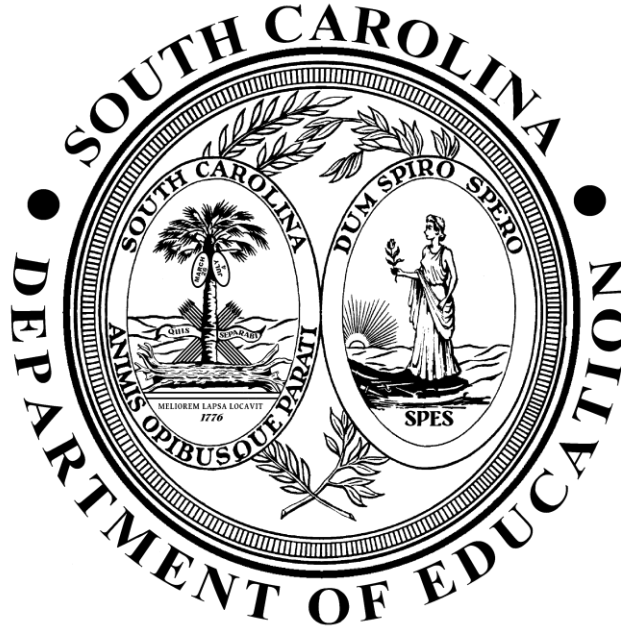


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



Annual Report on Teachers of Tomorrow
2019-20 School Year

Provided to the South Carolina State Board of Education and General Assembly
Pursuant to Regulation 43-51

March 9, 2021

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Contents

Reporting Requirement..... 1

Introduction..... 1

Teachers of Tomorrow in South Carolina 1

Teachers of Tomorrow Certificates Issued in 2019–20..... 2

Table 1. Certificates Issued by Certification Field and Year 2

Table 2. Educators Employed by District and Year 3

Teaching Effectiveness 4

Table 3. 2019-20 ADEPT Results for Teachers with Teachers of Tomorrow Certificates 4

Advancement to a Standard Professional Teaching Certificate..... 5

Reporting Requirement

Pursuant to Regulation 43-51, the South Carolina Department of Education (SCDE) submits annually by March 31 to the State Board of Education (SBE) and General Assembly the total number of individuals employed in South Carolina with a Teachers of Tomorrow Alternative Route certificate by district, as well as non-privileged information collected on these individuals through the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) reporting system.

Introduction

In 1984, to address critical teaching shortages in the state, the South Carolina General Assembly provided for the establishment of alternative routes to certification in S.C. Code Ann. § 59-26-30(A)(8). In 2017, Teachers of Tomorrow was approved through Regulation 43-51 as an alternative route educator preparation provider for the certification of individuals who have not completed a teacher preparation program but have at least a bachelor's degree from a regionally accredited institution. South Carolina Teachers of Tomorrow, LLC is a for-profit provider registered and in good standing with the South Carolina Secretary of State. The company's headquarters are located in Houston, Texas.

South Carolina is one of nine states in which Teachers of Tomorrow is approved for initial certification purposes. The other states that utilize this program include: Alabama, Arizona, Florida, Indiana, Michigan, Nevada, North Carolina, and Texas.

Prospective participants apply at no cost on the company's website by submitting an application and transcript(s) for evaluation. The applicant should hold a major in the intended teaching field or have at least twenty-one semester hours of upper level coursework in the subject area. An overall 2.5 GPA on a 4.0 scale or a 2.5 GPA in the last sixty hours of attempted coursework are requirements for admission. The program provider conducts a screening test and a phone interview. If admitted, there is a \$245 enrollment fee. Once the participant is hired as a teacher of record, the entire program amount is \$4,150. The cost is spread out during the first year through interest-free monthly installments. The program provider offers discounts to military personnel and recent college graduates.

Teachers of Tomorrow in South Carolina

Individuals who earn a successful score on the state-approved content area assessment, complete Phase I: *Classroom Readiness* (ninety clock hours of self-paced online training), and submit the South Carolina application for certification process (application, official transcript(s), fee, and fingerprint-based criminal history reports) are issued a Teachers of Tomorrow Statement of Eligibility. This item allows participants to seek employment in a South Carolina public school or public charter school district. The SCDE issues an Alternative Route certificate to an eligible Teachers of Tomorrow candidate upon a confirmation of employment. The certificate is valid for one academic year and may be renewed annually for up to three years with successful teaching and continued employment.

To advance to a standard Professional certificate, the educator must complete additional requirements. These include successful completion of the induction and summative evaluation of requirements of the state’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), passing score on a pedagogy assessment approved by the SBE for certification purposes; and documentation of program completion which includes passing Phase II: *Excellence in Teaching, Learning and Field Experiences* (eighty-six hours of online training).

Teachers of Tomorrow Certificates Issued in 2019–20

For 2019–20, the most recent year for which complete data are available, ninety-four participants in Teachers of Tomorrow were issued Alternative Route certificates statewide. Table 1 indicates the number of certificates issued by content area over the last three academic years. There were significant increases in the number of educators certifying in Middle Level Social Studies and Middle Level Science during the 2019–20 school year.

Table 1. Certificates Issued by Certification Field and Year

Certification Field	2017–18	2018–19	2019–20
Agriculture	0	1	1
Art	0	2	4
Biology	1	3	3
Business/Marketing/Computer Technology	1	5	8
Chinese	0	0	1
English	0	2	6
English as a Second Language	0	1	1
Family & Consumer Science (Home Economics)	1	1	1
French	0	1	1
Mathematics	0	0	1
Middle Level Language Arts	0	1	5
Middle Level Mathematics	0	2	7
Middle Level Science	0	4	12
Middle Level Social Studies	0	2	18
Music	0	1	1
Physical Education	0	1	6
School Librarian	0	3	2
Science	0	3	4
Social Studies	0	4	10
Spanish	0	0	1
Theatre	0	0	1
TOTAL	3	37	94

Table 1 Note: Certificates reflected in this table include those issued for Teachers of Tomorrow participants in their first, second, or third year of teaching.

Table 2 indicates the districts in which the Teachers of Tomorrow participants were employed. For the 2019–20 academic year, the districts employing the greatest number of teachers through this pathway were Charleston County Schools and Greenville County Schools.

Table 2. Educators Employed by District and Year

District Name	2017–18	2018–19	2019–20
Abbeville	0	1	3
Aiken 1	0	0	1
Allendale	0	0	1
Anderson 1	0	0	1
Anderson 3	0	0	1
Anderson 5	0	0	2
Barnwell 45	0	0	1
Beaufort	0	0	2
Berkeley	0	1	6
Calhoun	0	1	1
Charleston	1	6	10
Cherokee	0	2	3
Chesterfield	0	1	1
Colleton	0	1	2
Darlington	0	3	3
Dorchester 2	0	0	1
Florence 1	0	3	3
Florence 3	0	0	1
Georgetown	0	0	1
Greenville	0	3	13
Greenwood 50	0	0	1
Hampton 1	0	1	1
Horry	0	0	1
Kershaw	0	0	2
Laurens 56	0	0	1
Lee	0	0	1
Lexington 1	1	2	2
Lexington 2	0	2	6
Lexington 4	0	0	1
Lexington 5	0	0	2
McCormick	0	1	1
Orangeburg	0	0	1
Richland 1	0	1	2
Richland 2	0	2	7

District Name	2017–18	2018–19	2019–20
Spartanburg 7	0	1	2
Sumter	0	0	1
Union	0	1	0
Williamsburg	0	0	1
York 2 (Clover)	0	0	1
York 3 (Rock Hill)	1	2	2
SC Charter School District	0	1	1
TOTAL	3	37	94

Table 2 Note 1. This table includes Teachers of Tomorrow educators in their first, second, or third year of teaching.

Teaching Effectiveness

All Teachers of Tomorrow participants must take part in the ADEPT system. During their first year in the classroom, the educators participate in the formative evaluation process, which includes the district’s induction program and the assignment of a mentor. The purpose of this formative process is to provide the appropriate assistance and support to facilitate the beginning teacher’s effectiveness and classroom practice. While the intent is for teachers to complete the induction process during their first year of program participation, some are hired too late in the year to be placed on an induction contract. These individuals are employed on a Letter of Agreement but are still required to meet the induction and summative evaluation requirements specified in a subsequent year. Following participation in the induction process, the teachers must successfully complete the summative evaluation requirements to be eligible for advancement to a Professional teaching certificate at the end of three years.

Table 3 provides a summary of the ADEPT evaluation results reported by districts for educators employed on a first, second or third-year Teachers of Tomorrow certificate during the 2019–20 school year.

Table 3. 2019–20 ADEPT Results for Teachers with Teachers of Tomorrow Certificates

Contract Level	ADEPT Process	Total Teachers	Evaluation Results Met	Evaluation Results Not Met	Evaluation Results Incomplete
Letter of Agreement	Formative	2	2 (100%)	0 (0%)	0 (0%)
Letter of Agreement	GBE	2	2 (100%)	0 (0%)	0 (0%)
Induction 1	Formative	57	52 (91%)	1 (2%)	4 (7%)
Induction 2	Formative	1	1 (100%)	0 (0%)	0 (0%)
Annual 1	Formative	1	1 (100%)	0 (0%)	0 (0%)
Annual 1	Summative	22	17 (77%)	1 (5%)	4 (18%)
Annual 2	GBE	1	1 (100%)	0 (0%)	0 (0%)

Table 3 Note. Data were retrieved from the SCDE evaluation data system and include eighty-six educators whose evaluation results were reported to the SCDE by employing school districts. Districts did not report evaluation

results for eight teachers who became certified in the middle of the school year. Educators in alternative route programs may not be employed on a continuing contract until they are eligible for a standard Professional certificate.

Advancement to a Standard Professional Teaching Certificate

There were a total of two Teachers of Tomorrow participants in their third year of program participation during 2019–20. Both participants met all requirements and advanced from an Alternate Route certificate to a standard Professional certificate following the conclusion of the school year. In order to advance, these educators had to maintain employment for three years, meet all ADEPT requirements, submit a qualifying score on the required pedagogy examination, complete Phase II: *Excellence in Teaching, Learning and Field Experiences* (eighty-six hours of online coursework), and earn the recommendation for professional certification from Teachers of Tomorrow.