	$ 15,000
D1	PACE	Retention Bonus	PTCP Participant retention bonus ($1000/participant)		$ 6,000		$ -	$ 18,000
D1	PACE	PTCP Course Stipend	PTCP Participant course reimbursement ($3000/participant)		$ 4,800		$ -	$ 14,400
D1	PACE	PTCP PLT Reimb.	PTCP Participant PLT reimbursement ($300/participant)		$ 24,000		$ -	$ 72,000
D1	P-ALT	Mileage, lodging, and food for participants	12 participants x 8 nights' lodging per year @ $89 per participant +food $18 (breakfast and dinner) x 15 days' training; mileage 300 miles x $.505 per mile x 8 trips per year (for full year of cohort 1 2012-2013; July-Dec. of 2013)		$13,164		$ -	$ 39,492
			Subtotal Training Stipends	$ -	$ 50,964	$ -	$ -	$ 161,892
8. Other (postage, leases, utilities, rent, etc)								
D1	PACE	Ads	Newspaper promotion information sessions and job fairs. Six ads in The State (statewide coverage) at $3,000/ad; six ads in local papers ($1200/ad) for grant years 1, 2, and 3. Two ads in The State and two local ads for grant year 4.		$ 8,400		$ -	$ 84,000
D1	P-ALT	Office lease	Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease)		$8,470		$ -	$ 33,880
D1	P-ALT	Postage	One large mailing per year to superintendents and principals (87 districts)		$300		$ -	$ 1,200
D1	P-ALT	Facility rental off-site	Facility rental off-site in SC for 1-2 sessions per year $600 a day x 2 days per year (for both fall 2012 and fall 2013)		$1,200		$ -	$ 2,400
			Subtotal Other	$ -	$ 18,370	$ -	$ -	$ 121,480

South Carolina Project-Level Budget Narrative
Selection Criteria (D)-Great Teachers and Leaders-Alternative Certification (D1)
and Equitable Distribution (D3)

#	Goal			Year 3	Year 4		4 YR Totals	
		Line Item	Justification	OTHER	Request	OTHER	OTHER TOTAL	Total Request
9. Total Direct Costs (add items 1-8)				$ 184,227	$ 350,150	$ 205,337	$ 671,049	$ 1,289,451
10. Indirect Costs (Grants will calculate this)					$ 4,834			$ 19,551
11. Funding for Involved LEAs								
Subtotal Funding for Involved LEAs								
12. Supplemental Funding for Participating LEAs								
Subtotal Supplemental Funding for Participating LEAs								
Grand Total				$ 184,227	$ 354,983	$ 205,337	$ 671,049	$ 1,309,002

South Carolina Project-Level Budget Narrative
Reform Area: D2 - Evaluating Educator Effectiveness

#	Goal Area	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
1. Personnel								
D2	ADEPT	ADEPT Evaluation Specialist	Provide expertise and assistance in the development of the enhance ADEPT system	$ 75,000		$ 75,000		$ 45,000
D2	ADEPT	ADEPT Evaluation Specialist	Develop and oversee the delivery of ADEPT for virtual school teachers and for school psychologist	$ 60,000		$ 60,000		$ 30,000
			Subtotal Personnel	$ 135,000	$ -	$ 135,000	$ -	$ 75,000
2. Fringe Benefits								
D2	ADEPT	31% Fringe	ADEPT Evaluation Specialist	$ 23,250		$ 23,250		$ 13,950
D2	ADEPT	31% Fringe	ADEPT Evaluation Specialist	$ 18,600		$ 18,600		$ 9,300
			Subtotal Fringe Benefits	$ 41,850	$ -	$ 41,850	$ -	$ 23,250
3. Travel								
D2	ADEPT	ADEPT Staff travel to schools and school districts	Mileage 1,000 miles per month x 12 months x .505 = $6,060 reduced for years 3 and 4 by 50%	$ 6,060	$ -	$ 6,060		$ 3,030
D2	ADEPT	Travel for district representatives to statewide training	86 district representatives x average round trip of 175 mi x 2 events x .505 = $22,800 for years 1 and 2. One event for years 3 and 4	$ 15,200		$ 15,200		$ 7,600
D2	ADEPT	Travel for key stakeholder meetings	25 key stakeholders x average round trip of 175 mi x 4 events x .505 = $8,838	$ 6,628	$ 2,209	$ 6,628	$ 2,209	
D2	PADEPI	Travel for key stakeholder meetings	25 key stakeholders x average round trip of 175 mi x 4 events x .505 = $8,838			$ 6,628	$ 2,209	$ 6,628

#	Goal Area	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
D2	ADEPT	Travel to National training	Travel to National training on value-added teacher evaluation systems. Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250	$ 5,250	$ -	$ 5,250		$ 5,250
D2	ADEPT	Travel for consultants to visit South Carolina	Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 consultants x 3 events = $5250	$ 5,250	$ -	$ 5,250		$ 5,250
			Subtotal Travel	$ 38,388	$ 2,209	$ 45,016	$ 4,418	$ 27,758
4. Equipment (any item that costs more than $5,000 per unit)								
			Subtotal Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)								
D2	ADEPT	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
D2	ADEPT	Computers for ADEPT Evaluation Specialist	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000		$ 3,000			
D2	ADEPT	Office Furniture	Office Furniture for ADEPT Evaluation Specialist. These new employees will need office furniture and equipment, 2 people x $2,500 = $5,000		$ 5,000			
			Subtotal Supplies	$ 2,500	$ 10,500	$ 2,500	$ 2,500	$ 2,500
6. Contractual								

South Carolina Project-Level Budget Narrative
Reform Area: D2 - Evaluating Educator Effectiveness

#	Goal Area	Line Item	Justification	Year 1		Year 2		Year 3
				Request	OTHER	Request	OTHER	Request
D2	ADEPT	Data Analysis	Student Level Value Added Data Analysis. $1.00 per student x 695,000 = $695,000	$ 3,027,500	$ 60,000	$ 2,933,125	$ 154,375	$ 771,875
D2	ADEPT	Data Analysis	Teacher Level Value Added Data Analysis. $25 per teacher x 54,000 = $1,350,000					
D2	ADEPT	Web reporting system	Web based student reporting system. $1.50 per student x 695,000 = $1,042,500					
D2	ADEPT	Software Development	Payroll software development to incorporate variable multipliers to calculate salaries on a varying and ongoing basis depending upon the indicators of each teacher and their individual situation.	$ 300,000	$ 60,000	$ 18,000	$ 18,000	$ 18,000
D2	ADEPT	Contracted Software Developers	2 developers @ $80 per hour = $240 per hour x 1500 hours = $360,000 year one, 750 hours year two =$180,000	$ 240,000		$ 120,000		
D2	ADEPT	Contracted Services for the development of Authentic Assessments	A full time person will be employed under an annual contract to assist in the development and dissemination of the PBLA	$ 100,000		$ 100,000		$ 100,000
D2	ADEPT	Authentic Assessments	Educator Compensation for submission of accepted authentic assessments. 10 assessments will be selected each year for inclusion in the PBLA. Educators submitting these assessments will receive a $5,000 award.	$ 50,000		$ 50,000		$ 50,000

#	Goal Area	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
D2	ADEPT	National expert support	We would employ national experts on VAA to assist this effort. 2 experts x 4 visits x average daily rate of $1,000 year one = $8,000, years 2 and 3, 2 visits = 4,000	$ 8,000		$ 4,000		$ 4,000
			Subtotal Contractual	$ 3,725,500	$ 120,000	$ 3,225,125	$ 172,375	$ 943,875
7. Training Stipends								
			Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc.)								
D2	ADEPT	Postage	Several bulk mailings to districts and regions per year	$ 500		$ 500		$ 500
D2	ADEPT	Facility Rental	Facility rental off-site in SC for 1-2 sessions per year. $600 a day x 2 days			$ 1,200		
D2	ADEPT	Catering	Catering for 4 days of teacher VAA stakeholder meetings. 30 participants x $7.05 x 4 days per year = $846 + $35 delivery charge per day = $881	$ 881		$ 881		
D2	PADEPI	Catering	Catering for 4 days of Administrator VAA stakeholder meetings. 30 participants x $7.05 x 4 days per year = $846 + $35 delivery charge per day = $881			$ 881		$ 881
			Subtotal Other	$ 1,381	$ -	$ 3,462	$ -	$ 1,381
9. Total Direct Costs (add items 1-8)				$ 3,944,619	$ 132,709	$ 3,452,953	$ 179,293	$ 1,073,764
10. Indirect Costs (2%)				$ 76,232		$ 66,619		$ 19,535
11. Funding for Involved LEAs								

#	Goal Area	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
D2	ADEPT	District support	District support personnel for implementation of the refined ADEPT and PADEPP systems- .5 FTE x 4 districts x $60,000 ($30,000 per district) years one and two	$ 120,000		$ 120,000		
D2	ADEPT	Initial ADEPT and PADEPP training	$5 per teacher x 5 districts x average teachers per district 8,140	$ 162,800				
			Subtotal Funding for Involved LEAs	$ 282,800	$ -	$ 120,000	$ -	$ -
12. Supplemental Funding for Participating LEAs								
D2	ADEPT	District support personnel for implementation of the refined ADEPT and PADEPP systems.	.5 FTE x 84 districts x $60,000 ($30,000 per district) year one and two	$ 2,520,000		$ 2,520,000		
D2	ADEPT	Initial ADEPT and PADEPP training	$5 per teacher x 84 districts x average teachers per district 8,140	$ 3,418,800				
			Subtotal Supplemental Funding for Participating LEAs	$ 5,938,800	$ -	$ 2,520,000	$ -	$ -
			Grand Total	$ 10,242,451	$ 132,709	$ 6,159,572	$ 179,293	$ 1,093,299

South Carolina Project-Level Budget Narrative
Reform Area: D2 - Evaluating Educator Effectiveness

#	Goal Area	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
1. Personnel								
D2	ADEPT	ADEPT Evaluation Specialist	Provide expertise and assistance in the development of the enhance ADEPT system	$ 30,000	$ 30,000	$ 45,000	$ 75,000	$ 225,000
D2	ADEPT	ADEPT Evaluation Specialist	Develop and oversee the delivery of ADEPT for virtual school teachers and for school psychologist	$ 30,000	$ 20,000	$ 40,000	$ 70,000	$ 170,000
			Subtotal Personnel	$ 60,000	$ 50,000	$ 85,000	$ 145,000	$ 395,000
2. Fringe Benefits								$ -
D2	ADEPT	31% Fringe	ADEPT Evaluation Specialist		$ 9,300		$ -	$ 69,750
D2	ADEPT	31% Fringe	ADEPT Evaluation Specialist		$ 6,200		$ -	$ 52,700
			Subtotal Fringe Benefits	$ -	$ 15,500	$ -	$ -	$ 122,450
3. Travel								$ -
D2	ADEPT	ADEPT Staff travel to schools and school districts	Mileage 1,000 miles per month x 12 months x .505 = $6,060 reduced for years 3 and 4 by 50%		$ 3,030		$ -	$ 18,180
D2	ADEPT	Travel for district representatives to statewide training	86 district representatives x average round trip of 175 mi x 2 events x .505 = $22,800 for years 1 and 2. One event for years 3 and 4		$ 7,600		$ -	$ 45,600
D2	ADEPT	Travel for key stakeholder meetings	25 key stakeholders x average round trip of 175 mi x 4 events x .505 = $8,838					$ 13,256
D2	PADEPI	Travel for key stakeholder meetings	25 key stakeholders x average round trip of 175 mi x 4 events x .505 = $8,838	$ 2,209				$ 13,256

#	Goal Area	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
D2	ADEPT	Travel to National training	Travel to National training on value-added teacher evaluation systems. Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250		$ 5,250		$ -	$ 21,000
D2	ADEPT	Travel for consultants to visit South Carolina	Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 consultants x 3 events = $5250		$ 5,250		$ -	$ 21,000
			Subtotal Travel	$ 2,209	$ 21,130	$ -	$ -	$ 132,292
4. Equipment (any item that costs more than $5,000 per unit)								$ -
								$ -
			Subtotal Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)								$ -
D2	ADEPT	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 10,000	$ 10,000
D2	ADEPT	Computers for ADEPT Evaluation Specialist	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000				$ 3,000	$ -
D2	ADEPT	Office Furniture	Office Furniture for ADEPT Evaluation Specialist. These new employees will need office furniture and equipment, 2 people x $2,500 = $5,000				$ 5,000	$ -
			Subtotal Supplies	$ 2,500	$ 2,500	$ 2,500	$ 18,000	$ 10,000
6. Contractual								$ -

#	Goal Area	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
D2	ADEPT	Data Analysis	Student Level Value Added Data Analysis. $1.00 per student x 695,000 = $695,000	$ 2,315,625	$ -	$ 3,087,500	$ 5,617,500	$ 6,732,500
D2	ADEPT	Data Analysis	Teacher Level Value Added Data Analysis. $25 per teacher x 54,000 = $1,350,000				$ -	$ -
D2	ADEPT	Web reporting system	Web based student reporting system. $1.50 per student x 695,000 = $1,042,500				$ -	$ -
D2	ADEPT	Software Development	Payroll software development to incorporate variable multipliers to calculate salaries on a varying and ongoing basis depending upon the indicators of each teacher and their individual situation.	$ 18,000	$ 18,000	$ 18,000	$ 114,000	$ 354,000
D2	ADEPT	Contracted Software Developers	2 developers @ $80 per hour = $240 per hour x 1500 hours = $360,000 year one, 750 hours year two =$180,000				$ -	$ 360,000
D2	ADEPT	Contracted Services for the development of Authentic Assessments	A full time person will be employed under an annual contract to assist in the development and dissemination of the PBLA		$ 100,000		$ -	$ 400,000
D2	ADEPT	Authentic Assessments	Educator Compensation for submission of accepted authentic assessments. 10 assessments will be selected each year for inclusion in the PBLA. Educators submitting these assessments will receive a $5,000 award.		$ 50,000		$ -	$ 200,000

#	Goal Area	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
D2	ADEPT	National expert support	We would employ national experts on VAA to assist this effort. 2 experts x 4 visits x average daily rate of $1,000 year one = $8,000, years 2 and 3, 2 visits = 4,000				$ -	$ 16,000
			Subtotal Contractual	$ 2,333,625	$ 168,000	$ 3,105,500	$ 5,731,500	$ 8,062,500
7. Training Stipends								$ -
			Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc.)								$ -
D2	ADEPT	Postage	Several bulk mailings to districts and regions per year		$ 500		$ -	$ 2,000
D2	ADEPT	Facility Rental	Facility rental off-site in SC for 1-2 sessions per year. $600 a day x 2 days		$ 1,200		$ -	$ 2,400
D2	ADEPT	Catering	Catering for 4 days of teacher VAA stakeholder meetings. 30 participants x $7.05 x 4 days per year = $846 + $35 delivery charge per day = $881					$ 1,762
D2	PADEPI	Catering	Catering for 4 days of Administrator VAA stakeholder meetings. 30 participants x $7.05 x 4 days per year = $846 + $35 delivery charge per day = $881				$ -	$ 1,762
			Subtotal Other	$ -	$ 1,700	$ -	$ -	$ 7,924
9. Total Direct Costs (add items 1-8)				$ 2,398,334	$ 258,830	$ 3,193,000	$ 5,894,500	$ 8,730,166
10. Indirect Costs (2%)					$ 68,000			$ 230,386
11. Funding for Involved LEAs								$ -

#	Goal Area	Line Item	Justification	Year 3	Year 4		4 YR Totals	
				OTHER	Request	OTHER	OTHER TOTAL	Total Request
D2	ADEPT	District support	District support personnel for implementation of the refined ADEPT and PADEPP systems- .5 FTE x 4 districts x $60,000 ($30,000 per district) years one and two				$ -	$ 240,000
D2	ADEPT	Initial ADEPT and PADEPP training	$5 per teacher x 5 districts x average teachers per district 8,140				$ -	$ 162,800
			Subtotal Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ 402,800
12. Supplemental Funding for Participating LEAs								$ -
D2	ADEPT	District support personnel for implementation of the refined ADEPT and PADEPP systems.	.5 FTE x 84 districts x $60,000 ($30,000 per district) year one and two				$ -	$ 5,040,000
D2	ADEPT	Initial ADEPT and PADEPP training	$5 per teacher x 84 districts x average teachers per district 8,140				$ -	$ 3,418,800
			Subtotal Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ 8,458,800
			Grand Total	$ 2,398,334	$ 326,830	$ 3,193,000	$ 5,894,500	$ 17,822,152

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER
1. Personnel						
SITE	Perf & Incentive Salary Coord	Oversight of all performance pay and incentive salary schedule models and programs to ensure effective delivery and implementation	$ 45,000	$ 50,000	$ 48,000	$ 50,000
TAP	Director SC TAP	Executive State Director SC TAP- Oversight of all TAP implementation to ensure effectiveness of system	$ 45,000	$ 50,000	$ 48,000	$ 50,000
TAP	Regional Master Teacher Upstate	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 30,000	$ 45,000	$ 32,500	$ 45,000
TAP	Regional Master Teacher Midlands	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 30,000	$ 45,000	$ 32,500	$ 45,000
TAP	Regional Master Teacher Lower State North	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 30,000	$ 45,000	$ 32,500	$ 45,000
TAP	Regional Master Teacher Lower State South	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 30,000	$ 45,000	$ 32,500	$ 45,000
CREATE	Project CREATE Adjunct Professors	$ 6,000 Stipends for 4 PHD/EdD level professors (4,500 + 1,500 for travel reimbursement/subsistence)	$ 24,000	$ 50,000	$ 24,000	$ 50,000
CREATE	Project CREATE Directors	$2,500 Stipends for 2 CREATE Directors for assisting with administrative duties	$ 5,000	$ 2,000	$ 5,000	$ 2,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
CERRA	Teacher Cadet-ProTeam Community Coord.	Stipend for coordinating reporting and monitoring of participating schools at 20% of 50,000 annual salary	$ 10,000	$ 40,000	$ 10,000	$ 40,000
CERRA Coord.	Teaching Incentives Coord.	Will work closely with the Teacher Recruitment and Retention Coordinator. Ensure grant money for teaching incentives are handled properly. Maintain budget report for each initiative. Communicate regularly with CERRA and school district staff to ensure initiatives are carried out effectively. Monitor initiatives and provide regular data reports of success. The annual salary is $40,000.	$ 40,000		$ 40,000	

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
CERRA	Program Director	The Program Director will be responsible for Teacher Cadet/ ProTeam and the SC Teachers for Tomorrow Scholarship Program	$ 43,090		$ 43,090	
Trans LDR	FTE for Transformation Leaders Academy Project Director	Education Associate will coordinate with IHEs on Academy curricula, as well as plan program training, coordinate selection of candidates, arrange for district interviewing, visit & support graduates in the field after program completion.	$ 75,000		$ 75,000	
Trans LDR	.5 FTE for Administrative Assistant for TLA	TLA Administrative Assistant will provide necessary clerical and logistical support for the Academy activities	$ 15,000		$ 15,000	
TV.com	(2) prog. developers	Program developers will be responsible for supporting the existing infrastructure as well as develop new technologies for SCTeacherVillage.com. The annual salary is $60,000salary x 2 positions =$120,000 x 4 years = $480,000	$ 120,000		$ 120,000	
		Subtotal Personnel	$ 542,090	$ 372,000	$ 558,090	$ 372,000
2. Fringe Benefits (31% of annual salary)						
SITE	Fringe	Performance and Incentive Salary Coordinator	$ 13,950	$ 15,500	$ 14,880	$ 15,500
TAP	Fringe	Executive State Director SC TAP	$ 13,950	$ 15,500	$ 14,880	$ 15,500
TAP	Fringe	Regional Master Teacher Upstate	$ 9,300	$ 13,950	$ 10,075	$ 13,950
TAP	Fringe	Regional Master Teacher Midlands	$ 9,300	$ 13,950	$ 10,075	$ 13,950
TAP	Fringe	Regional Master Teacher Lower State North	$ 9,300	$ 13,950	$ 10,075	$ 13,950
TAP	Fringe	Regional Master Teacher Lower State South	$ 9,300	$ 13,950	$ 10,075	$ 13,950
CREATE	Fringe	Project CREATE Adjunct Professors	$ 7,440	$ 15,500	$ 7,440	$ 15,500
CREATE	Fringe	Project CREATE Directors	$ 1,550	$ 620	$ 1,550	$ 620
CERRA	Fringe	Teacher Cadet/ProTeam Community Coordinator	$ 3,100	$ 12,400	$ 3,100	$ 12,400

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
CERRA Coord.	Fringe	Teaching Incentives Coordinator	$ 12,400	$ -	$ 12,400	$ -
CERRA	Fringe	Program Director	$ 13,358	$ -	$ 13,358	$ -
Trans LDR	Fringe	FTE for Transformation Leaders Academy Project Director	$ 23,250	$ -	$ 23,250	$ -
Trans LDR	Fringe	.5 FTE for Administrative Assistant for TLA	$ 4,650	$ -	$ 4,650	$ -
TV.com	Fringe	(2) program developers	$ 37,200	$ -	$ 37,200	$ -
		Subtotal Fringe Benefits	$ 168,048	$ 115,320	$ 173,008	$ 115,320
3. Travel						
SITE	Coord. Travel	Mileage 25,000 miles x .505 = 12,625.00 (50 trips at 500 miles round trip)	$ 21,575	$ -	$ 16,181	$ 5,394
TAP	Executive State Director SC TAP	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 15,570	$ -	$ 11,677	$ 3,893
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 15,570	$ -	$ 11,677	$ 3,893
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 15,570	$ -	$ 11,677	$ 3,893
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 15,570	$ -	$ 11,677	$ 3,893
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 15,570	$ -	$ 11,677	$ 3,893

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
U-TEACH	2 SCDE Staff	SCDE staff will travel to sites quarterly to provide technical assistance and monitor progress toward meeting programmatic goals. 300 miles x .505=$151.50 x 4 times=$606.00 x 2 staff=$1212 per site (2)	$ 2,424		$ 2,424	
Trans LDR	Travel for the Director	Transformational Leader Director Mileage 12,000 milesx.505=6,060 (24 trips at 500 miles) Airfare 2 meetings outside of SC $300 each = $600 Per Diem Rate $155 x 10 trips = $1,550			$ 8,210	
TV.com	Program dev	Developers will conduct quarterly meetings within a school district to provide technical assistance and monitor network progress 300 miles x .505=$151.50 x 2 developers=$303 x 4meetings=$1,212	$ 303		$ 303	
		Subtotal Travel	$ 102,152	$ -	$ 85,503	$ 24,859
4. Equipment (any item that costs more than $5,000 per unit)						
CREATE	Cisco 3845 Router:	Equipment needed to establish two video conferencing sites in hard to staff areas.	$ 14,900			
CREATE	Present	Polycom VSX 8800 Video Conferencing Kit (W/ MP)	$ 17,000			
CREATE	Present	NEC NP 4000 DMD LCD Projector	$ 6,000			
CREATE	Present	Receiver & Controller	$ 6,000			
CREATE	Present	Polycom VSX 5400 Video Conferencing w/32" LCD Display	$ 8,000			
POSITIO N	1 computer including monitor & printer	One desktop computer will be needed to expand the office and supply needs of an additional employee. Cost-$1500	$ 1,500			
TV.com	Comp w monitor & printer	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000	$ 3,000			

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER
		Subtotal Equipment	$ 56,400	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)						
SITE	Printing	Printing and Binding supplies-Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500
TAP	Printing	Printing and Binding supplies-Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500
TAP	Laptop	Presentation Systems for stakeholders and data analysis for Executive State Director	$ -	$ 2,000		
TAP	Laptop	Presentation Systems for stakeholders and data analysis for Regional Master Teachers (x4)	$ -	$ 2,000		
CREATE	ERC	ERC (Increase to 5 Mbps)-Supplies needed to establish two video conferencing sites		$ 1,200		
CREATE	Present	Charter (Increase to 5 Mbps)		$ 4,800		
CREATE	Present	Ceiling Mounts		$ 500		
CREATE	Present	Tier 1 PC w/ high end graphics card		$ 1,200		
CREATE	Present	HP 24" LCD Monitor		$ 730		
CREATE	Present	Ceiling Mounted Motorized 100" Projection Screen		$ 1,700		
CREATE	Present	Receiver & Controller	$ 5,000			
CREATE	Present	(6) Speakers	$ 2,400			
CREATE	Present	A/V Lectern & Mounting Cabinet (w/ Custom Logo)	$ 2,200			
CREATE	Present	Pixy Pro Control Center	$ 2,500			
CREATE	Present	SMART Board w/ mounts (77")	$ 1,500			
CREATE	Present	Elmo P-30 Document Camera	$ 2,400			
CREATE	Present	VHS & DVD Unit		$ 400		
CREATE	Present	Wiring & Accessories		$ 2,000		
CREATE	Present	(2) NEC NP Multimedia Projector		$ 2,600		
CREATE	Present	(2) Ceiling Mounts		$ 1,000		
CREATE	Present	(2) Ceiling Motorized 100" Projector Screen		$ 3,400		
CREATE	Present	Video Controller		$ 1,200		

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
Trans LDR	Laptop	Presentation systems for data analysis and word processing				
Trans LDR	Printer	Companion to laptop				
Trans LDR	Materials	Textbooks & related materials (e.g., learning management system)12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort				
Trans LDR	E-readers	E-readers for 12 participants per year $250 x 12 participants per year				
TV.com	Software	Enhancements for program maintenance which include bandwidth and network server $10,000	$ 10,000			
		Subtotal Supplies	$ 31,000	$ 29,730	$ 5,000	$ 5,000
6. Contractual (ALL expenditures related to a contract go under						
Trans LDR	Curricula modules	Contract for curriculum module = $5,000 x 5 modules = $25,000 for first yr. Revisions to curricula modules on yrs 2-4.				
Trans LDR	Evaluator	Gather data on student achievement for comparison to control group of principals for longitudinal report. $1500 per day x 10 days per year				
Trans LDR	Contract with UVa	Turnaround Leaders Director training-15 days training for project director - total for 2 years = $65,000 (price includes food, materials, room and board at Ova)				
Trans LDR	successful turnaround principal	Contract w/ nationally-recog'd successful turnaround principal-Presentation to principal cohort once per year. $1,500 x 2 days + airfare to SC ($800) + lodging for 2 nights ($200) + 2 days' food ($100) = $4,100				

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
UTEACH	TTA	U-Teach Institute technical assistance to state to develop RFP and manage a statewide competition	$ 50,000			
		Subtotal Contractual	$ 50,000	$ -	$ -	$ -
7. Training Stipends (for costs associated with long-term training						
CREATE	Project CREATE	50 participants at $1,425 (average SC Tuition for CREATE Colleges is $1,325) + $100 for textbooks with 3% annual increase	$ 71,250	$ 50,000	$ 71,250	$ 50,000
CERRA.	Scholarships	SC Teachers for Tomorrow Scholarships- $5,000 in scholarship funds x 25 teacher candidates to recruit teachers in to hard to staff areas .	$ 125,000		$ 125,000	
Trans LDR	Stipend	Stipend for successful completion of long-term training. $5,000 x 12 graduates per year = $120,000 (years 3, and 4)				
Trans LDR	Mileage, lodging, and food	12 participants x 8 nights' lodging per yr @ $89 per participant; $18 (breakfast and dinner) x 15 days' training; mileage 300 miles x $.505 per mile x 8 trips per year				
		Subtotal Training Stipends	$ 196,250	$ 50,000	$ 196,250	$ 50,000
8. Other (postage, leases, utilities, rent, etc.)						
U-TEACH	U-Teach	U-TEACH grants to one institution to increase math and science teachers in SC at $1,400,000 per site over 4 years, an amount established by the U-TEACH Institute. SCDE will partner with the U-TEACH Institute to administer a state-wide grant competition and monitor progress toward meeting programmatic goals.	$ 385,000		$ 365,000	

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER
CERRA.	Teacher Cadet/ ProTeam Exp	Add 20 Teacher Cadet Eligible classes in HSs at $750 per class and 10 ProTeam eligible classes in middle schools at $350 per class to support service learning projects, campus tours, and career fairs.	$ 18,500	$ 18,500	$ 18,500	$ 18,500
Trans LDR	Office lease for 1.5 persons	Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease)			$ -	$ 8,470
Trans LDR	Postage	One large mailing per year to superintendents and principals (87 districts)			$ -	$ 300
Trans LDR	Facility rental	Facility rental off-site in SC for 1-2 sessions per year $600 a day x 2 days			$ -	$ 1,200
Trans LDR	Catering	Catering for 15 days of onsite training 12 participants x $7.05 x 15 days per year + $35 delivery charge per day = $119.60 x 15 days			$ -	$ 1,794
		Subtotal Other	$ 403,500	$ 18,500	$ 383,500	$ 30,264
9. Total Direct Costs (add items 1-8)			$ 1,549,440	$ 585,550	$ 1,401,351	$ 597,443
10. Indirect Costs			$ 25,436		$ 24,102	
11. Funding for Involved LEAs						
12. Supplemental Funding for Participating LEAs						
SITE	Initial salary cost estimates increase	Based upon comparative data between the traditional salary schedule and the alternative multi-variable student performance salary schedule, there is roughly a 3% difference. Based on initial cost analysis, the district would be supplemented until the full transition takes place.				$ -
SITE		pilot year 2 = 75 schools @ $37,500 per school = $2,812,500			$ 2,812,500	
SITE		cohort year 3 = 150 schools @ $37,500 per school = $5,625.000				

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
SITE		cohort year 4 = 300 schools @ $37,500 per school = $11,250,000				
SITE	Fringe Salary Cost estimate increase	Each school has additional $50,000 x 31%= $15,500 per school			$ 1,162,500	
TAP	Master Teacher Salaries	2 master teachers per school @ $55,000 per teacher	$ 1,485,000	$ 165,000	$ 2,640,000	$ 660,000
TAP	Master Teacher Stipends	$10,000 per master teacher	$ 270,000	$ 30,000	$ 480,000	$ 120,000
TAP	Mentor Teacher Stipends	$5,000 per mentor teacher with 4 mentors at each school	$ 270,000	$ 30,000	$ 480,000	$ 120,000
TAP	Student Performance Incentives	$2,500 per teacher x 45 teachers per school = $112,500 per school			$ 1,350,000	$ 450,000
TAP	Principal Performance Incentive	$10,000 per administrative team			$ 135,000	$ 15,000
Housing	(2)1-2 bedroom apartment units	Build "teacher village" to provide housing for 8-10 teachers a critical geographical area (e.g., Pee Dee and Savannah River). The apartment units will be 790-940 square feet with a stand alone central community space for storage, exercise equipment, and work areas. School districts will be able to apply for the grant money to have the units built. Total estimated project cost for this unit is $1,421,000			$ 1,421,000	
Housing	teacher stipends	A maximum of ten teachers in teacher village #1 could qualify for a $1,000 stipend if they remain in the employing school district and live in the unit for at least three years. $1,000 stipend x 3years=$3,000 x 10 teachers=$30,000.			$ 10,000	

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 1		Year 2	
	Line Item	Justification	Request	OTHER	Request	OTHER
		Subtotal Supplemental Funding for Participating LEAs	$ 2,025,000	$ 225,000	$ 10,491,000	$ 1,365,000
		Grand Total	$ 3,599,876	$ 810,550	$ 11,916,453	$ 1,962,443

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
1. Personnel								
SITE	Perf & Incentive Salary Coord	Oversight of all performance pay and incentive salary schedule models and programs to ensure effective delivery and implementation	$ 50,500	$ 50,500	$ 52,000	$ 52,000	$ 202,500	$ 195,500
TAP	Director SC TAP	Executive State Director SC TAP- Oversight of all TAP implementation to ensure effectiveness of system	$ 50,500	$ 50,500	$ 52,000	$ 52,000	$ 202,500	$ 195,500
TAP	Regional Master Teacher Upstate	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 35,000	$ 45,000	$ 37,500	$ 45,000	$ 180,000	$ 135,000
TAP	Regional Master Teacher Midlands	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 35,000	$ 45,000	$ 37,500	$ 45,000	$ 180,000	$ 135,000
TAP	Regional Master Teacher Lower State North	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 35,000	$ 45,000	$ 37,500	$ 45,000	$ 180,000	$ 135,000
TAP	Regional Master Teacher Lower State South	Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation	$ 35,000	$ 45,000	$ 37,500	$ 45,000	$ 180,000	$ 135,000
CREATE	Project CREATE Adjunct Professors	$ 6,000 Stipends for 4 PHD/EdD level professors (4,500 + 1,500 for travel reimbursement/subsistence)	$ 24,000	$ 50,000	$ 24,000	$ 50,000	$ 200,000	$ 96,000
CREATE	Project CREATE Directors	$2,500 Stipends for 2 CREATE Directors for assisting with administrative duties	$ 5,000	$ 2,000	$ 5,000	$ 2,000	$ 8,000	$ 20,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 3	Year 3	Year 4		4 YR Totals	
	Line Item	Justification	Request	OTHER	Request	OTHER	OTHER Total	Total Request
CERRA	Teacher Cadet-ProTeam Community Coord.	Stipend for coordinating reporting and monitoring of participating schools at 20% of 50,000 annual salary	$ 10,000	$ 40,000	$ 10,000	$ 40,000	$ 160,000	$ 40,000
CERRA Coord.	Teaching Incentives Coord.	Will work closely with the Teacher Recruitment and Retention Coordinator. Ensure grant money for teaching incentives are handled properly. Maintain budget report for each initiative. Communicate regularly with CERRA and school district staff to ensure initiatives are carried out effectively. Monitor initiatives and provide regular data reports of success. The annual salary is $40,000.	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 40,000	$ 120,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 3	Year 3	Year 4		4 YR Totals	
	Line Item	Justification	Request	OTHER	Request	OTHER	OTHER Total	Total Request
CERRA	Program Director	The Program Director will be responsible for Teacher Cadet/ ProTeam and the SC Teachers for Tomorrow Scholarship Program	$ 21,545	$ 21,545	$ 21,545	$ 21,545	$ 43,090	$ 129,270
Trans LDR	FTE for Transformation Leaders Academy Project Director	Education Associate will coordinate with IHEs on Academy curricula, as well as plan program training, coordinate selection of candidates, arrange for district interviewing, visit & support graduates in the field after program completion.	$ 45,000	$ 30,000	$ 30,000	$ 45,000	$ 75,000	$ 225,000
Trans LDR	.5 FTE for Administrative Assistant for TLA	TLA Administrative Assistant will provide necessary clerical and logistical support for the Academy activities	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 15,000	$ 45,000
TV.com	(2) prog. developers	Program developers will be responsible for supporting the existing infrastructure as well as develop new technologies for SCTeacherVillage.com. The annual salary is $60,000salary x 2 positions =$120,000 x 4 years = $480,000	$ 80,000	$ 40,000	$ 60,000	$ 60,000	$ 100,000	$ 380,000
		Subtotal Personnel	$ 454,045	$ 492,045	$ 432,045	$ 530,045	$ 1,766,090	$ 1,986,270
2. Fringe Benefits (31% of annual salary)								
SITE	Fringe	Performance and Incentive Salary Coordinator	$ 15,655	$ 15,655	$ 16,120	$ 16,120	$ 62,775	$ 60,605
TAP	Fringe	Executive State Director SC TAP	$ 15,655	$ 15,655	$ 16,120	$ 16,120	$ 62,775	$ 60,605
TAP	Fringe	Regional Master Teacher Upstate	$ 10,850	$ 13,950	$ 11,625	$ 13,950	$ 55,800	$ 41,850
TAP	Fringe	Regional Master Teacher Midlands	$ 10,850	$ 13,950	$ 11,625	$ 13,950	$ 55,800	$ 41,850
TAP	Fringe	Regional Master Teacher Lower State North	$ 10,850	$ 13,950	$ 11,625	$ 13,950	$ 55,800	$ 41,850
TAP	Fringe	Regional Master Teacher Lower State South	$ 10,850	$ 13,950	$ 11,625	$ 13,950	$ 55,800	$ 41,850
CREATE	Fringe	Project CREATE Adjunct Professors	$ 7,440	$ 15,500	$ 7,440	$ 15,500	$ 62,000	$ 29,760
CREATE	Fringe	Project CREATE Directors	$ 1,550	$ 620	$ 1,550	$ 620	$ 2,480	$ 6,200
CERRA	Fringe	Teacher Cadet/ProTeam Community Coordinator	$ 3,100	$ 12,400	$ 3,100	$ 12,400	$ 49,600	$ 12,400

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
CERRA Coord.	Fringe	Teaching Incentives Coordinator	$ 6,200	$ 6,200	$ 6,200	$ 6,200	$ 12,400	$ 37,200
CERRA	Fringe	Program Director	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 13,358	$ 40,074
Trans LDR	Fringe	FTE for Transformation Leaders Academy Project Director	$ 13,950	$ 9,300	$ 9,300	$ 13,950	$ 23,250	$ 69,750
Trans LDR	Fringe	.5 FTE for Administrative Assistant for TLA	$ 2,325	$ 2,325	$ 2,325	$ 2,325	$ 4,650	$ 13,950
TV.com	Fringe	(2) program developers	$ 24,800	$ 12,400	$ 18,600	$ 18,600	$ 31,000	$ 117,800
		Subtotal Fringe Benefits	$ 140,754	$ 152,534	$ 133,934	$ 164,314	$ 547,488	$ 615,744
3. Travel								
SITE	Coord. Travel	Mileage 25,000 miles x .505 = 12,625.00 (50 trips at 500 miles round trip)	$ 10,787	$ 10,788	$ 5,394	$ 16,181	$ 32,363	$ 53,937
TAP	Executive State Director SC TAP	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 7,785	$ 7,785	$ 3,893	$ 11,677	$ 23,355	$ 38,925
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 7,785	$ 7,785	$ 3,893	$ 11,677	$ 23,355	$ 38,925
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 7,785	$ 7,785	$ 3,893	$ 11,677	$ 23,355	$ 38,925
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 7,785	$ 7,785	$ 3,893	$ 11,677	$ 23,355	$ 38,925
TAP	Regional Master Teacher	Mileage 18,000 miles x .505 = 9,090 (36 trips at 500 miles round trip) Airfare 3 meetings outside of South Carolina - $300 each = $900 Per Diem Rate - $155 x 36 overnight trips = $5,580	$ 7,785	$ 7,785	$ 3,893	$ 11,677	$ 23,355	$ 38,925

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
U-TEACH	2 SCDE Staff	SCDE staff will travel to sites quarterly to provide technical assistance and monitor progress toward meeting programmatic goals. 300 miles x .505=$151.50 x 4 times=$606.00 x 2 staff=$1212 per site (2)	$ 2,424		$ 2,424		$ -	$ 9,696
Trans LDR	Travel for the Director	Transformational Leader Director Mileage 12,000 milesx.505=6,060 (24 trips at 500 miles) Airfare 2 meetings outside of SC $300 each = $600 Per Diem Rate $155 x 10 trips = $1,550	$ 4,105	$ 4,105	$ 2,052		$ 4,105	$ 14,367
TV.com	Program dev	Developers will conduct quarterly meetings within a school district to provide technical assistance and monitor network progress 300 miles x .505=$151.50 x 2 developers=$303 x 4meetings=$1,212	$ 303		$ 303		$ -	$ 1,212
		Subtotal Travel	$ 56,544	$ 53,818	$ 29,638	$ 74,566	$ 153,243	$ 273,837
4. Equipment (any item that costs more than $5,000 per unit)								
CREATE	Cisco 3845 Router:	Equipment needed to establish two video conferencing sites in hard to staff areas.					$ -	$ 14,900
CREATE	Present	Polycom VSX 8800 Video Conferencing Kit (W/ MP)					$ -	$ 17,000
CREATE	Present	NEC NP 4000 DMD LCD Projector					$ -	$ 6,000
CREATE	Present	Receiver & Controller					$ -	$ 6,000
CREATE	Present	Polycom VSX 5400 Video Conferencing w/32" LCD Display					$ -	$ 8,000
POSITIO N	1 computer including monitor & printer	One desktop computer will be needed to expand the office and supply needs of an additional employee. Cost-$1500					$ -	$ 1,500
TV.com	Comp w monitor & printer	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000					$ -	$ 3,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
		Subtotal Equipment	$ -	$ -	$ -	$ -	$ -	$ 56,400
5. Supplies (any item that costs less than $5,000 per unit)								
SITE	Printing	Printing and Binding supplies-Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 10,000	$ 10,000
TAP	Printing	Printing and Binding supplies-Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 10,000	$ 10,000
TAP	Laptop	Presentation Systems for stakeholders and data analysis for Executive State Director	$ 2,000	$ -			$ 2,000	$ 2,000
TAP	Laptop	Presentation Systems for stakeholders and data analysis for Regional Master Teachers (x4)		$ -			$ 2,000	$ -
CREATE	ERC	ERC (Increase to 5 Mbps)-Supplies needed to establish two video conferencing sites					$ 1,200	$ -
CREATE	Present	Charter (Increase to 5 Mbps)					$ 4,800	$ -
CREATE	Present	Ceiling Mounts					$ 500	$ -
CREATE	Present	Tier 1 PC w/ high end graphics card					$ 1,200	$ -
CREATE	Present	HP 24" LCD Monitor					$ 730	$ -
CREATE	Present	Ceiling Mounted Motorized 100" Projection Screen					$ 1,700	$ -
CREATE	Present	Receiver & Controller					$ -	$ 5,000
CREATE	Present	(6) Speakers					$ -	$ 2,400
CREATE	Present	A/V Lectern & Mounting Cabinet (w/ Custom Logo)					$ -	$ 2,200
CREATE	Present	Pixy Pro Control Center					$ -	$ 2,500
CREATE	Present	SMART Board w/ mounts (77")					$ -	$ 1,500
CREATE	Present	Elmo P-30 Document Camera					$ -	$ 2,400
CREATE	Present	VHS & DVD Unit					$ 400	$ -
CREATE	Present	Wiring & Accessories					$ 2,000	$ -
CREATE	Present	(2) NEC NP Multimedia Projector					$ 2,600	$ -
CREATE	Present	(2) Ceiling Mounts					$ 1,000	$ -
CREATE	Present	(2) Ceiling Motorized 100" Projector Screen					$ 3,400	$ -
CREATE	Present	Video Controller					$ 1,200	$ -

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
Trans LDR	Laptop	Presentation systems for data analysis and word processing					$ -	$ -
Trans LDR	Printer	Companion to laptop					$ -	$ -
Trans LDR	Materials	Textbooks & related materials (e.g., learning management system)12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort	$ 12,000		$ 12,000		$ -	$ 24,000
Trans LDR	E-readers	E-readers for 12 participants per year $250 x 12 participants per year	$ 3,000		$ 3,000		$ -	$ 6,000
TV.com	Software	Enhancements for program maintenance which include bandwidth and network server $10,000					$ -	$ 10,000
		Subtotal Supplies	$ 22,000	$ 5,000	$ 20,000	$ 5,000	$ 44,730	$ 78,000
6. Contractual (ALL expenditures related to a contract go under								
Trans LDR	Curricula modules	Contract for curriculum module = $5,000 x 5 modules = $25,000 for first yr. Revisions to curricula modules on yrs 2-4.	$ 15,000		$ 15,000		$ -	$ 30,000
Trans LDR	Evaluator	Gather data on student achievement for comparison to control group of principals for longitudinal report. $1500 per day x 10 days per year	$ 15,000		$ 15,000		$ -	$ 30,000
Trans LDR	Contract with UVa	Turnaround Leaders Director training-15 days training for project director - total for 2 years = $65,000 (price includes food, materials, room and board at Ova)					$ -	$ -
Trans LDR	successful turnaround principal	Contract w/ nationally-recog'd successful turnaround principal-Presentation to principal cohort once per year. $1,500 x 2 days + airfare to SC ($800) + lodging for 2 nights ($200) + 2 days' food ($100) = $4,100	$ 4,100		$ 4,100		$ -	$ 8,200

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal	Line Item	Justification	Year 3 Request	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
UTEACH	TTA	U-Teach Institute technical assistance to state to develop RFP and manage a statewide competition					$ -	$ 50,000
		Subtotal Contractual	$ 34,100	$ -	$ 34,100	$ -	$ -	$ 118,200
7. Training Stipends (for costs associated with long-term training								
CREATE	Project CREATE	50 participants at $1,425 (average SC Tuition for CREATE Colleges is $1,325) + $100 for textbooks with 3% annual increase	$ 71,250	$ 50,000	$ 71,250	$ 50,000	$ 200,000	$ 285,000
CERRA.	Scholarships	SC Teachers for Tomorrow Scholarships- $5,000 in scholarship funds x 25 teacher candidates to recruit teachers in to hard to staff areas .	$ 125,000		$ 125,000		$ -	$ 500,000
Trans LDR	Stipend	Stipend for successful completion of long-term training. $5,000 x 12 graduates per year = $120,000 (years 3, and 4)	$ 60,000		$ 60,000		$ -	$ 120,000
Trans LDR	Mileage, lodging, and food	12 participants x 8 nights' lodging per yr @ $89 per participant; $18 (breakfast and dinner) x 15 days' training; mileage 300 miles x $.505 per mile x 8 trips per year	$ 13,238				$ -	$ 13,238
		Subtotal Training Stipends	$ 269,488	$ 50,000	$ 256,250	$ 50,000	$ 200,000	$ 918,238
8. Other (postage, leases, utilities, rent, etc.)								
U-TEACH	U-Teach	U-TEACH grants to one institution to increase math and science teachers in SC at $1,400,000 per site over 4 years, an amount established by the U-TEACH Institute. SCDE will partner with the U-TEACH Institute to administer a state-wide grant competition and monitor progress toward meeting programmatic goals.	$ 350,000		$ 300,000		$ -	$ 1,400,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 3	Year 3	Year 4		4 YR Totals	
	Line Item	Justification	Request	OTHER	Request	OTHER	OTHER Total	Total Request
CERRA.	Teacher Cadet/ ProTeam Exp	Add 20 Teacher Cadet Eligible classes in HSs at $750 per class and 10 ProTeam eligible classes in middle schools at $350 per class to support service learning projects, campus tours, and career fairs.	$ 18,500	$ 18,500	$ 18,500	$ 18,500	$ 74,000	$ 74,000
Trans LDR	Office lease for 1.5 persons	Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease)		$ 8,470	$ -	$ 8,470	$ 25,410	$ -
Trans LDR	Postage	One large mailing per year to superintendents and principals (87 districts)		$ 300	$ -	$ 300	$ 900	$ -
Trans LDR	Facility rental	Facility rental off-site in SC for 1-2 sessions per year $600 a day x 2 days		$ 1,200	$ -	$ 1,200	$ 3,600	$ -
Trans LDR	Catering	Catering for 15 days of onsite training 12 participants x $7.05 x 15 days per year + $35 delivery charge per day = $119.60 x 15 days		$ 1,794	$ -	$ 1,794	$ 5,382	$ -
								$ -
		Subtotal Other	$ 368,500	$ 30,264	$ 318,500	$ 30,264	$ 109,292	$ 1,474,000
9. Total Direct Costs (add items 1-8)			$ 1,345,431	$ 783,661	$ 1,224,467	$ 854,189	$ 2,820,843	$ 5,520,689
10. Indirect Costs			$ 21,519		$ 19,365			$ 90,421
11. Funding for Involved LEAs								
12. Supplemental Funding for Participating LEAs								
SITE	Initial salary cost estimates increase	Based upon comparative data between the traditional salary schedule and the alternative multi-variable student performance salary schedule, there is roughly a 3% difference. Based on initial cost analysis, the district would be supplemented until the full transition takes place.					$ -	$ -
SITE		pilot year 2 = 75 schools @ $37,500 per school = $2,812,500					$ -	$ 2,812,500
SITE		cohort year 3 = 150 schools @ $37,500 per school = $5,625.000	$ 5,625,000				$ -	$ 5,625,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 3	Year 3	Year 4		4 YR Totals	
	Line Item	Justification	Request	OTHER	Request	OTHER	OTHER Total	Total Request
SITE		cohort year 4 = 300 schools @ $37,500 per school = $11,250,000			$ 11,250,000		$ -	$ 11,250,000
SITE	Fringe Salary Cost estimate increase	Each school has additional $50,000 x 31%= $15,500 per school	$ 2,325,000		$ 4,650,000	$ 324,105,000	$ 324,105,000	$ 8,137,500
TAP	Master Teacher Salaries	2 master teachers per school @ $55,000 per teacher	$ 2,640,000	$ 1,760,000	$ 2,200,000	$ 2,200,000	$ 4,785,000	$ 8,965,000
TAP	Master Teacher Stipends	$10,000 per master teacher	$ 480,000	$ 320,000	$ 400,000	$ 400,000	$ 870,000	$ 1,630,000
TAP	Mentor Teacher Stipends	$5,000 per mentor teacher with 4 mentors at each school	$ 480,000	$ 320,000	$ 400,000	$ 400,000	$ 870,000	$ 1,630,000
TAP	Student Performance Incentives	$2,500 per teacher x 45 teachers per school = $112,500 per school	$ 2,025,000	$ 1,800,000	$ 2,250,000	$ 3,000,000	$ 5,250,000	$ 5,625,000
TAP	Principal Performance Incentive	$10,000 per administrative team	$ 180,000	$ 120,000	$ 200,000	$ 200,000	$ 335,000	$ 515,000
Housing	(2)1-2 bedroom apartment units	Build "teacher village" to provide housing for 8-10 teachers a critical geographical area (e.g., Pee Dee and Savannah River). The apartment units will be 790-940 square feet with a stand alone central community space for storage, exercise equipment, and work areas. School districts will be able to apply for the grant money to have the units built. Total estimated project cost for this unit is $1,421,000	$ 1,421,000				$ -	$ 2,842,000
Housing	teacher stipends	A maximum of ten teachers in teacher village #1 could qualify for a $1,000 stipend if they remain in the employing school district and live in the unit for at least three years. $1,000 stipend x 3years=$3,000 x 10 teachers=$30,000.	$ 10,000		$ 10,000		$ -	$ 30,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(3): Equitable Distribution of Effective Educators

Area Goal			Year 3	Year 3	Year 4		4 YR Totals	
	Line Item	Justification	Request	OTHER	Request	OTHER	OTHER Total	Total Request
Subtotal Supplemental Funding for Participating LEAs			$ 15,186,000	$ 4,320,000	$ 21,360,000	$ 330,305,000	$ 336,215,000	$ 49,062,000
Grand Total			$ 16,552,950	$ 5,103,661	$ 22,603,831	$ 331,159,189	$ 339,035,843	$ 54,673,110

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(4) - Effective Educator Preparation Programs

#	Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
1. Personnel								
D4		Higher Education Assessment Coordinator	Oversight of all implementation aspects for the value added analysis and reporting procedures for all colleges of education as it relates to analysis of student achievement of teacher and principal graduates. (Yearly increase accounts for a 3% COLI each year)	$ 75,000	$ -	$ 45,000	$ 32,500	$ 35,000
D4		Administrative Assistant for Coordinator	Data entry person as well as clerical assistant to maintain records and data banks to allow for immediate access and questions (Yearly increase accounts for 3%COLI each year)	$ 15,000	$ 15,000	$ 15,500	$ 15,500	$ 16,000
			Subtotal Personnel	$ 90,000	$ 15,000	$ 60,500	$ 48,000	$ 51,000
2. Fringe Benefits (31% of annual salary)								
D4		31% Fringe	Higher Education Assessment Coordinator	$ 23,250	$ -	$ 13,950	$ 10,075	$ 10,850
D4		31% Fringe	Administrative Assistant for Coordinator	$ 4,650	$ 4,650	$ 4,805	$ 4,805	$ 4,960
			Subtotal Fringe Benefits	$ 27,900	$ 4,650	$ 18,755	$ 14,880	$ 15,810
3. Travel								
D4		Coordinator Travel	Mileage 15,000 miles x .505 = 7,575.00 (50 trips at 300 miles round trip to meet with individual colleges throughout the state as well as update training meetings) Airfare 4 meetings outside of SC - $300 each = $1,200 Per Diem Rate - $155 x 15 = $2,325	$ 11,100	$ -	$ 11,100		$ 555
			Subtotal Travel	$ 11,100	$ -	$ 11,100	$ -	$ 555
4. Equipment (any item that costs more than $5,000 per unit)								
			Subtotal Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)								
D4	D41	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500

#	Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
D4	D41	Computer System	Presentation Systems for stakeholders and data analysis; Laptop, printer/scanner, LCD and Software	$ 2,000				$ 2,000
			Subtotal Supplies	$ 4,500	$ 2,500	$ 2,500	$ 2,500	$ 4,500
6. Contractual								
		College of Education	2 Colleges of Education will be selected to lead the effort and provide technical assistance to the other 32 COEs	$ 80,000		$ 40,000		
			Subtotal Contractual	$ 80,000	$ -	$ 40,000	$ -	$ -
7. Training Stipends								
			Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc.)								
		Postage	Mailing of information to Colleges of Education	$ 300		$ 300		$ 300
		Facility rental	off-site in SC for 1-2 sessions per year; $600 a day x 2 days per year for years one and two, one day in years three and four	$ 1,200		$ 1,200		$ 600
			Subtotal Other	$ 1,500	$ -	$ 1,500	$ -	$ 900
9. Total Direct Costs (add items 1-8)				$ 215,000	$ 22,150	$ 134,355	$ 65,380	$ 72,765
10. Indirect Costs (Grants will calculate this)				$ 3,200		$ 2,387		$ 1,455
11. Funding for Involved LEAs								
			Subtotal Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs								
			Subtotal Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
			Grand Total	$ 218,200	$ 22,150	$ 136,742	$ 65,380	$ 74,220

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(4) - Effective Educator Preparation Programs

#	Area Goal	Line Item	Justification	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
1. Personnel								
D4		Higher Education Assessment Coordinator	Oversight of all implementation aspects for the value added analysis and reporting procedures for all colleges of education as it relates to analysis of student achievement of teacher and principal graduates. (Yearly increase accounts for a 3% COLI each year)	$ 45,000	$ 35,000	$ 47,500	$ 125,000	$ 190,000
D4		Administrative Assistant for Coordinator	Data entry person as well as clerical assistant to maintain records and data banks to allow for immediate access and questions (Yearly increase accounts for 3%COLI each year)	$ 16,000	$ 16,500	$ 16,500	$ 63,000	$ 63,000
			Subtotal Personnel	$ 61,000	$ 51,500	$ 64,000	$ 188,000	$ 253,000
2. Fringe Benefits (31% of annual salary)								
D4		31% Fringe	Higher Education Assessment Coordinator	$ 13,950	$ 10,850	$ 14,725	$ 38,750	$ 58,900
D4		31% Fringe	Administrative Assistant for Coordinator	$ 4,960	$ 5,115	$ 5,115	$ 19,530	$ 19,530
			Subtotal Fringe Benefits	$ 18,910	$ 15,965	$ 19,840	$ 58,280	$ 78,430
3. Travel								
D4		Coordinator Travel	Mileage 15,000 miles x .505 = 7,575.00 (50 trips at 300 miles round trip to meet with individual colleges throughout the state as well as update training meetings) Airfare 4 meetings outside of SC - $300 each = $1,200 Per Diem Rate - $155 x 15 = $2,325	$ 555	$ 555	$ 555	$ 1,110	$ 23,310
			Subtotal Travel	$ 555	$ 555	$ 555	$ 1,110	$ 23,310
4. Equipment (any item that costs more than $5,000 per unit)								
			Subtotal Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)								
D4	D41	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 2,500	$ 10,000	$ 10,000

#	Area Goal	Line Item	Justification	Year 3 OTHER	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
D4	D41	Computer System	Presentation Systems for stakeholders and data analysis; Laptop, printer/scanner, LCD and Software	$ -				$ 4,000
			Subtotal Supplies	$ 2,500	$ 2,500	$ 2,500	$ 10,000	$ 14,000
6. Contractual								
		College of Education	2 Colleges of Education will be selected to lead the effort and provide technical assistance to the other 32 COEs				$ -	$ 120,000
			Subtotal Contractual	$ -	$ -	$ -	$ -	$ 120,000
7. Training Stipends								
			Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc.)							$ -	
		Postage	Mailing of information to Colleges of Education		$ 300		$ -	$ 1,200
		Facility rental	off-site in SC for 1-2 sessions per year; $600 a day x 2 days per year for years one and two, one day in years three and four		$ 600		$ -	$ 3,600
			Subtotal Other	$ -	$ 900	$ -	$ -	$ 4,800
9. Total Direct Costs (add items 1-8)				$ 82,965	$ 71,420	$ 86,895	$ 257,390	$ 493,540
10. Indirect Costs (Grants will calculate this)					$ 1,428			$ 8,470
11. Funding for Involved LEAs								
			Subtotal Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs								
			Subtotal Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
			Grand Total	$ 82,965	$ 72,848	$ 86,895	$ 257,390	$ 502,010

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(5) - Effective Professional Development

#	Area Goal	Line Item	Justification	Year 1		Year 2		Year 3	
				Request	OTHER	Request	OTHER	Request	OTHER
1. Personnel									
D5	PD	Education Associate	Provide expertise and assistance in the development and delivery of professional development to the Regional Coordinators and District POCs	$ 75,000	$ -	$ 45,000	$ 30,000	$ 45,000	$ 30,000
D5	PD	Regional ADEPT Coordinators	Eight S2MART centers-ADEPT coordinator to ensure fidelity of delivery average salary would be $60,000 (8x $60,000=$480,000) Funding shifts from the grant to other funds over time.	$ 480,000	$ -	$ 480,000	$ -	$ 360,000	$ 120,000
			Subtotal Personnel	$ 555,000	$ -	$ 525,000	$ 30,000	$ 405,000	$ 150,000
2. Fringe Benefits (31% of annual salary)									
D5	PD	Fringe 31%	Education Associate	$ 23,250	$ -	$ 13,950	$ 9,300	$ 13,950	$ 9,300
D5	PD	Fringe 31%	Regional ADEPT Coordinators	$ 148,800	$ -	$ 148,800	$ -	$ 111,600	$ 37,200
			Subtotal Fringe Benefits	$ 172,050	$ -	$ 162,750	$ 9,300	$ 125,550	$ 46,500
3. Travel									
D5	PD	ADEPT Staff travel t	ADEPT Staff travel to schools and school districts Mileage 1,000 miles per month x 12 months x .505 = $6,060	$ 6,060	$ -	$ 6,060		$ 6,060	
D5	PD	Regional ADEPT Coordinators travel	Regional ADEPT Coordinators travel within their regional to support schools 8 Regional Coordinators x 500 miles per month x 12 months x .505 =$24,240	$ 24,240		$ 24,240		$ 24,240	
D5	PD	Travel for district reps	Travel for district representatives to statewide training 86 district representatives x average round trip of 175 mi x 3 events x .505 = $22,800	$ 22,800		$ 22,800		$ 22,800	

#	Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request	Year 3 OTHER
D5	PD	Travel to national training	Travel to national training on teacher professional development Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250	$ 5,250	$ -	$ 5,250		$ 5,250	
			Subtotal Travel	$ 58,350	$ -	$ 58,350	$ -	$ 58,350	$ -
4. Equipment (any item that costs more than $5,000 per unit)									
			Subtotal Equipment	$ -	$ -	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)									
D5	PD	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 7,500	$ 2,500	$ 5,000	$ 2,500	$ 3,500	$ 2,500
D5	PD	Computers for Education Associate	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000		$ 3,000				
D5	PD	Office Furniture	Office Furniture for ADEPT Education Associate. These new employees will need office furniture and equipment, 2 people x $2,500 = $5,000		$ 5,000				
D5	PD	Computers	Laptop Computers for the Regional ADEPT Coordinators.8 Coordinators x $1,500 per computer = $12,000	$ 12,000					
D5	PD	Printers	Printers for the Regional ADEPT Coordinators. 8 Coordinators x $400 = $3,200	$ 3,200					
			Subtotal Supplies	$ 22,700	$ 10,500	$ 5,000	$ 2,500	$ 3,500	$ 2,500
6. Contractual (ALL expenditures related to a contract go									

#	Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request	Year 3 OTHER
D5	PD	Colleges of Education	Contracted services for State Colleges of Education.4 COEs will be selected to provide regional support to schools and districts	$ 100,000		$ 100,000		$ 50,000	
D5	PD	National expert support	We would employ national experts on VAA to assist this effort. 2 experts x 2 visits x average daily rate of $1,000 year one = $4,000, years 2 and 3, 1 visits = 2,000	$ 4,000		$ 2,000		$ 2,000	
			Subtotal Contractual	$ 104,000	$ -	$ 102,000	$ -	$ 52,000	$ -
7. Training Stipends (for costs associated with long-term									
			Subtotal Training Stipends	$ -	$ -	$ -	$ -	$ -	$ -
8. Other (postage, leases, utilities, rent, etc. should go under C									
D5	PD	Lease cost for 8 regional ADEPT Coords	While we will pursue free space in schools and colleges it may be necessary to pay for lease space for some of the ADEPT Coordinators. We estimate half will be provided free space. 4 Coordinators x $2,500	$ -	$ 10,000	$ -	$ 10,000	$ -	$ 10,000
D5	PD	Postage	Several bulk mailings to districts and regions per year	$ 500		$ 500		$ 500	
D5	PD	Facility rental	Facility rental off-site in SC for 1-2 sessions per year. $600 a day x 2 days			$ 1,200			
			Subtotal Other	$ 500	$ 10,000	$ 1,700	$ 10,000	$ 500	$ 10,000
			9. Total Direct Costs (add items 1-8)	$ 912,600	$ 20,500	$ 854,800	$ 51,800	$ 644,900	$ 209,000
			10. Indirect Costs (Grants will calculate this)	$ 16,752		$ 14,516		$ 12,398	
11. Funding for Involved LEAs									

#	Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request	Year 3 OTHER
D5	PD	District support	District support personnel for implementation of CAPPs .25 FTE x 4 districts x $60,000 ($15,000 per district) year one	$ 60,000			$ -		
D5	PD	CAPP	Initial training and implementation of Communities of Professional Practice (CAPP). $ 5,000 per district years one and two	$ 20,000		$ 20,000			
			Subtotal Funding for Involved LEAs	$ 80,000	$ -	$ 20,000	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs									
D5	PD	District support	District support personnel for implementation of CAPPs .25 FTE x 84 districts x $60,000 ($15,000 per district) year one	$ 1,260,000			$ -		
D5	PD	CAPP	Initial training and implementation of Communities Advancing Professional Practice (CAPP) $10,000 per district year one, 5,000 per district 2d year; $4880 3d year	$ 840,000		$ 420,000		$ 410,000	
			Subtotal Supp'l Funding for Participating LEAs	$ 2,100,000	$ -	$ 420,000	$ -	$ 410,000	$ -
			Grand Total	$ 3,109,352	$ 20,500	$ 1,309,316	$ 51,800	$ 1,067,298	$ 209,000

South Carolina Project-Level Budget Narrative
Selection Criteria (D)(5) - Effective Professional Development

#	Area Goal	Line Item	Justification	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
1. Personnel							
D5	PD	Education Associate	Provide expertise and assistance in the development and delivery of professional development to the Regional Coordinators and District POCs	$ 25,000	$ 50,000	$ 110,000	$ 190,000
D5	PD	Regional ADEPT Coordinators	Eight S2MART centers-ADEPT coordinator to ensure fidelity of delivery average salary would be $60,000 (8x $60,000=$480,000) Funding shifts from the grant to other funds over time.	$ 240,000	$ 240,000	$ 360,000	$ 1,560,000
			Subtotal Personnel	$ 265,000	$ 290,000	$ 470,000	$ 1,750,000
2. Fringe Benefits (31% of annual salary)							
D5	PD	Fringe 31%	Education Associate	$ 7,750	$ 15,500	$ 34,100	$ 58,900
D5	PD	Fringe 31%	Regional ADEPT Coordinators	$ 74,400	$ 74,400	$ 111,600	$ 483,600
			Subtotal Fringe Benefits	$ 82,150	$ 89,900	$ 145,700	$ 542,500
3. Travel							$ -
D5	PD	ADEPT Staff travel t	ADEPT Staff travel to schools and school districts Mileage 1,000 miles per month x 12 months x .505 = $6,060	$ 6,060		$ -	$ 24,240
D5	PD	Regional ADEPT Coordinators travel	Regional ADEPT Coordinators travel within their regional to support schools 8 Regional Coordinators x 500 miles per month x 12 months x .505 =$24,240	$ 24,240		$ -	$ 96,960
D5	PD	Travel for district reps	Travel for district representatives to statewide training 86 district representatives x average round trip of 175 mi x 3 events x .505 = $22,800	$ 22,800		$ -	$ 91,200

#	Area Goal	Line Item	Justification	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
D5	PD	Travel to national training	Travel to national training on teacher professional development Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250	$ 5,250		$ -	$ 21,000
			Subtotal Travel	$ 58,350	$ -	$ -	$ 233,400
4. Equipment (any item that costs more than $5,000 per unit)							$ -
							$ -
			Subtotal Equipment	$ -	$ -	$ -	$ -
5. Supplies (any item that costs less than $5,000 per unit)							$ -
D5	PD	Printing and Binding supplies	Creation of Brochures, pamphlets, data charts, presentations, etc.	$ 2,500	$ 2,500	$ 10,000	$ 18,500
D5	PD	Computers for Education Associate	Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000			$ 3,000	$ -
D5	PD	Office Furniture	Office Furniture for ADEPT Education Associate. These new employees will need office furniture and equipment, 2 people x $2,500 = $5,000			$ 5,000	$ -
D5	PD	Computers	Laptop Computers for the Regional ADEPT Coordinators.8 Coordinators x $1,500 per computer = $12,000			$ -	$ 12,000
D5	PD	Printers	Printers for the Regional ADEPT Coordinators. 8 Coordinators x $400 = $3,200			$ -	$ 3,200
			Subtotal Supplies	$ 2,500	$ 2,500	$ 18,000	$ 33,700
6. Contractual (ALL expenditures related to a contract go							$ -

#	Area Goal	Line Item	Justification	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
D5	PD	Colleges of Education	Contracted services for State Colleges of Education.4 COEs will be selected to provide regional support to schools and districts	$ 40,000		$ -	$ 290,000
D5	PD	National expert support	We would employ national experts on VAA to assist this effort. 2 experts x 2 visits x average daily rate of $1,000 year one = $4,000, years 2 and 3, 1 visits = 2,000			$ -	$ 8,000
			Subtotal Contractual	$ 40,000	$ -	$ -	$ 298,000
7. Training Stipends (for costs associated with long-term							$ -
			Subtotal Training Stipends	$ -	$ -	$ -	$ -
8. Other (postage, leases, utilities, rent, etc. should go under C							$ -
D5	PD	Lease cost for 8 regional ADEPT Coords	While we will pursue free space in schools and colleges it may be necessary to pay for lease space for some of the ADEPT Coordinators. We estimate half will be provided free space. 4 Coordinators x $2,500	$ -	$ 10,000	$ 40,000	$ -
D5	PD	Postage	Several bulk mailings to districts and regions per year	$ 500		$ -	$ 2,000
D5	PD	Facility rental	Facility rental off-site in SC for 1-2 sessions per year. $600 a day x 2 days	$ 1,200		$ -	$ 2,400
			Subtotal Other	$ 1,700	$ 10,000	$ 40,000	$ 4,400
			9. Total Direct Costs (add items 1-8)	$ 449,700	$ 392,400	$ 673,700	$ 2,862,000
			10. Indirect Costs (Grants will calculate this)	$ 8,694			$ 52,360
11. Funding for Involved LEAs							$ -

#	Area Goal	Line Item	Justification	Year 4 Request	Year 4 OTHER	4 YR Totals OTHER Total	4 YR Totals Total Request
D5	PD	District support	District support personnel for implementation of CAPPs .25 FTE x 4 districts x $60,000 ($15,000 per district) year one			$ -	$ 60,000
D5	PD	CAPP	Initial training and implementation of Communities of Professional Practice (CAPP). $ 5,000 per district years one and two			$ -	$ 40,000
			Subtotal Funding for Involved LEAs	$ -	$ -	$ -	$ 100,000
12. Supplemental Funding for Participating LEAs							$ -
D5	PD	District support	District support personnel for implementation of CAPPs .25 FTE x 84 districts x $60,000 ($15,000 per district) year one			$ -	$ 1,260,000
D5	PD	CAPP	Initial training and implementation of Communities Advancing Professional Practice (CAPP) $10,000 per district year one, 5,000 per district 2d year; $4880 3d year			$ -	$ 1,670,000
			Subtotal Supp'l Funding for Participating LEAs	$ -	$ -	$ -	$ 2,930,000
			Grand Total	$ 458,394	$ 392,400	$ 673,700	$ 5,944,360
							$ 5,944,360

		Year 1		Year 2		Year 3
Line Item	**Justification**	**Request**	**OTHER**	**Request**	**OTHER**	**Request**
1. Personnel						
State Turnaround Coordinator	1.0 FTE. The State Turn Around Manager will oversee the administration of all activities related to Turning Around Struggling Schools. Duties will include: managing the grants process to districts; providing professional development and technical assistance to regional staff; attending all required state and national meetings; conducting formative evaluations to determine fidelity of implementation of district plans.	$ 75,000.00		$ 75,000.00		$ 75,000.00
4 Regional Turnaround Managers	4.0 FTE.. The Regional Turn Around Managers will work closely with clusters of identified schools to assist in choosing one of the 4 models; providing targeted technical assistance and training to district and school staff; and ensuring the fidelity of implementation of the chosen model. $70,000 each	$ 280,000		$ 280,000		$ 280,000
Palmetto Priority Schools Office Director	.5 FTE The Palmetto Priority School Director is the agency's administrative director of the Turn Around Efforts.		$ 40,000		$ 40,000	
S2MART Center Director	.25 FTE The S2MART Center Director coordinates the operation of the 8 regional centers.		$ 20,000		$ 20,000	
Research Associate	.10 FTE. The Office of Research crunches the numbers used to determine the lowest 5% of schools.		$ 5,000		$ 5,000	
Office of Finance Grant Support	In kind contribution of the agency related to the effective implementation and administration of the funds granted directly to districts.		$ 40,000		$ 40,000	
	Subtotal Personnel	$ 355,000		$ 355,000		$ 355,000
2. Fringe Benefits (31% of annual salary)						

		Year 1		Year 2		Year 3
Line Item	**Justification**	**Request**	**OTHER**	**Request**	**OTHER**	**Request**
State Turnaround Coordinator	1.0 FTE	$ 23,250		$ 23,250		$ 23,250
4 Regional Turnaround Managers	4.0 FTE	$ 99,200		$ 99,200		$ 99,200
Palmetto Priority Schools Office Director	.5 FTE		$ 12,400		$ 12,400	
S2MART Center Director	.25 FTE		$ 6,200		$ 6,200	
Research Associate	.10 FTE		$ 1,550		$ 1,550	
	Subtotal Fringe Benefits	$ 122,450		$ 122,450		$ 122,450
3. Travel						
Travel for State Turnaround Coordinator	Travel for state director to visit each identified school at least once per quarter and to attend scheduled regional training sessions as required. One person taking 96 trips at ~100 miles per trip.	$ 5,040		$ 5,040		$ 5,040
State Travel for Regional Turnaround Managers	4 Managers traveling to assigned schools at last one time per week over the calendar year. 400 trips at ~50 miles per trip.	$ 5,250		$ 5,250		$ 5,250
Out of state travel for state Coordinator	Travel costs related to attendance at national meetings Airfare $450.00. Lodging $750.00 Meals $100.00	$ 1,300		$ 1,300		$ 1,300
State travel for Regional Managers	Travel to attend regional professional development sessions. 4 people traveling 4 times per year at `50 miles per trip	$ 404		$ 404		$ 404

Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
	Subtotal Travel	$ 11,994		$ 11,994		$ 11,994
4. Equipment (any item that costs more than $5,000 per unit)						
	Subtotal Equipment					
5. Supplies (any item that costs less than $5,000 per unit)						
Computers	5 Laptop computers with docking stations to use by State Coordinator and 4 Regional Turnaround managers at $600 per year	$ 3,000		$ 3,000		$ 3,000
Training Materials	Material and supplies related to the effective provision of professional development will be purchased to include chart stands and paper, printed materials, LCD projectors.	$20,000		$ 2,500		$ 2,500
Office Supplies	Materials and supplies for the effective operation of the state office and the regional centers	$ 25,000		$ 25,000		$ 25,000
Technology	Technology support for State Coordinator and Turnaround Managers		$ 20,000		$ 20,000	
	Subtotal Supplies	$ 48,000		$ 30,500		$ 30,500
6. Contractual (ALL expenditures related to a contract go under contractual.						
Consultant Services	Services will be contracted with consultants who successfully respond to the RFP to provide on-going, job-embedded professional development. Topics may include: using data to drive instruction, Rti,, research-based instructional programs, engaging the community in the learning process. Training will primarily be conducted at the regional level, but may be conducted at individual schools based on need. Daily rate will be $500.00. 800 days total	$ 400,000		$ 400,000		$ 400,000
Food and refreshments	Continental breakfast and/or box lunches will be provided during the regional training sessions. 64 sessions per year with 25 people each at $15.00 per person.	$ 24,000		$ 24,000		$ 24,000
Meeting Space	Meeting space will be identified and procured for regional staff development functions related to the implementation of the plan. 32 sessions total at $1000 per session.	$ 32,000		$ 32,000		$ 32,000

		Year 1		Year 2		Year 3
Line Item	**Justification**	**Request**	**OTHER**	**Request**	**OTHER**	**Request**
External Evaluator	An external evaluator will be hired to conduct an in depth summative evaluation of the efficacy of the models chosen by each of the schools. A final report will be produced for dissemination to the public.					
	Subtotal Contractual	$ 456,000		$ 456,000		$ 456,000
7. Training Stipends (for costs associated with long-term training program or						
	Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc. should go under Other)						
Rent	Work space for state coordinator $3520 per year.	$ 3,520		$ 3,520		$ 3,520
Software Licenses	Software licenses for state coordinator and regional staff . $210 per person X 5 people	$ 1,050		$ 1,050		$ 1,050
Telephone	Telephone for Turnaround Coordinator and Regional Turnaround managers. Telecommunications for state coordinator and regional staff. $245 per person x 5 people	$ 1,225		$ 1,225		$ 1,225
	Subtotal Other	$ 5,795		$ 5,795		$ 5,795
9. Total Direct Costs (add items 1-8)		$ 999,239		$ 981,739		$ 981,739
10. Indirect Costs		$ 12,345		$ 11,995		$ 11,995
11. Funding for Involved LEAs						
	Subtotal Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs						
Turn Around Schools	Per pupil amounts will be distributed to participating districts that have schools identified in the Palmetto Priority School project. Per pupil amount will be $350.00. 25 schools will be served which serve approximately 15,000 students. Other: SIG	$ 5,250,000	$ 41,000,000	$ 5,250,000		$ 5,250,000
	Subtotal Supplemental Funding for Participating LEAs	$ 5,250,000	$ 41,000,000	$ 5,250,000	$ -	$ 5,250,000
	Grand Total	$ 6,261,584	$ 41,000,000	$ 6,243,734	$ -	$ 6,243,734

South Carolina Project-Level Budget Narrative
Selection Criteria (E)(2) - Turning Around Struggling Schools

		Year 3	Year 4		4 YR Totals	
Line Item	**Justification**	**OTHER**	**Request**	**OTHER**	**OTHER TOTAL**	**Total Request**
1. Personnel						
State Turnaround Coordinator	1.0 FTE. The State Turn Around Manager will oversee the administration of all activities related to Turning Around Struggling Schools. Duties will include: managing the grants process to districts; providing professional development and technical assistance to regional staff; attending all required state and national meetings; conducting formative evaluations to determine fidelity of implementation of district plans.		$ 75,000.00			$ 300,000.00
4 Regional Turnaround Managers	4.0 FTE.. The Regional Turn Around Managers will work closely with clusters of identified schools to assist in choosing one of the 4 models; providing targeted technical assistance and training to district and school staff; and ensuring the fidelity of implementation of the chosen model. $70,000 each		$ 280,000			$ 1,120,000
Palmetto Priority Schools Office Director	.5 FTE The Palmetto Priority School Director is the agency's administrative director of the Turn Around Efforts.	$ 40,000		$ 40,000	$ 160,000	$ -
S2MART Center Director	.25 FTE The S2MART Center Director coordinates the operation of the 8 regional centers.	$ 20,000		$ 20,000	$ 80,000	
Research Associate	.10 FTE. The Office of Research crunches the numbers used to determine the lowest 5% of schools.	$ 5,000		$ 5,000	$ 20,000	
Office of Finance Grant Support	In kind contribution of the agency related to the effective implementation and administration of the funds granted directly to districts.	$ 40,000		$ 40,000	$ 160,000	
	Subtotal Personnel		$ 355,000		$ 420,000	$ 1,420,000
2. Fringe Benefits (31% of annual salary)						

		Year 3	Year 4		4 YR Totals	
Line Item	**Justification**	**OTHER**	**Request**	**OTHER**	**OTHER TOTAL**	**Total Request**
State Turnaround Coordinator	1.0 FTE		$ 23,250			$ 93,000
4 Regional Turnaround Managers	4.0 FTE		$ 99,200			$ 396,800
Palmetto Priority Schools Office Director	.5 FTE	$ 12,400		$ 12,400	$49,600	
S2MART Center Director	.25 FTE	$ 6,200		$ 6,200	$ 24,800	
Research Associate	.10 FTE	$ 1,550		$ 1,550	$ 6,200	
	Subtotal Fringe Benefits		$ 122,450		$ 80,600	$ 489,800
3. Travel						
Travel for State Turnaround Coordinator	Travel for state director to visit each identified school at least once per quarter and to attend scheduled regional training sessions as required. One person taking 96 trips at ~100 miles per trip.		$ 5,040			$ 20,160
State Travel for Regional Turnaround Managers	4 Managers traveling to assigned schools at last one time per week over the calendar year. 400 trips at ~50 miles per trip.		$ 5,250			$ 21,000
Out of state travel for state Coordinator	Travel costs related to attendance at national meetings Airfare $450.00. Lodging $750.00 Meals $100.00		$ 1,300			$ 5,200
State travel for Regional Managers	Travel to attend regional professional development sessions. 4 people traveling 4 times per year at `50 miles per trip		$ 404			$ 1,616

		Year 3	Year 4		4 YR Totals	
Line Item	**Justification**	**OTHER**	**Request**	**OTHER**	**OTHER TOTAL**	**Total Request**
	Subtotal Travel		$ 11,994			$ 47,976
4. Equipment (any item that costs more than $5,000 per unit)						
	Subtotal Equipment					
5. Supplies (any item that costs less than $5,000 per unit)						
Computers	5 Laptop computers with docking stations to use by State Coordinator and 4 Regional Turnaround managers at $600 per year		$ 3,000			$ 12,000
Training Materials	Material and supplies related to the effective provision of professional development will be purchased to include chart stands and paper, printed materials, LCD projectors.	$ -	$ 2,500			$ 27,500
Office Supplies	Materials and supplies for the effective operation of the state office and the regional centers		$ 25,000			$ 100,000
Technology	Technology support for State Coordinator and Turnaround Managers	$ 20,000		$ 20,000	$ 80,000	
	Subtotal Supplies		$ 30,500		$ 80,000	$ 139,500
6. Contractual (ALL expenditures related to a contract go under contractual.						
Consultant Services	Services will be contracted with consultants who successfully respond to the RFP to provide on-going, job-embedded professional development. Topics may include: using data to drive instruction, Rti,, research-based instructional programs, engaging the community in the learning process. Training will primarily be conducted at the regional level, but may be conducted at individual schools based on need. Daily rate will be $500.00. 800 days total		$ 400,000			$ 1,600,000
Food and refreshments	Continental breakfast and/or box lunches will be provided during the regional training sessions. 64 sessions per year with 25 people each at $15.00 per person.		$ 24,000			$ 96,000
Meeting Space	Meeting space will be identified and procured for regional staff development functions related to the implementation of the plan. 32 sessions total at $1000 per session.		$ 32,000			$ 128,000

		Year 3	Year 4		4 YR Totals	
Line Item	**Justification**	**OTHER**	**Request**	**OTHER**	**OTHER TOTAL**	**Total Request**
External Evaluator	An external evaluator will be hired to conduct an in depth summative evaluation of the efficacy of the models chosen by each of the schools. A final report will be produced for dissemination to the public.		$50,000			$ 50,000
	Subtotal Contractual		$ 506,000			$ 1,874,000
7. Training Stipends (for costs associated with long-term training program or						
	Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc. should go under Other)						
Rent	Work space for state coordinator $3520 per year.		$ 3,520			$ 14,080
Software Licenses	Software licenses for state coordinator and regional staff . $210 per person X 5 people		$ 1,050			$ 4,200
Telephone	Telephone for Turnaround Coordinator and Regional Turnaround managers. Telecommunications for state coordinator and regional staff. $245 per person x 5 people		$ 1,225			$ 4,900
	Subtotal Other		$ 5,795			$ 23,180
9. Total Direct Costs (add items 1-8)			$ 1,031,739			$ 3,994,456
10. Indirect Costs			$ 12,495			$ 48,830
11. Funding for Involved LEAs						
	Subtotal Funding for Involved LEAs					$ 21,000,000
12. Supplemental Funding for Participating LEAs						
Turn Around Schools	Per pupil amounts will be distributed to participating districts that have schools identified in the Palmetto Priority School project. Per pupil amount will be $350.00. 25 schools will be served which serve approximately 15,000 students. Other: SIG		$ 5,250,000		$ 41,000,000	$ 21,000,000
	Subtotal Supplemental Funding for Participating LEAs	$ -	$ 5,250,000	$ -	$ 41,160,000	$ 21,000,000
	Grand Total	$ -	$ 6,294,234	$ -	$ 41,160,000	$ 25,043,286

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 1 Request	Year 1 OTHER	Year 2 Request	Year 2 OTHER	Year 3 Request
1. Personnel							
B1.3	Two state level staff contributing 20 percent of time inkind	State level inkind contribution to coordinate implementation (Dr. James R. Couch, State Coordinator and B.T. Martin, STEM Coordinator)		$40,000		$40,000	
		Subtotal Personnel		**$40,000**		**$40,000**	
2. Fringe Benefits (31%)							
	Staff Above	31% Fringe		$ 12,400		$ 12,400	
		Subtotal Fringe Benefits		$ 12,400		$ 12,400	
3. Travel							
		Subtotal Travel					
4. Equipment (any item that costs more than $5,000 per unit)							
B1.3	STEM labs that include equipment, curriculum, and assessments.	Implement 36 STEM Programs in the areas of engineering, advanced manufacturing, green engineering, and renewable energies in 18 high schools and 18 middle schools in under-represented districts and schools. *In kind funding will be from State (50%) and Perkins (50%)	$1,920,000	$384,000	$1,920,000	$384,000	
		Subtotal Equipment	**$1,920,000**	**$384,000**	**$1,920,000**	**$384,000**	
5. Supplies (any item that costs less than $5,000 per unit)							
		Subtotal Supplies					
6. Contractual							
B1.3 (	Development of STEM curriculum guides	Development of STEM curriculum guides to be used by districts and schools to integrate currently used curriculum with a STEM focus in grades 6-8. (Lead consultant) plus 5 S2MART Center staff (in kind)			$ 200,000	$ 140,000	

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 1		Year 2		Year 3
			Request	OTHER	Request	OTHER	Request
B1.3	Development of materials for STEM Reading Academies	A consultant with expertise in both early reading and STEM integration will develop a curriculum that will integrate the idea of early "Reading Academies" to ensure an deeper emphasis on learning to read informational text.			$ 100,000		
B1.3	Develop Green STEM Curriculum	Develop Green STEM Curriculum in a four course sequence for grades 7–12 over a two year period. The contract will be with the Southern Regional Educational Board to develop the curriculum.	$133,090	$40,000	$133,090	$40,000	
B1.6	STEM Professional Summer Experience	IHE partner will develop and implement a clinical summer program for middle school mathematics and science teachers. Additional personnel will be contributed by the S2MART Regional Staff (5 staff). **In kind funds will come from State (50%) and Perkins (50%)		$ 550,000		$ 550,000	
		Subtotal Contractual	$ 133,090	$ 590,000	$ 433,090	$ 730,000	$ -
7. Training Stipends							
		Subtotal Training Stipends					
8. Other (postage, leases, utilities, rent, etc.)							
		Subtotal Other					
9. Total Direct Costs (add items 1-8)			$ 2,053,090	$ 1,026,400	$ 2,353,090	$ 1,166,400	$ -
10. Indirect Costs (Grants will calculate this)			$ 50,000		$ 75,000		
11. Funding for Involved LEAs							
		Subtotal Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs							

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 1		Year 2		Year 3
			Request	OTHER	Request	OTHER	Request
B1.6 STEM	STEM Reading Academies Grants	Districts will have the opportunity to implement the STEM Reading Academy curriculum in local schools. Emphasis will be on teachers in Title I schools. Up to five grants of $30,000 will be available. Grant implementation will be supported by four specialists from the S2MART Regional Centers.			$ 150,000	$ 33,600	$ 150,000
B1.6	STEM School Grants	Districts will have the opportunity to compete for funds that will support moving a currently "at risk" elementary or middle school to a STEM focus. The districts will be encouraged to develop partnerships with IHE and business and industry in the development of the plan. (Up to 2 district grants will be awarded)			$ 500,000		$ 500,000
B1.6	STEM Professional Summer Experience Grant	Schools serving high poverty students and which have an S2MART Regional Center coach will compete for 70 slots--50 teachers and 20 iCoaches. Partial stipend staff attending STEM Experience	$ 70,000		$ 70,000		$ 70,000
Subtotal Supplemental Funding for Participating LEAs			$ 70,000	$ -	$ 720,000	$ 33,600	$ 720,000
Grand Total			$ 2,173,090	$ 1,026,400	$ 3,148,090	$ 1,200,000	$ 720,000

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 3	Year 4		4 YR Totals	
			OTHER	Request	OTHER	TOTAL OTHER	Total Request
1. Personnel							
B1.3	Two state level staff contributing 20 percent of time inkind	State level inkind contribution to coordinate implementation (Dr. James R. Couch, State Coordinator and B.T. Martin, STEM Coordinator)	$40,000			$ 120,000	$ -
		Subtotal Personnel	**$40,000**			**$ 120,000**	**$ -**
2. Fringe Benefits (31%)						$ -	$ -
	Staff Above	31% Fringe	$ 12,400			$ 37,200	
		Subtotal Fringe Benefits	$ 12,400			$ 37,200	$ -
3. Travel						$ -	$ -
		Subtotal Travel				**$ -**	**$ -**
4. Equipment (any item that costs more than $5,000 per unit)						$ -	$ -
B1.3	STEM labs that include equipment, curriculum, and assessments.	Implement 36 STEM Programs in the areas of engineering, advanced manufacturing, green engineering, and renewable energies in 18 high schools and 18 middle schools in under-represented districts and schools. *In kind funding will be from State (50%) and Perkins (50%)				$ 768,000	$ 3,840,000
		Subtotal Equipment				**$ 768,000**	**$ 3,840,000**
5. Supplies (any item that costs less than $5,000 per unit)						$ -	$ -
		Subtotal Supplies				**$ -**	**$ -**
6. Contractual						$ -	$ -
B1.3 (	Development of STEM curriculum guides	Development of STEM curriculum guides to be used by districts and schools to integrate currently used curriculum with a STEM focus in grades 6-8. (Lead consultant) plus 5 S2MART Center staff (in kind)				$ 140,000	$ 200,000

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 3	Year 4		4 YR Totals	
			OTHER	Request	OTHER	TOTAL OTHER	Total Request
B1.3	Development of materials for STEM Reading Academies	A consultant with expertise in both early reading and STEM integration will develop a curriculum that will integrate the idea of early "Reading Academies" to ensure an deeper emphasis on learning to read informational text.				$ -	$ 100,000
B1.3	Develop Green STEM Curriculum	Develop Green STEM Curriculum in a four course sequence for grades 7–12 over a two year period. The contract will be with the Southern Regional Educational Board to develop the curriculum.				$ 80,000	$ 266,180
B1.6	STEM Professional Summer Experience	IHE partner will develop and implement a clinical summer program for middle school mathematics and science teachers. Additional personnel will be contributed by the S2MART Regional Staff (5 staff). **In kind funds will come from State (50%) and Perkins (50%)	$550,000		$550,000	$ 2,200,000	$ -
		Subtotal Contractual	$ 550,000	$ -	$ 550,000	**$ 2,420,000**	**$ 566,180**
7. Training Stipends						$ -	
		Subtotal Training Stipends				$ -	
8. Other (postage, leases, utilities, rent, etc.)						$ -	
		Subtotal Other				$ -	
9. Total Direct Costs (add items 1-8)			$ 602,400	$ -	$ 550,000	$ 3,345,200	$ 4,406,180
10. Indirect Costs (Grants will calculate this)						$ -	$ 125,000
11. Funding for Involved LEAs						$ -	
		Subtotal Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs						$ -	

South Carolina Project-Level Budget Narrative

Selection Criteria STEM and Literacy Curriculum - Competitive Priority # 2, 3 and Selection Criteria (B) - Enhanced Standards and Assessments

Area Goal	Line Item	Justification	Year 3	Year 4		4 YR Totals	
			OTHER	Request	OTHER	TOTAL OTHER	Total Request
B1.6 STEM	STEM Reading Academies Grants	Districts will have the opportunity to implement the STEM Reading Academy curriculum in local schools. Emphasis will be on teachers in Title I schools. Up to five grants of $30,000 will be available. Grant implementation will be supported by four specialists from the S2MART Regional Centers.	$ 33,600	$ 150,000	$ 33,600	$ 100,800	$ 450,000
B1.6	STEM School Grants	Districts will have the opportunity to compete for funds that will support moving a currently "at risk" elementary or middle school to a STEM focus. The districts will be encouraged to develop partnerships with IHE and business and industry in the development of the plan. (Up to 2 district grants will be awarded)		$ 500,000		$ -	$ 1,500,000
B1.6	STEM Professional Summer Experience Grant	Schools serving high poverty students and which have an S2MART Regional Center coach will compete for 70 slots--50 teachers and 20 iCoaches. Partial stipend staff attending STEM Experience		$ 70,000		$ -	$ 280,000
		Subtotal Supplemental Funding for Participating LEAs	$ 33,600	$ 720,000	$ 33,600	**$ 100,800**	**$ 2,230,000**
		Grand Total	$ 636,000	$ 720,000	$ 583,600	$ 3,446,000	$ 6,761,180

Industrial Engineering Program Secondary School

Mechatronics/Advanced Manufacturing

Equipment List	**Basic Equipment Set**
Gears IDS (with 10 hour lesson kit from Depco	$1,450.00
MecLab Set	$7,000.00
Festo Video Collection	$0.00
ECI Precision Measurment Kits - 4 @$400	$1,600.00
Heathkit Electronics Kit - 4 @$465	$1,860.00
MecLab Tool Kit - 4 @$350	$1,400.00
Festo FluidSIMPneumatics-Single Seat-Unlimited Student version	$1,400.00
Festo FluidSim Hydraulics - Single Seat- Unlimited Student version	$1,400.00
Total for MIT-101	**$16,110.00**
ECI Power Equipment and Activity Books:	
High Current Power Supply	$600.00
Digital Multimeter	$70.00
Function Generator	$600.00
20MHz Oscilloscope	$600.00
Solid Works- Circuit Works - 30 Seats	$2,800.00
Total for MIT-102	**$4,670.00**
Total for MIT-103	**$0.00**
Additonal MecLabs- Approximately 4 for project work	$28,000.00
MechLab Expansion Kits - Approximately 4 for project work	$4,800.00
Misc Components (Valves, Cylindres, Switches, Etc.)	$1,000.00
Total for MIT-104	**$33,800.00**
Grand Total form Ground Zero	$54,580.00
In Kind Contribution	-$4,580.00
Grand Total	**$50,000.00**
NOTE: The program cost is $50,000 per site for a total of $60,000 for 12 sites for a total of $600,000. The in kind contribution is State (50%) and Perkins (50%)	

South Carolina Project (B) STEM

Green Engineering Stem Program Secondary School

Qty	Module	Description	Unit	Extended
50	GMI-5831	Student Task Chair	$172.00	$8,600.00
11	GMT-100-72AD.CL	72" "L" Shaped Station	$2,478.00	$27,258.00
7	CBL-5464-0M	Four Student Work Station (Open Base)	$1,308.00	$9,156.00
24	GST-100.M	Shop Stoll	$98.00	$2,352.00
2	WC3-3684	Premium Storage Cabinet	$806.00	$1,612.00
1	CW3-3684.CV	Premium Storage Cabinet (Clear View	$887.00	$887.00
1		MG-220.M-Mobile Work Station	$6,635.00	$6,635.00
		LCD Platform (Clamp Mount)		
		LCD Projector		
		Smartboard		
		Printer		
		Laptop		

Subt Total	$56,500.00
Freight	$2,000.00
Installation	$1,500.00
Subt Total	$60,000.00
In Kind Contribution	-$4,000.00
Grand Total	**$60,000.00**

Note: The program cost is $60,000 per site and will be implemented in 12 secondary sites at a total cost of $72,000. The in kind contribution is State (50%) and Perkins (50%)

Gateway to Technology Engineering Middle School Stem Program

Units	Computers (Including Laptop Computer for each instructor)	Equipment & Supplies	Furniture	Software (MS Office, MS bookshelf, Adobe Photoshop)	Consumables	Grand Total
Design & Modeling	$27,098.45	$5,593.83	$5,202.64	$1,484.00	$839.41	$40,218.33
Automation & Robotics	$1,436.45	$5,610.04	$703.80	$0.00	$0.00	$7,750.29
Magic of Electrons	$1,436.45	$3,315.50	$406.10	$0.00	$235.02	$5,393.07
Science of Tech	$1,436.45	$2,549.73	$406.10	$0.00	$271.92	$4,664.20
Flight & Space	$1,436.45	$3,369.62	$406.10	$0.00	$762.97	$5,975.14
Foundation Course Total	$32,844.25	$20,438.72	$7,124.74	$1,484.00	$2,109.32	$64,001.03
					In Kind Contributions	**-$4,001.03**
					Grand Total Cost	**$60,000.00**

Note: Provide GTT Stem Programs at a cost of $60,000 for each site and implemented in 12 sites for a total cost of $720,000. The In Kind Contribution is State (50%) and Perkins (50%)

Project Lead The Way Secondary Stem Program

Course	Computers (Including Laptop Computer for each instructor)	Equipment & Supplies	Furniture	Software (MS Office, MS bookshelf, Adobe Photoshop)	Consumables	Grand Total
Computer Lab	$18,045.17	$6,637.14	$5,569.00	$1,147.60	$839.41	$32,238.32
Foundation Courses						
Intro to Eng. Design	$1,436.45	$1,110.74	$406.10	$0.00	$399.82	$3,353.11
Digital Electronics	$1,436.45	$6,277.01	$406.10	$0.00	$50.20	$8,169.76
Principles of Eng	$1,436.45	$17,940.04	$640.00	$0.00	$222.32	$20,238.81
Foundation Course Total	$22,354.52	$31,964.93	$7,021.20	$1,147.60	$1,511.75	$64,000.00
					In Kind Contributions	**-$4,000.00**
					Grand Total Cost	**$60,000.00**

Note: Provide PLTW Stem Programs at a cost of $60,000 for each site and implemented in 12 sites for a total cost $720,000.
The In Kind Contribution is State (50%) and Perkins (50%)

South Carolina Project (B) STEM

Pre-Green Engineering Middle School Program

Category	Cost
Environment Curriculum	$17,445
Electronic Equipment	$9,050
Lab Management System	$1,200
Curriculum Project/ Consumables (100 Students)	$18,005
Delivery/Installation/Shipping	$8,300
Total Cost	$54,000
In Kind Contribution	-$4,000
Grand Total	$50,000

Note: The program cost is $50,000 per site and will be implemented in 12 middle schools for a total cost of $600,000. the in kind contribution is State (50%) and Perkins (50%).

Industrial Technology Program Middle School

Category	Unit	Extended
Engineering Hands on project based workstation overview in the various fields of engineering Green Industrial Aerospace Electrical Automotive	$19,000	$19,000
Manufacturing Hands on project based work station in advanced manufacturing	$19,000	$19,000
	Sub Total	$38,000
	Freight	$800
	Installation	$1,200
	Total Cost	**$40,000**

Note: The Industrial Technology Program will be installed in 12 middle schools at a $40,000 cost per site for a total of $480,000.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES **X**
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _07/01/2008__ To: _06/30_/2011__

Approving Federal agency: _**X**_ED ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
   (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
   (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

South Carolina Department
Of Education
1429 Senate Street
Columbia, SC 29201

DATE: OCT 20 2008
AGREEMENT NO. 2008-109
FILING REFERENCE: This replaces previous Agreement No. 2007-055(A) dated July 18, 2008

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The U.S. Department of Education negotiated the rates pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period From	Effective Period To	Rate	Base	Coverage Location	Coverage Applicability
Predetermined	07-01-08	06-30-11	2.00%	1/	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, flow through funds, and each sub-contract in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B, Paragraph 8.d. (3), terminal leave payments for separating employees will be allocated as an indirect cost and will not be charged as a direct cost to Federal programs.

Capitalization Policy: Items of equipment with a cost of $5,000 or more, and a useful life in excess of three years are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the **South Carolina Department of Education** and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the **South Carolina Department of Education** were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or Predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

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Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this Agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

South Carolina Department
Of Education
1429 Senate Street
Columbia, South Carolina 29201

Signature

JOHN K. COOLEY
Name

DEPUTY SUPERINTENDENT
Title

13 NOV 2008
Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO /ICG
830 First Street, NE
Washington, DC 20202-4450

Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

OCT 2 0
Date

Nelda V. Barnes
Negotiator

(202)377-3876
Telephone Number