

## South Carolina



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	<b>No</b>	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	<b>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>No</b>	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	<b>Yes</b>	
Dismissal	<b>No</b>	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	<b>No</b>	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	<b>No</b>	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	<b>No</b>	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	<b>No</b>	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	<b>Yes</b>	