

September 15, 2011

Dr. Karen Woodfaulk
Director of Student Services
SC Commission on Higher Education
1333 Main St, Suite 200
Columbia, SC 29201

Dear Karen:

In follow-up to our earlier telephone conversation, I am providing you with CERRA's program reports for the 2010-11 fiscal year. The format and content is consistent with past reports; however, if a different format or degree of specificity is preferred, please let me know.

I also am providing you with CERRA's budget proposal for the 2012-13 fiscal year, as approved by CERRA's Board of Directors at its meeting on September 9, 2011. As you will note in the budget proposal, the Board requests two small increases from its 2011-12 budget. However, I would appreciate the opportunity to speak with you about the reasons for the two increases, as well as the viability of having them approved, before finalizing the request and submitting it for committee review. We had discussed meeting on September 21, 2011, and I am still available any time during the afternoon that day if that would suit your schedule.

Also enclosed is a copy of CERRA's annual report, approved by the Board of Directors at the meeting on September 9, 2011.

Thank you for your assistance with this process, and I look forward to speaking with you.

Sincerely,



Jane Turner

Enclosures



2012-2013 EIA Budget Proposal

(Approved by CERRA's Executive Committee, September 9, 2011)

Center for Educator Recruitment, Retention, and Advancement	2011-2012 Appropriated Budget	Possible Increase to Funding	2012-2013 PROPOSED Budget
Office Salaries & Fringes (11 full time positions)	598,624*	18,320 ¹	616,944
Office Support	107,305		107,305
Board of Directors	4,750		4,750
Staff Travel (11 full time positions)	30,200		30,200
Teacher Leaders	14,000		14,000
Teacher Database	7,000		7,000
Teacher Cadet Program	17,275		17,275
Teacher Educators	2,500		2,500
ProTeam	1,500		1,500
Teaching Fellows	2,971,070		2,971,070
Minority Recruitment	166,500		166,500
Marketing/Publications	15,000		15,000
TOTAL Budget	3,935,724	18,320	3,954,044

*Includes Teacher of the Year (TOY) salary line of \$31,680

Note:

1. - \$18,320 requested to restore TOY salary line back to \$50,000 (\$31,680 + \$18,320)

Budget Category Descriptors

- **Office Salaries & Fringes** (11 full time positions) – permanent positions for CERRA office support (equivalent of 2 additional positions funded via SCDE)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, Web management, office supplies
- **BOD** – meeting expenses, including travel, meals, supplies
- **Staff travel** – mileage, lodging, meals, registration fees....
- **Teacher Leaders** – CERRA Advisory Board (CAB) meetings, supplies, printing, 20% of Teachers in Residence (TIR) travel, phone, salary & fringes, Teacher of the Year support.
- **Teacher Database** – Online application, Expo – SC Association of School Administrators (SCASA) support, advertising, printing
- **Teacher Cadet Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teacher Educators** – site grants, meeting, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **ProTeam Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teaching Fellows** – funds up to 700 scholarships, collections, regional screening, meetings, supplies, printing, 10% of TIR travel, phone, salary & fringes (other: \$195,500 funds salaries, Winthrop indirect costs, travel, marketing & publications – including Web site, Expo, online app, facilities rental, postage, office supplies)
- **Minority Recruitment** – printing, supplies, meetings, 30% TIR travel, phone, salary & fringes
- **Marketing/Publications** – multi media development, consultants, printing, promotional

Center for Educator Recruitment, Retention and Advancement



2010-2011 Program Reports

ProTeam

Teacher Cadet

Teacher Educators

Teaching Fellows

Teacher Leaders

Job Bank/Online Application/Expo/Supply and Demand

ProTeam

ProTeam	FY06	FY07	FY08	FY09	FY10	FY11
Students enrolled	431	261	137	192	193	284
Males	144	110	33	73	63	91
Non-white students	178	85	35	71	66	139
Students completing program	431	261	137	192	193	284
Students participating in Teacher Cadet ¹	42	90	77	102	68	49
Funds expended (program total)	\$105,574	\$129,914	\$130,819	\$119,158	\$74,540	\$84,742
Funds expended per student	\$245	\$497	\$955	\$620	\$386	\$298

- ¹Number is based on Teacher Cadets who returned end-of-course surveys.
- The increase in the number of ProTeam sites across the state indicated a renewed interest from SC middle schools in ProTeam since the 2009-2010 school year. An additional 7 sites have been added for FY12. Additionally, an alignment of the ProTeam curriculum standards with the key principles of SREB's initiative, Making Middle Grades Work, has focused CERRA's attention to the program's correlation to EEDA, attracting students to the education profession at a younger age, and building connections with other CERRA programs.
- 32% of ProTeam students were male and 49% were non-white students in FY11.

Teacher Cadet

Teacher Cadet	FY06	FY07	FY08	FY09	FY10	FY11
Students enrolled	2,341	2,556	2,413	2,517	2,660	2,457
Males	421	496	432	521	577	529
Non-white students	679	786	677	862	915	799
Students completing program	2,341	2,556	2,413	2,517	2,660	2,457
Students who indicate they plan to teach ¹	39%	39%	42%	48%	43%	41%
Funds expended (program total)	\$322,146	\$305,620	\$323,399	\$283,403	\$251,710	\$298,122
Funds expended per student	\$144	\$119	\$134	\$113	\$95	\$121

- ¹Percentage is based on Teacher Cadets who returned end-of-course surveys.
- CERRA is working with our partners from Institutions of Higher Education to bridge the recruitment gap between the number of Teacher Cadets who leave the Program and the number who enter teacher education institutions. Cadet sites continue to grow. See CERRA's 2010-2011 Annual Report for further information, www.cerra.org.
- 21.5% of Teacher Cadets were male and 32.5% were non-white students in FY11.

Teacher Educators

College Partnerships	FY06	FY07	FY08	FY09	FY10	FY11
TC Sites served ¹	155	156	163	166	170	157
Students served	2,341	2,556	2,413	2,517	2,660	2,457
Funds expended (program total)	\$218,999	\$222,636	\$230,712	\$197,962	\$129,782	\$118,669
Funds expended per student	\$94	\$87	\$96	\$79	\$49	\$48

- ¹A total of 176 classes are served at 157 sites.
- Teacher Educators are the College Partners in teacher education institutions who collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these 24 institutions has articulation agreements in place to offer the option of dual credit accrual for the successful completion of the Teacher Cadet course.
- As part of this ongoing collaboration, College Partners actively recruit students from the Teacher Cadet classes for their teacher education programs; colleges of education compete among themselves to attract Cadet classes to their partnerships.

Teaching Fellows

Teaching Fellows	FY06	FY07	FY08	FY09	FY10	FY11
Students receiving funds ¹	657	614	590	598	480	499
Students graduating program	169	140	119	118	133	142
Students employed in SC districts ²	205	315	480	540	591	651
Students in program ³	1,042	1,217	1,387	1,555	1,498	1,520
Funds expended (program total)	\$4,216,997	\$3,993,838	\$3,835,280	\$3,823,424	\$3,169,868	\$2,824,211
Funds expended per student ⁴	\$4,047	\$3,282	\$2,765	\$2,459	\$2,116	\$1,858

- ¹Students are allowed to receive Fellows funds for a period of up to four years. In FY10, the Teaching Fellows program was reduced by more than one million dollars, shrinking the 2009 cohort to 62 students. CERRA received 1,168 applications during the 2008-2009 school year and could have placed 175 students, if funds had been available.
- ²Each cell represents the cumulative number of Fellows employed in a SC public school district during each school year.
- ³This row includes all current Fellows, Fellows who graduated in good standing (students who are teaching or in deferment and students who are in repayment), and students who withdrew from the program before completing their degree. Withdrawn students are included because they received a portion of the scholarship funds and are required to pay back those funds. This row does not include Fellows who have satisfied their loan through teaching as they no longer have a financial obligation to the State.
- 75.1% of Teaching Fellows from the 2000-2006 cohorts graduated from the program, and 71.0% of graduating Fellows from these cohorts were employed in a SC public school district during the 2010-2011 school year. Another 139 graduating Fellows were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service.

- ⁴Students receiving fellowship funds each used an average of \$5,861 per year (based on 2010 data).
- The largest group of male Fellows was in the 2008 cohort (36 male students). Males account for 14.3% of the total Fellows (2000-2010 cohorts). The percentage of male students in the 2010 cohort of entering freshmen was 9.0%.
- The percentage of non-white students enrolled in the program since its inception is 10.8% (9.5% Black; 1.3% other minority). The percentage of non-white students in the 2010 cohort of entering freshmen was 4.1%.

Teacher Leaders

Teacher Leaders¹	FY06	FY07	FY08	FY09	FY10	FY11
DTOYs	~85	~85	~85	~85	~85	~85
Pre-Collegiate instructors	174	211	209	181	180	174
College Partners	24	25	24	22	21	24
Certified Mentors ²	1,882		1,764	1,736	1,079	1,219
Certified Mentor Trainers ²	N/A	N/A	74	62	53	31
Trained Mentor Trainers ²	N/A	N/A	186	62	30	24
Funds expended from CERRA budget	\$324,251	\$322,146	\$312,969	\$402,200	\$181,799	\$211,786
Funding from districts ³	\$22,750	\$22,750	\$22,750	\$20,000	\$27,200	\$29,200

- ¹Accomplished educators participating in the Teacher Leaders Network include current and former District Teachers of the Year (DTOY), Pre-Collegiate Instructors, College Partners and Campus Directors, certified mentors, certified mentor trainers, and other district level liaisons involved in retention and advancement programs.
- ²Since the inception of the mentoring initiative in SC in 2002, a total of 7,680 mentors were trained by the SCDE, CERRA and districts. In FY08, CERRA was given full responsibility for the Foundations in Mentor Training for the State and for training mentor trainers for districts.
- ³School districts are invited to contribute funds (\$400) to support Teacher Leaders activities annually. On average, CERRA receives funds from ~65 districts each year.

Job Bank/Online Application/Expo/Supply & Demand

Job Bank ¹ Online App Expo Supply & Demand	FY06	FY07	FY08	FY09	FY10	FY11
Online applications created or modified ²	16,115	24,044	31,823	33,777	32,354	29,417
Certification apps submitted ³	N/A	N/A	1,390	2,538	2,244	1,932
Expo applicants/attendees ⁴	1,300	1,287	932	1,274	750/200	221
SC districts participating in Expo	59	69	67	35	4	26
Hires as a result of Expo	155	179	172	74	N/A	TBD
Districts/systems participating in Supply/Demand research ⁵	85 (& 2 special schools)	84 (& 3 special schools)				
Funds Expended	\$120,641	\$119,301	\$120,440	\$117,477	\$86,894	\$101,126
Teachers Hired	8,101	8,405	8,417	7,159	3,619	3,514.6

- ¹During the 2010-2011 school year, all 86 districts and two special schools posted vacancies on the Job Bank system.
- ²A total of 139,189 applications have been processed in the Online Application system since its inception in October 1999.
- ³On March 17, 2008, the certification function of the employment application system was launched. Between March 17, 2008 and June 30, 2011, 8,233 applications for certification were processed.
- ⁴In June 2010, CERRA and SCASA hosted a virtual Teacher Expo. Although only four districts participated, there were 750 registrants and as many as 200 were online at one time. In June 2011, CERRA hosted an in-person Teacher Expo for certified or certifiable teachers in critical need subject areas. There were 652 registered candidates, and 221 actually participated representing 15 states.
- ⁵Since 2001, CERRA has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.



Annual Report 2010-2011

Our Mission

The purpose of the Center for Educator Recruitment, Retention, & Advancement is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields, and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established by the Commission on Higher Education in December 1985 and is funded by the South Carolina General Assembly. Following the passage of the state's landmark Education Improvement Act, SCCTR was created out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a variety of programs aimed to increase the number of students in the education pipeline and to recruit and retain qualified, caring, and competent teachers for the state of South Carolina. The Center's primary target groups are middle (the ProTeam Program) and high school students (the Teacher Cadet and Teaching Fellows Programs), college students, and adults interested in changing careers. CERRA also targets groups of accomplished teachers through programs including mentoring, teacher leadership, and National Board Certification. The network of educators in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

CERRA celebrated its 25th anniversary this year. To commemorate this special occasion, CERRA used a celebratory logo on all printed materials throughout the year.



From the Executive Director

The process took 25 years, but the Center for Educator Recruitment, Retention & Advancement—South Carolina (CERRA-SC) is no longer an in-state secret. CERRA has partnered with the US Department of Education (USDE) to connect the South Carolina Job Bank with the TEACH.gov teacher recruitment website and has launched the Teacher Cadet Interactive Technology Hub website to connect students and teachers in the South Carolina Teacher Cadet Program with high school teacher education classes all over the country.

The Center, the brainchild of a consortium of South Carolina teacher education institutions, was born in 1985. The driving force behind its development was to improve the recruitment and quality of teacher education candidates in response to growing concerns for the future quality of teaching and learning. Furthermore, the Center was initiated at that time to address the massive teacher shortage predicted by educators such as Linda Darling-Hammond in 1984.

Twenty-five years later, a close look at the Center’s work detects a distinctive example of statewide programming and collaboration among stakeholders, which strategically addresses both the need for and the needs of educators. CERRA’s foundational elements are its mission of service to teachers and students; the continuity of targeted recruitment and retention initiatives beginning in middle schools and culminating with practicing, accomplished teacher leaders; its advocacy for the profession; and its capacity to provide data that supports the relevance, efficiency, and effectiveness of its services. The reader will see all of these elements in this *CERRA Annual Report, 2010 – 2011*.

These elements ensure that the information, training, and networking opportunities provided by the Center are based on the needs of each client group to provide, or to become, successful members of the education profession. Collaborating with school administrators, teacher education institutions, the South Carolina Department of Education, and other education entities throughout the state and nation, CERRA is designed to be a strategic, flexible, and innovative force that unifies efforts to mold and enhance the teaching profession in South Carolina.

The future of CERRA’s service to the state’s students is the Center’s commitment to lead with new ways to impact high priority targets of rural schools and hard-to-staff schools with a grow-your-own approach of holistic and sustainable recruitment, retention, and career advancement efforts. These research-based efforts support the development of high-quality, effective teachers who can and will affect increases in student achievement.

CERRA’s Strategic Plan, developed by its Board of Directors in 2008, describes the Center as holding a “unique niche” in the education community. Over the past two years, CERRA’s niche has been recognized by stakeholders all over the country—Phi Delta Kappa (Future Teachers Association), the USDE, and multiple state departments of education—as a “nationally unique niche,” an exceptional indication of South Carolina’s commitment to excellence in teaching. In addition, through a coalition for advocacy with stakeholders such as the South Carolina Chamber of Commerce (www.scmindsatwork.com), CERRA promotes the positive steps our state is taking in educational excellence—of which the Center is one. (Did you know that since 2008, South Carolina has ranked number one in teacher quality in the “Education Counts Report” by *Education Week*?)

Congratulations, CERRA, on a highly successful quarter of a century of service! Congratulations, also, to the visionary educational leaders of South Carolina and to the foresighted South Carolina Legislature for supporting CERRA’s 25 years of leadership in teacher recruitment, retention, and advancement, acknowledged in our state and, now, in the nation.



Gayle B. Sawyer, Ph. D.
Executive Director

Executive Summary to 2008 Strategic Plan

Qualified Teachers—A Critical Need in South Carolina

The Center for Educator Recruitment, Retention, and Advancement—South Carolina began in 1986 as a strategic initiative of the South Carolina Legislature focused on teacher recruitment. Its charge was to address the critical shortage in qualified educators available to teach in South Carolina's public schools. The initial strategy was a unique approach known as the Teacher Cadet Program. In high schools across the state, this program identified talented students and introduced them to the teaching profession through a specially designed curriculum. Teacher Cadet continues today as a national model for recruiting at the high school level. As confidence in CERRA has grown over the years, the scope of its programs has expanded well beyond the original vision for teacher recruitment to include teacher retention and leadership.

Leadership for Teacher Recruitment, Retention and Advancement

Today CERRA offers a menu of opportunities that serves pre-college and college students as well as teachers in the profession. Based on the needs of each of these groups, CERRA provides information, training, and networking opportunities that support each group's efforts to become successful members of the education profession. CERRA coordinates its efforts with school administrators, college education departments, the South Carolina Department of Education, and other education entities throughout the state and nation.

A Unique Niche in the Education Community

CERRA was designed to be an independent, strategic, flexible, and innovative force that would unify efforts to enhance the teaching profession in South Carolina. These characteristics have earned the organization a positive reputation throughout the education community. Teachers, administrators and educational leaders rely on CERRA for research-based information, proven curriculum models, and effective strategies to recruit and retain high-quality educators. CERRA is viewed across South Carolina and the nation as a respected and objective advocate for the profession and an information hub for a network of educators.

Responding to Strategic Challenges and Opportunities

Currently, South Carolina faces projected increases in student population and the impending retirement of many baby boomer educators. These pressures will require more teachers "in the pipeline." Many rural school districts in the state already are facing teacher shortages as they struggle to recruit and retain teachers. At the same time, classroom teachers need more support and training to help them adapt to rapid changes in student populations, economic conditions, and instructional expectations. These issues and many others call for strong, effective, and innovative leadership. For this reason, CERRA's board of directors and staff have undertaken a strategic evaluation of the organization and its mission in order to ensure that CERRA continues to be a leader in addressing the needs of South Carolina educators.

Focus on the Future

CERRA is focusing on new ways to impact high priority targets. For example, recruiting in rural communities requires a much more in-depth, grow-your-own approach to attract persons to the teaching profession. This initiative is one in which CERRA can provide leadership in the development of more holistic and sustainable recruitment, retention, and advancement programs centered in the local populations. Introducing middle school students to the teaching profession is another targeted opportunity. Passage of the Education and Economic Development Act (EEDA) has brought much more attention to career exploration. As a result, students are seeing many attractive career options presented in ways that appeal to middle school students. CERRA can provide valuable insight and leadership to school districts in marketing the teaching profession to middle school students so that the profession is competitive with other careers. In the area of retention and advancement, CERRA recognizes that many classroom teachers experience stress and a sense of isolation that affect their performance and longevity in the profession. Mentoring can be a valuable lifeline for practicing teachers if implemented effectively. CERRA will adopt flexible and innovative approaches to curriculum design and delivery to help school districts across the state build strong retention and advancement programs. To meet these needs and many others as they emerge, CERRA is continuing its policy of making necessary changes to enable the organization to respond effectively and efficiently.

Strategic Priorities and Organizational Goals

- Establish CERRA by 2013 as a leading repository and interpreter of data on teacher recruitment, retention, and advancement in South Carolina.
- Ensure that CERRA's programs and services align with its mission and the State's current and future needs.
- Promote the teaching profession as an attractive career choice, and promote and clarify CERRA's role.
- Be a visible, credible advocate for the education profession and encourage educators to become advocates.

Continuum of Programs and Services



**Pre-Collegiate
Programs**



**Pre-Service
Programs**



**Service
Programs**



TEACHERS MAKE A **DIFFERENCE** EVERY DAY

In addition to the programs offered through CERRA, the Center provides the following services:

- Support for Future Educators Association (F.E.A.) chapters
- Online Job Bank
- South Carolina Educator Employment and Certification Online Application
- Research
- Support for National Board candidates

ProTeam Program

Strategic Intent

The intent of ProTeam, a middle school recruitment program, is to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option.

History

ProTeam was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, the program dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. After weathering the down years, the ProTeam Program continued to gain momentum in 2008-2009 in South Carolina and in several states across the country. The growth is attributed to schools recognizing the importance of expanding the pool of available teachers for the future. Principals and guidance counselors in South Carolina see the ProTeam Program as a means to enhance their career preparation offerings to middle school students as a result of the recent Education and Economic Development Act (EEDA) legislation.

Relevance

ProTeam is designed to specifically target male and minority students in the top 40% of their class. Students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college. *DreamQuest*, the program's curriculum, introduces education as a career choice and meshes with EEDA legislation that requires all South Carolina students to be exposed to identified career clusters. The standards outlined in the program's curriculum, *DreamQuest*, match the Making Middle Grades Work comprehensive improvement framework. The ProTeam curriculum standards are closely aligned with the key principles of Making Middle Grades Work, an initiative of the Southern Regional Education Board.

Effectiveness

In spite of the obstacles encountered in middle school scheduling, the ProTeam program has served over 14,000 South Carolina students since its inception in 1990. CERRA continues to see a resurgence of interest in the ProTeam Program as middle schools increasingly recognize the importance of expanding the pool of available teachers for the future. Principals and guidance counselors throughout the state also sought to enhance their career preparation offerings to middle school students as a result of the recent EEDA legislation. Eleven South Carolina middle schools (17 classes) offered the program in 2010-2011 to 284 students, which is a 47% increase in the number of students served during the 2009-2010 school year. Of the 284 students, there were 91 males and 139 non-white students.

Vision for the Future

Because principals have begun to request the ProTeam Program for their schools, the Board of Directors agreed with CERRA staff recommendations in 2008-2009 to slowly begin expanding the program. Expansion will continue to be gradual due to financial constraints, and priority will be given to schools in high-needs districts that are interested in developing additional ProTeam classes. As the program grows, CERRA will analyze data to determine the long-term effectiveness of ProTeam in attracting males and minorities into the education profession. In order to make the program more attractive and effective in recruiting students to the teaching profession, the program's curriculum is currently in Phase I of the revision process. This project is expected to be a long term one until financial resources become available to undertake all phases associated with the project.

Teacher Cadet Program

Strategic Intent

The primary goal of the Teacher Cadet Program is to encourage academically talented, high-achieving students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal is to provide these future community leaders with insights about teaching and schools so that they will become civic advocates of education.

History

South Carolina's Teacher Cadet Program can trace its origins to a small but innovative program at Conway High School in the Horry County School District. Ten years before CERRA was founded, in 1975, Bonner Guidera began using part of her planning period at Conway High School to work with a few of the school's outstanding students – all of whom had an interest in learning more about the art and craft of teaching. The students were given opportunities to tutor classmates and work as aides in the elementary schools. In 1984, Guidera and fellow teachers Martha McManus and Barbara Boling decided to seek a grant from the Carnegie Foundation for the Advancement of Teaching to expand their informal effort into a structured course available to high-achieving students. Although the Conway grant proposal was not funded, the idea of a Cadet course attracted the attention of Dr. Jim Rex, then dean of Winthrop University's Richard W. Riley College of Education and former South Carolina Superintendent of Education. Using a special legislative appropriation, Winthrop established a task force on teacher recruitment in 1984 made up of representatives from most of the state's colleges of education. The task force, led by Dr. Patricia Graham, sought to further explore the Cadet idea. Under Graham's leadership, principals from the state's leading high schools were invited to become pilot sites for the Teacher Cadet Program. With a promise of grant support from Winthrop, four high schools agreed to serve as pilot sites during the 1985-86 school year. The schools also agreed to form partnerships with nearby colleges and to involve college faculty in the teaching of an introduction to education course. During the spring of 1986, the Center initiated plans to expand the program. High school principals from each of the state's high schools were invited to attend a meeting to discuss the Teacher Cadet Program, and by May 1986, 24 high schools had agreed to begin the program in the fall of 1986. Four other high schools joined the program in spring 1987. Today, nearly 25 years later, the program annually serves approximately 2,500 students in more than 150 high schools across South Carolina and continues to receive national acclaim. The 28 original schools continue to offer the Teacher Cadet Program. Conway High School continues to pilot a two-year model for the program after initially offering the course in this new format in 2007-2008.

Relevance

The Teacher Cadet Program, with its provision of hands-on field experience, has drawn many South Carolina students into the education profession. In 2010-2011, 157 high schools (176 class sections) offered the Teacher Cadet curriculum to their "best and brightest" juniors and seniors. This program provides schools the opportunity to identify and recruit homegrown teachers. A total of 2,457 students participated in the program; 529 were males and 799 were non-white students. Each high school is supported by a local, four-year teacher preparation institution through a College Partnership, an excellent opportunity for the colleges to recruit these top scholars. The College Partner provides an on-campus Cadet College Day and Cadets receive college ID cards allowing access to campus services and activities, optional college credit toward basic or elective course requirements, guest speakers, and other resources for Teacher Cadet classrooms. Thirty-nine percent of Teacher Cadet sites were located in Geographic Critical Need Schools as identified by the South Carolina Teacher Loan Cancellation Program in 2010-2011. These schools met at least one of the following criteria: absolute rating of below average or at-risk (29 sites); teacher turnover rate of 20% or more for the past three years (31 sites); and/or poverty index of 70% or more (48 sites). The revised, Tenth Edition of the Teacher Cadet curriculum, *Experiencing Education*, was implemented statewide, and the Teacher Cadet Interactive Technology Hub was launched. This interactive technology hub provides equitable access to information and resources such as a mélange of educational strategies and best practices, demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology media and interfaces that will allow for communication and collaboration among students and teachers across the United States.

Effectiveness

Based on state data and the frequent out-of-state requests for the curriculum and for training in using the curriculum, many education leaders from other states also recognize the value of helping high school students explore education as a profession via a hands-on approach. After completing the course, 41% of the Teacher Cadets chose teaching as the career they plan to pursue after college, and nearly 1 out of every 5 (18%) Teacher Cadets who plan to teach indicated they were undecided or planned to pursue a different career before taking the course. Twenty-seven percent of Teacher Cadets applied for admission into the Teaching Fellows Program in 2010-2011, which is another indicator that the Cadets planned to enter the education profession. In 2010-2011, the number of schools offering the Teacher Cadet Program as a two-year course increased by two sites. Additionally, two Teacher Cadet courses, a single-gender course and a course for students interested in coaching and teaching, were piloted in the same year. During the 2010-2011 school year, 71% of all public high schools in South Carolina had Teacher Cadet Programs.

Vision for the Future

CERRA staff will continue to work with school administrators to ensure that the Teacher Cadet Program is eventually available in every public high school in South Carolina. In the coming years, CERRA will fully develop the Teacher Cadet Interactive Technology Hub, a one-of-a-kind website that will connect Teacher Cadet Programs across the United States. The Teacher Cadet Interactive Technology Hub was launched August 2010 at www.teachercadets.com and currently serves educators in South Carolina as well as the following states: Arkansas, Arizona, California, Connecticut, Colorado, Delaware, Michigan, Minnesota, Missouri, New Mexico, New York, Virginia, and West Virginia.

© 2011 Center for Education Recruitment, Retention and Advancement
Mailing Address: Stewart House at Winthrop University, Rock Hill, SC 29733
Physical Address: 525 Eden Terrace, Rock Hill, SC 29733
(803)476-2387 | (803)323-4032 | (803)323-4044 (fax)

Pictured above is a screen shot of the Teacher Cadet Interactive Technology Hub, launched simultaneously with the release of Experiencing Education, 10th edition. This hub serves as a conduit of information and resource sharing among Teacher Cadets and Teacher Cadet instructors, nationwide.

Teacher Cadet High Schools and College Partner Affiliations

Anderson University*

Belton-Honea Path
Crescent
Easley
Hamilton Career Center
Mauldin
Palmetto
Pendleton
Pickens^
Seneca
T.L. Hanna
Walhalla
West Oak
Westside^
Wren

Benedict College*

Richland One Middle College

Charleston Southern

University*

Ashley Ridge
Berkeley^
Cane Bay
Fort Dorchester
Hanahan
Lake Marion
Lincoln
North Charleston
Pinewood Prep
R.B. Stall
Stratford
Summerville

Clemson University*

J.L. Mann
Liberty

Coastal Carolina University*

Andrews
Carolina Forest
Carver's Bay
Conway^
Georgetown
Myrtle Beach^
St. James
Socastee
Sumter
The Scholars Academy
Waccamaw

Coker College*

Lake View
Lee County Career and Technology Ct.
McBee
North Central

College of Charleston*

Baptist Hill
Burke
Charleston School of the Arts
Timberland
West Ashley
Columbia College*
Camden
Swansea
Erskine College*
Dixie

Francis Marion University*

Aynor
C.E. Murray
Darlington
East Clarendon
Hartsville
Hemingway
Kingstree
Lamar
Marion
Marlboro
Mayo
South Florence
Timmonsville
West Florence
Wilson

Lander University*

Abbeville
Calhoun Falls
G. Frank Russell Career Center
Ninety Six

Limestone College*

Blacksburg
Gaffney

Newberry College*

Airport
Brookland-Cayce
Chapin
Columbia
Dutch Fork%
Eau Claire
Irmo^
Lexington
Lugoff-Elgin
Mid-Carolina
Newberry

North Greenville University*

Blue Ridge
Eastside
Greer
Riverside
Traveler's Rest
Wade Hampton
Presbyterian College*

Clinton
Laurens 55
South Carolina State University

Calhoun County
Southern Wesleyan University*

Southside

The Citadel*

Beaufort
James Island Charter
Military Magnet
St. John's
Wando^

USC Aiken*

Aiken
Fox Creek
Gilbert
Midland Valley
North Augusta^
Ridge Spring-Monetta
Saluda
Silver Bluff
South Aiken

Strom Thurmond

Wagener-Salley
Williston-Elko

USC Columbia*

A.C. Flora
Blythewood^
Dreher
Lower Richland
Richland Northeast
Ridge View
Spring Valley^
W.J. Keenan
White Knoll

USC Salkehatchie*

Bamberg-Erhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Hardeeville
Hilton Head
Ridgeland
Wade Hampton

Woodland

USC Upstate*

Boiling Springs
Broome^
Chapman
Chesnee
Dorman
J.F. Byrnes
Landrum
Spartanburg
Voorhees College*
Denmark-Olar
Winthrop University*
Andrew Jackson
Buford
Central
Chester
Chesterfield
Clover^
Fairfield Central
Fort Mill ^
Great Falls
Indian Land
Lancaster
Lewisville
Nation Ford
Northwestern^
Rock Hill %
South Pointe
Union
York^

College Partners are **bolded**

^ Denotes a school that offers two sections of Teacher Cadet.

% Denotes a school that offers three sections of Teacher Cadet.

* Institution grants college credit hours for completion of The Teacher Cadet Program.

Teaching Fellows Program

Strategic Intent

The Teaching Fellows Program is designed to recruit high-achieving high school students for the education profession by providing a significant amount of scholarship funding for their attendance at one of the 11 designated teacher preparation institutions. Each institution hosts an annual cohort of Teaching Fellows and equips them to become effective and successful educators.

History

The Teaching Fellows Program was established in 1999 by the South Carolina General Assembly. Through an application process, 11 teacher preparation institutions were selected to host the program. Each school determined an annual cohort quantity it believed it could adequately prepare for a career in education. A Campus Director at each college or university oversees the Teaching Fellows Program and the progress of each student in each cohort. The program's goal is to fund as many fellowships each year as possible. Historically, up to 175 high school seniors are granted entry into the program each year, but 2008-2009 was met with unprecedented and unique challenges as the national economic downturn greatly impacted educational funding in South Carolina. The funding shortfall continued in 2009-2010; and as a result, the Teaching Fellows Program faced tremendous financial cuts. Because of the decline in funding and CERRA's commitment to funding as many fellowships as possible, the CERRA Board of Directors recommended reducing the fellowship amount to \$5,000 for freshmen and suspending the summer experience requirement for upperclassmen. This change allowed 120 students to be selected for the 2010 cohort from a pool of 835 applicants, a 28% decrease from the record-high total of 1,168 applicants in 2008-2009. The 2011 cohort will include up to 175 new Teaching Fellows who were selected from a total of 894 applicants from 186 public and private South Carolina high schools.

Relevance

The Teaching Fellows Program is an essential component of CERRA's efforts to recruit teachers for South Carolina schools. Teacher Cadet instructors, guidance counselors, other school personnel, and community leaders are encouraged to specifically identify males and minority students for the program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to supply three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who participate in the program are obligated to teach in a South Carolina public school one year for each year they receive funding in order to qualify for loan forgiveness.

Effectiveness

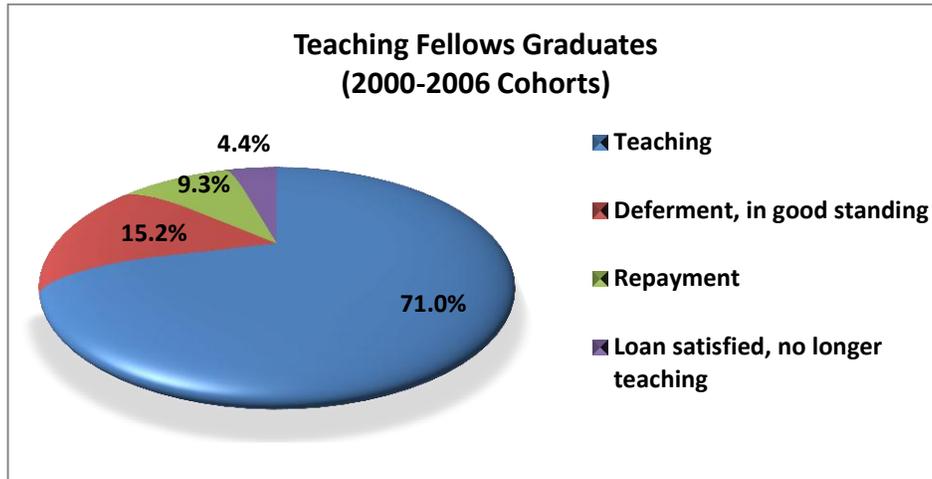
Based on data compiled from the first seven Teaching Fellows cohorts (2000 – 2006), the program has been effective in achieving the overall goal of recruiting teachers for South Carolina schools. Seventy-five percent (917) of Teaching Fellows from the 2000-2006 cohorts graduated from the program, and 71% (651) of graduated Fellows from these cohorts were employed in a South Carolina public school district during the 2010-2011 school year. Of these graduated Teaching Fellows, 53.5% (348 Fellows) teach in a Geographic Critical Need School as identified by the South Carolina Teacher Loan Cancellation Program in 2010-2011. Of these 348 Fellows graduates, 107 (16.4%) teach in at-risk or below average schools, 154 (23.7%) teach in a school with a turnover rate of 20% or higher, and 298 (45.8%) teach in a school with a poverty rate of 70% or higher. Twelve former Fellows teach in a Palmetto Priority School (PPS). Schools with a PPS designation are part of a statewide initiative aimed at assisting schools that have not met student learning goals mandated in the South Carolina Education Accountability Act. The Teaching Fellows Program continues to attract strong applicants each year, assuring that the final cohort represents the top-achieving students pursuing education careers. An integral component of CERRA is to usher students in its programs through its continuum of services as demonstrated by the 660 Teacher Cadets who applied for the fellowship this year. In spring 2011, CERRA released a Teaching Fellows report that discussed the effectiveness of the program, presented much of the previous data, and included a case study with a current Teaching Fellow and a Teaching Fellows graduate who is teaching in a South Carolina public school district.

Vision for the Future

Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The purpose of the evaluations is to assess whether each program is meeting requirements and to provide ongoing feedback to the Campus Director that aims to improve the overall quality of the program. Site evaluations will continue until all 11 Teaching Fellows institutions have been evaluated; Lander University and the University of South Carolina – Columbia each received evaluations in 2010-2011. Additional funding will be sought to allow for increasing the number of Teaching Fellows recipients as well as the fellowship amount. If funding becomes available, CERRA would like to pursue additional Teaching Fellows Institutions, particularly in the Pee Dee region where none currently exist.

Teaching Fellows Graduate Data

<i>Cohort Year</i>	<i>Total Awards</i>	<i>Total Graduates</i>	<i>Completion Rate</i>
2000	156	109	69.9%
2001	148	118	79.7%
2002	200	176	88.0%
2003	203	148	72.9%
2004	156	108	69.2%
2005	177	128	72.3%
2006	181	130	71.8%
Total	1,221	917	75.1%



Teaching Fellows Institutions



Job Bank / Online Employment Application

Strategic Intent

The intent of CERRA's Job Bank is to provide access for qualified educators interested in employment opportunities to the vacancies that exist in the school districts across South Carolina. The goal of the Online Application, which is accessible at www.winthrop.edu/scteach, is to streamline the process for South Carolina school districts to search for candidates to fill their vacancies and to provide candidates with an efficient way to supply many districts with their applications. In 2011, CERRA launched a new website, www.teachsc.org, which provides instant access to the Job Bank and the Online Application for those interested in teaching in South Carolina. This newly designed site fosters a more national approach to recruitment as it contains pertinent information about South Carolina's school districts and details on our state's certification process.

History

The Job Bank was created in 1987-1988, early in CERRA's history, to allow educators from across the country to examine the available teaching jobs in South Carolina. It has been a staple among recruiting tools since that time and is the most visited page of www.CERRA.org. The Online Application was activated in October 1999. All 86 South Carolina school districts and several special schools and private schools have utilized the Online Application. In March 2008, the application was redesigned and added the ability for teacher candidates to apply for South Carolina teacher certification, simplifying the process for educators to obtain South Carolina teaching credentials. The official name of the system is now the South Carolina Educator Employment and Certification Online Application. In 2008-2009, CERRA and the Department of Education hosted a vendor fair for districts who desired additional software platforms that would enable them to manipulate and manage application data on the local level.

Relevance

The vast majority of school districts in South Carolina use the Job Bank to post vacancies. This recruitment tool provides districts with an effective way to reach a wide audience of prospective employees. Those potential employees can locate available positions by district, by region, or by certificate area. The Job Bank vacancy list is updated biweekly or as districts inform CERRA of changes. Between the date of activation and June 30, 2011, 139,189 employment applications had been submitted online. From July 1, 2010 through June 30, 2011, 29,417 applications were created or modified. Of the applications submitted, 1,932 initiated the teacher certification process. The Online Application provides school districts with access to a much broader range of candidates than they would otherwise encounter. Approximately 18,000 applications were either created or modified by South Carolina residents; 8,018 applicants are certified teachers in the state.

Effectiveness

All of South Carolina's school districts and several special schools posted vacancies on the Job Bank during the 2010-2011 school year. The Online Application is not only effective in matching candidates with school districts, but it also provides valuable data related to other CERRA programs. For example, through June 30, 2011, 7,973 applicants indicated participation in the Teacher Cadet Program and 1,515 indicated participation in the Teaching Fellows Program. There were 722 applications from jobseekers who were both a Teacher Cadet and a Teaching Fellow. All 86 districts accessed the Online Application 40,255 times in 2010-2011.

Vision for the Future

The Job Bank will continue to be available both to districts for posting vacancies and to candidates searching for positions. CERRA will continue to collaborate with the Personnel Division of the South Carolina Association of School Administrators (SCASA), the State Department of Education, and the Information Technology Department at Winthrop University to provide this service to districts and to interested educators. The South Carolina Educator Employment and Certification Online Application will continue to be significant as a state, national, and international teacher recruitment tool for South Carolina schools. As a device for collecting peripheral data, the application will assist CERRA in tracking former ProTeam students, former Teacher Cadets, and Teaching Fellows even as it provides those stakeholders with an efficient venue for applying for jobs and teacher certification. As the number of "at-risk" schools and districts increases, the application will serve as an essential resource for those hard-to-staff schools in locating qualified educators for their classrooms.

Teacher Expo

Strategic Intent

The purpose of the South Carolina Expo for Teacher Recruitment, commonly referred to as the Teacher Expo, is to match educators seeking positions with school and district personnel.

History

The first Teacher Expo was held in 1988 and has been hosted in various cities across the state, including Charleston, Columbia, and Rock Hill, and continues to be the Palmetto State's only statewide teacher recruitment fair. The Expo is annually promoted through local, state, and national media and through teacher education institutions across the United States. CERRA aims to attract recent graduates, career-changers, and teachers seeking to relocate to South Carolina.

Relevance

The Teacher Expo is set up to facilitate the job seeking process for both the job seeker and the school districts represented. School districts not only provide information to prospective employees but also conduct on-the-spot interviews, and in some cases, offer contracts. In 2010, the in-person Teacher Expo was suspended due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. Instead, CERRA and SCASA hosted a virtual Teacher Expo in June 2010 for districts that chose to participate. The in-person Teacher Expo was reinstated June 30, 2011 as CERRA hosted the event for certified and certifiable teachers in critical need subject areas. Twenty-six districts participated, 652 candidates registered, and 221 actually attended representing 15 states.

Effectiveness

Bottom-line effectiveness of the Teacher Expo can be measured by the number of vacancies that are filled as a result of matches made by school districts from the candidates interviewed on that one day. In the past eight years, more than 900 teachers, including approximately 300 males and 275 minorities, have been hired as a result of their participation in Teacher Expo. Because the in-person Expo was not held in 2010, no data are available for the number of teachers hired at or served by the 2010 Expo. Numbers for the 2011 Expo will be available in the fall of 2011.

Vision for the Future

Annual participation in the Teacher Expo signifies that it will continue to serve as a far-reaching recruitment tool to staff the classrooms of South Carolina. With ongoing national exposure on the CERRA website and through other media, the Teacher Expo will continue to attract educators from across the country to consider teaching in South Carolina schools. CERRA reinstated the Expo in June of 2011 at the request of personnel administrators. Information from the recruitment fair will be reported in the 2011-2012 Annual Report.

National Board Certification

Strategic Intent

The National Board for Professional Teaching Standards (NBPTS) is a national organization created to develop professional standards for teaching. National Board Certification is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA seeks to increase the number of accomplished teachers seeking National Board Certification as an individual, but nationally recognized, pathway of professional development to improve their teaching practices and delivery of instruction.

History

Starting in 2000, CERRA was charged by the South Carolina General Assembly with the administration of the South Carolina National Board Certification (NBC) Loan Program for teachers who chose to pursue NBPTS certification. In fiscal year 2010, the General Assembly responded to the current budget situation and eliminated the loan program for fiscal year 2011. The loan program was not reinstated for fiscal year 2012. CERRA has continued to provide an infrastructure of support not only for high levels of awareness for this teacher advancement initiative but also for the retention of candidates once they identify themselves as accomplished teachers. In addition to the loan-tracking, the infrastructure also includes having 89 liaisons, representing 86 school districts and three special schools, and the provision of a toolkit to assist supporters in providing intense, uniform assistance to candidates. As a result of a recommendation from the statewide Policy Summit in 2006, which CERRA co-sponsored, the Legislature provided the opportunity for teachers in “at-risk” schools to engage in and complete the process without having to repay the loan regardless of whether they became certified. NBPTS created a Friends of South Carolina Scholarship and provided additional funding through the Federal Subsidy Grant Program to assist potential candidates in paying the application fees. CERRA worked closely with NBPTS during this time and continues to manage the Federal Subsidy application.

Relevance

In the past year, CERRA continued to track 1,537 loans for candidates seeking to obtain National Board Certification. CERRA also administers funds from a federal grant. These funds are made available to National Board candidates to fund a one-time retake application fee. The application for these funds is available immediately following score release and awarded each January. District liaisons arrange awareness meetings for teachers to become familiar with National Board. CERRA hosts online awareness meetings throughout the year. Local districts and the professional teachers’ organizations provide workshops to support the work of National Board candidates. CERRA’s online toolkit was revised in June 2010 and is available to all candidate support providers to assist candidates through the process.

Effectiveness

South Carolina continues to rank third in the nation in the number of National Board Certified teachers (NBCTs), with 6,903 as of December 2010. In November 2010, 498 South Carolina teachers achieved National Board Certification. During the 2010-2011 school year, all but one of South Carolina’s 86 public school districts, as well as the Palmetto Unified School District, employed at least one NBCT. All of the special schools in the state, such as the School for the Deaf and Blind, the Department of Juvenile Justice, and the Governor’s School for the Arts and Humanities, employed Board-certified teachers in 2010-2011. Some districts have several hundred NBCTs in their schools, often accounting for more than 20% of their teaching population. During the 2010-2011 school year, nearly 40% of all NBCTs were employed in a Geographic Critical Needs School as identified by the South Carolina Teacher Loan Cancellation Program. Independent research continues to affirm that student achievement is higher in classrooms taught by National Board Certified teachers. Anecdotal evidence suggests that teachers improve in their practice as a result of going through the process whether or not they ultimately achieve National Board Certification.

Vision for the Future

CERRA will continue to work with NBPTS to expand the *TakeOne!* initiative, a classroom-based professional development program which allows teachers to submit only one pre-selected video portfolio entry and transfer the score if they decide to pursue National Board candidacy. A particular focus has been given to districts and schools that have a Palmetto Priority Schools (PPS) designation. Ongoing efforts to recruit and support candidates throughout the state, but particularly in low-performing schools and districts, will continue. Attempts will be made to increase the collaboration between and among smaller districts in providing support for candidates, with the ultimate goal that no National Board candidate should have to feel isolated and alone in pursuing National Board Certification or should be unable to participate in the process due to financial constraints.

Teacher Forum

Strategic Intent

The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop leadership among this group, to provide teachers a voice in the education policy decision-making process, and to impact the professional development of all teachers. These accomplished teacher leaders are strongly encouraged to be advocates for the profession.

History

CERRA established the South Carolina Teacher Forum in 1986 as part of its mission to advance the profession. Terry Dozier, the 1985 South Carolina and National Teacher of the Year, championed this effort which became a model for the National Teacher Forum. There are now 67 district-level Teacher Forums that comprise the State Teacher Forum. The State Teacher of the Year now serves as the at-large Teacher in Residence for CERRA, spearheading teacher leadership initiatives through work with local teacher forums, the CERRA Advisory Board (CAB), and the statewide Winter Teacher Forum Workshop for District Teachers of the Year held in February in Myrtle Beach.

Relevance

The statewide Teacher Forum is comprised of the District Teachers of the Year (DTOY). Regional teacher forums were held in the fall of 2010 in each of the five CERRA regions. Kelly Nalley, the 2011 State Teacher of the Year, facilitated the meetings and provided information, networking, and leadership opportunities. CERRA sponsored a Winter Teacher Forum Workshop for all District Teachers of the Year, a three-day professional development opportunity for this group of Teacher Leaders to hear outstanding speakers and participate in workshops designed to enhance their roles as spokespersons for their districts' teachers. Most school districts throughout the state contributed funds to support their DTOY's membership in the South Carolina Teacher Forum. Nalley worked to organize and rejuvenate district-level Teacher Forums, where none existed or where her support was requested.

Effectiveness

The State Teacher Forum provides a model that is replicated on the local level by District Teachers of the Year as evidenced by the different types of community engagement led by local Teacher Leaders. Among other activities, District Teacher Forums actively support prospective teachers by providing local scholarships, collaborating with business and community leaders to address educational issues, communicating with local legislative delegations, sponsoring teacher recognition and professional development activities throughout the district, and working with district leaders to address needs and concerns.

Vision for the Future

The State Teacher of the Year will continue to be the public voice for educators throughout South Carolina and will represent the state on the national level. In this capacity, he or she will continue to support the work of the state, district, and local Teacher Forums. Teacher Leaders in these forums will continue – or begin – to impact the educational services provided to South Carolina students and to build business, industry, and community support for South Carolina schools, and to celebrate and promote the education profession.

Districts With Teacher Forums

Aiken	Charleston	Dorchester 2	Greenwood 52	Lexington 4	Pickens	Sumter 17
Anderson 1	Cherokee	Dorchester 4	Hampton 1	Marion 1	Richland 1	Union
Anderson 2	Chester	Edgefield	Horry	Marion 2	Richland 2	Williamsburg
Anderson 3	Chesterfield	Fairfield	Jasper	Marlboro	Saluda	York 1
Anderson 4	Clarendon 1	Florence 1	Kershaw	McCormick	SC Charter	York 2
Anderson 5	Clarendon 3	Florence 4	Lancaster	Newberry	Spartanburg 2	York 3
Barnwell 19	Colleton	Florence 5	Laurens 55	Oconee	Spartanburg 5	York 4
Barnwell 29	Darlington	Georgetown	Lexington 1	Orangeburg 3	Spartanburg 6	
Beaufort	Dillon 1	Greenville	Lexington 2	Orangeburg 4	Spartanburg 7	
Berkeley	Dillon 2	Greenwood 50	Lexington 3	Orangeburg 5	Sumter 2	

Mentoring

Strategic Intent

CERRA trains experienced teachers and administrators to become effective mentors to beginning teachers, believing that, with effective mentoring and support, beginning teachers can thrive in their development as quality teachers. In addition, the development of effective mentors fortifies true teacher leadership and fosters agents of change in South Carolina schools.

History

CERRA's work with mentoring spans several years of intentionality, effort, and collaboration with other state and national agencies. CERRA collaborated with the State Department of Education to assist in raising the level of awareness for the new State Mentoring and Induction Guidelines, which were adopted in September 2006. The State Department of Education and CERRA worked together to provide three days of initial mentor training in venues across the state. In addition, administrators in many districts were exposed to the mentoring initiative via mentoring overview workshops. In October 2007, CERRA was given full responsibility for the mentor training; and in 2008, through a partnership with the South Carolina Department of Education's Office of Exceptional Education, CERRA began developing a special education mentor training. This advanced component is geared to provide the necessary tools to mentors who work with beginning special education teachers. Through a federal grant known as NetSCOPE, CERRA hired an induction specialist in 2010 to work with pre-service and beginning teachers beyond the first year of employment in the NetSCOPE project.

Relevance

Following initial mentor trainings, mentors emerge with the desire to be given the opportunity to work with beginning teachers. The mentors are eager to meet their assigned beginning teacher and begin to establish the relationship that will provide support and encouragement during the formative years of the beginning teacher's career. Some mentors desire to become mentor trainers and these local leaders choose to attend a two-day Train the Trainer seminar and co-train with CERRA-certified trainers to become mentor trainers, thus having ownership of the program within their own districts. Under-served and under-represented districts, primarily those which are rural and have high poverty levels, continue to be targeted for mentor training, since teacher turnover rates tend to be highest in those districts. In 2010-2011, 55 school districts participated in mentor trainings. Through NetSCOPE, three staff members became licensed with the New Teacher Center to conduct two advanced trainings, Coaching and Observation Strategies and Analysis of Student Work.

Effectiveness

The effectiveness of the mentoring program will eventually be measured by an increasing rate of retention of beginning teachers beyond the one-to-five year mark. For now, the mentor training is affecting experienced teachers by acknowledging their ability to provide meaningful support for new teachers in their schools and by giving them the skills and resources to be effective mentors. Informal evaluation of the program has provided substantial anecdotal evidence that the training is effective and that the program is reaching its goal. Teachers across South Carolina who have participated in mentor training often say the experience is one of the most powerful three days in their career. Enabling these accomplished teachers to witness best-practices in action through the various aspects of the training better equips them to work with beginning teachers in their respective schools and districts. Through the completion of the three-year Special Education Mentoring Grant, CERRA highlighted the needs of special education teachers and the importance of tailoring support to meet individual teacher needs.

Vision for the Future

Mentor trainings at both the district and regional levels will continue to increase the capacity of certified mentors across the state. As a result of the Special Education mentoring initiative, CERRA will continue its work in further implementing an advanced mentor training opportunity catered to the unique struggles experienced by beginning special education teachers. Through our partnership with Newberry College RETAIN Center of Excellence, we will collaborate to offer an advanced mentor training opportunity designed to support mentors of PACE teachers. Research indicates we lose an alarming rate of teachers during their first five years of employment. Through our partnership with Winthrop University's NetSCOPE grant, CERRA will continue to expand its efforts to address this issue of teacher attrition. The funding will also enable CERRA to offer additional advanced mentor trainings for certified mentors that builds capacity and collegiality, improves teaching quality, and focuses on student achievement.

By the Numbers

- 1,219 mentors were certified bringing the total to 7,680 mentors
- 47 initial mentor training sessions were held on the local, regional, and state-level
- 31 educators became certified mentor trainers in 2010-2011 to bring the total to 220
- Nearly 300 educators were trained in nine Special Education advanced mentor trainings since February 2009

Communications

The Public Information Office is responsible for enhancing the support, promotion, and awareness of CERRA via timely dissemination of information regarding the state of its programs and services, the promotion of teacher recruitment events, scholarship opportunities for South Carolina high school students, and professional development opportunities for the state's nearly 50,000 educators. The office's guiding strategy is to become a visible and credible advocate for the education profession and, in doing so, promote teaching as an attractive career choice. CERRA also strives to continually encourage teachers to become informed about policy affecting their work and use their voices to elevate the education profession in South Carolina.

CERRA.org

The CERRA website provides user-friendly information regarding the Center's programs and services. The redesigned website, launched August 1, 2008, has assisted the organization with its delivery of information to various constituents: students, teachers, administrators, guidance counselors, prospective teachers, and many more. The CERRA website received more than 1.6 million page views from 408,643 visitors in 139 countries and territories.

Media Relations

The Public Information Office serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. The releases of the annual Teacher/Administrator Supply and Demand results, the Teacher Expo, and the announcement of newly certified National Board teachers annually receive the most media attention.

Social Media

CERRA continues to utilize the free social media tools, Facebook, Twitter, and YouTube to broadcast updates and information to students participating in its programs and members of our network. The three applications have a combined following of more than 3,000 people, many of whom actively engage in conversations on the various platforms.

Advocacy

As stated in its 2008 strategic plan, CERRA strives to be a visible, credible advocate for the education profession and to encourage educators to become advocates as well. During the 2010-11 school year, CERRA staff improved its visibility in schools by initiating the CERRA Celebrates initiative whereby CERRA staff visited nine randomly selected South Carolina schools, one each month of the school calendar year, to take an active role in celebrating the profession and CERRA's 25th anniversary. The staff provided support by teaching lessons, tutoring students, and assisting with clerical work. Additional services included volunteering during lunch, recess, and bus duties that awarded teachers some well-deserved free time. At each school, the faculty and staff had an opportunity to receive information about CERRA's programs and services.

Network E-blasts

CERRA continued to engage its network of more than 6,500 educators through frequent e-mail blasts to inform and/or update them of various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive information regarding our programs and services.

College Financial Newsletter

The College Financial Newsletter was provided during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. This biannual publication provides extensive information to assist students in finding scholarship information for college. While the newsletter informs students of the financial aid process, there is an emphasis on promoting scholarship and loan programs available to students interested in pursuing a teaching degree.

Research

Teacher/Administrator Supply and Demand Survey

The oldest of CERRA's direct research tools, the Teacher/Administrator Supply and Demand Survey was designed to collect data throughout South Carolina on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October 2010, districts reported 189.75 vacancies, a reduction of just 14 vacancies compared to the number reported at the same time last year. Nearly half of all districts and special schools reported no vacant teacher positions at the beginning of the 2010-2011 school year, and about 80% of districts had no more than two vacancies at the beginning of the year. There were 3,514.6 teachers hired, approximately 105 fewer hires compared to last school year and the lowest number of teachers hired since 2001 when CERRA first administered the annual Supply and Demand Survey. A total of 4,612.8 teachers did not return to their classrooms for the 2010-2011 school year, including 21% who retired from the profession. Only 3% of teachers who did not return left the profession altogether. This is the smallest number and proportion of teachers who departed in the middle of their careers since 2001. The number of vacant positions and teachers hired has dropped significantly since the 2008-2009 school year during which the state's economic situation worsened and districts' resources were reduced. While districts are not hiring as many teachers and fewer positions are available, South Carolina must continue to recruit highly qualified, effective teachers. Comprehensive reports for the past ten years are available on the CERRA website at www.cerra.org/research.

Research Page

One of the goals in CERRA's 2008 strategic plan states that the organization will be a leading repository and interpreter for data on teacher recruitment, retention, and advancement in South Carolina. CERRA began to address this goal by creating a research page on the agency website that contains data commonly requested by its partners and customers including teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data were collected and produced by CERRA while other information was gathered from partnering agencies. Additional information will be added to the website as it becomes available. Creating a central location for data has provided a more user-friendly system for CERRA's customers and partners.

The South Carolina Teaching Fellows Program: Successfully Recruiting and Retaining Teachers

In April 2011, CERRA released a report that highlighted the Teaching Fellows Program in South Carolina. The report included a description of the program as well as data (on pages 11-12) to prove its effectiveness in the recruitment and retention of successful teachers. A current Fellow and a graduated Fellow who is now teaching were also interviewed to gain perspective from students who have directly benefited from the program. The Teaching Fellows Program has a proven rate of leadership, program completion, and retention. A program of this substance is essential to South Carolina as approximately 5,400 teachers leave their classrooms each year, 25% of all teachers will be eligible to retire in the next five years, and 36% will be eligible to do so in ten years. These figures suggest a continuous need for a successful recruitment and retention program. Even though the state's economic situation is uncertain and school districts' resources have been significantly reduced, South Carolina must continue to support a program that produces teachers of such high caliber. The full report is available on the CERRA website at www.cerra.org/research.

A Report on the Special Education Mentoring Grant in South Carolina

CERRA completed its third year of the Special Education Mentoring Grant, a three-year partnership with the South Carolina Department of Education that resulted in the development of a one-day, advanced mentor training. Designed specifically for certified mentors, the training provides resources to tailor support to the unique needs of special education teachers. In addition to the training, CERRA initiated recruitment efforts by attending College Days on numerous campuses across the state and speaking to Teacher Cadets, Teaching Fellows, and pre-service teachers about the field of special education. CERRA also visited several Teacher Cadet classes and hosted a statewide Special Education Teacher Cadet Recruitment Fair. In June 2011, CERRA submitted a report to the Department of Education containing a detailed overview of the grant and its five objectives, data associated with various grant-related activities, evaluation results, and recommendations for further development. Through surveys and interviews, it was determined that the Special Education Advanced Mentor Training made a positive difference in the work of mentors who support and advise special education teachers in South Carolina. This training was just one step in the right direction toward providing much-needed support to new special education teachers. The full report is available on the CERRA website at www.cerra.org.

CERRA Staff

Dr. Gayle Sawyer
Executive Director

Jenna Hallman
Program Director

Jason Fulmer
Program Director

Marcella Wine-Snyder
Program Director

Phyllis Archie
Teacher Database Manager

Mychal Frost
Public Information Coordinator

Dr. Jennifer Garrett
Coordinator of Research
& Program Development

Kimberly Pittman
Business Manager

Libby Anderson
Administrative Assistant

Charlene Brown
Administrative Assistant

Katie Gibson
Loan Manager

Ann Marie Taylor
Special Education
Mentoring Coordinator

Kelly Nalley
2011 SC Teacher of the Year

CERRA Advisory Board

The educators comprising the CERRA Advisory Board (CAB) serve primarily as an advisory body to CERRA staff. In addition, they serve as positive voices for education reform and professional growth for all teachers. CAB members also work to continue the all-important conversation about student achievement in South Carolina schools. In an effort to reach out to more accomplished teachers and to incorporate their voices into CERRA decisions and policy-making, the CAB By-laws were amended in 2006 to draw on the expertise of this broader scope of teacher leaders and again in 2008 to include the mentor category in CERRA's network. The Advisory Board is comprised of District Teachers of the Year, National Board Certified Teachers, Teacher Cadet instructors, teacher mentors, and former Pre-Collegiate students (former Teacher Cadets, former Pro-Team class members, or former Teaching Fellows). This effort underscores the value CERRA places on the Pre-collegiate and Pre-service programs and the teacher leaders who emerge from those programs.

Mr. Mike Allen
Beaufort High School

Ms. Nancy Cowart
Fox Creek High School

Dr. Ginger Lewis-Jacobs
Carolina Forest High School

Ms. Lisa Sanderson
Lakewood High School

Ms. Judy Anderson
Dorman High School

Mr. Jed Dearybury
Woodland Heights
Elementary School

Ms. Meike McDonald
Septima Clark Corporate
Academy

Ms. Jane Sligh
Hartsville High School

Ms. Polly Atkinson
Cheraw Intermediate School

Dr. Emma Savage-Davis
Coastal Carolina University

Ms. Amanda McKee
Johnsonville High School

Ms. Jennifer Justice Smith
Westwood Elementary School

Ms. Robin Bracken
Calhoun Academy for
the Arts

Dr. Bruce Field
University of South
Carolina

Ms. Kelly Nalley
2011 SC Teacher of the Year
Fork Shoals Elementary
School

Ms. Sharon Smith
Ninety Six High School

Ms. Angi Brush
Ashley Ridge High School

Ms. Phyllis Gantt
Brookland Cayce High
School

Ms. Cassie Norvell
Jennie Moore Elementary
School

Ms. Rachel Turner
Mauldin High School

Ms. Margaret Ann Butler
Irmo High School

Dr. Frances Hardy
Spartanburg High School

Ms. Cindy Price
Edgewood Middle School

Dr. Lee Vartanian
Lander University

Ms. Jean Burden
Loris Middle School

Ms. Dianne Hartness
Newberry High School

Ms. Courtney Randle
Longleaf Middle School

Ms. Sabrina Williams
Pleasant Hill Middle School

Mr. Marc Camp
Limestone-Central
Elementary School

Ms. Marsha Humphreys
Charleston Southern
University

Ms. Paige Rister
Little Mountain Elementary
School

Ms. Betsy Wilson
Wando High School

Ms. Eliza Chandler
James Island Charter High
School

Ms. Carol Jackson
Dutch Fork High School

Ms. Renee Sanders
Johnsonville High School

Board of Directors

The purpose of the CERRA Board of Directors is to serve as an advocate for the teaching profession, especially in the areas of teacher recruitment, retention, and advancement. An additional purpose of the Board of Directors is to function as the governing body for the Center. CERRA works with other state agencies, professional organizations, universities, PK-12 public schools, and the business community to serve the changing needs of the state and to focus the attention of diverse groups on the improvement and expansion of the pool of talented persons available to serve the educational needs of South Carolina.

Dr. Audrey Allan
York District One

Dr. Allen Coles
Benedict College

Dr. Scott Mercer
Spartanburg District Two

Dr. Debi Switzer
Clemson University

Ms. Virginia Bartels
Wando High School

Dr. Bill Coon
Pleasant Hill Middle School

Ms. Deborah Minnick
Saluda High School

Ms. Ruth Taylor
Mayo High School

Dr. Virginia Brown
Sumter District 17

Dr. Susan Henderson
Coker College

Dr. Sharon Moore Askins
Francis Marion University

Dr. Steve Thompson
University of South Carolina

Dr. Dawn Busa
Anderson District Two

Ms. Tracey Johnson
Calhoun County High School

Rep. Gene Pinson
District No. 13 – Greenwood

Ms. Jane Turner
Duff, White, & Turner, LLC

Ms. Debbie Carter
Hannah Pamplico
Elementary

Dr. Cindy Johnson-Taylor
Newberry College

Dr. Jeff Priest
USC Aiken

Mr. Jim Turner
State Department
of Education

Mr. Chris Christiansen
The R.L. Bryan Company

Sen. Gerald Malloy
District No. 29 –
Chesterfield

Dr. Jennie Rakestraw
Winthrop University

Dr. Fran Welch
College of Charleston

Dr. Don Clerico
Charleston Southern
University

Ms. Kathy Maness
Palmetto State
Teachers Association

Mr. John Robinson
SC Association of Black
School Educators

Dr. Ray Wilson, Jr.
Western Piedmont
Education Consortium

Mr. Bryan Coburn
Northwestern High School

Ms. Christi McCollum
Richland District Two

Ms. Barbara Smoak
Savannah River Nuclear
Solutions

2010 - 2011 Budget

Center for Educator Recruitment, Retention, and Advancement	2010-2011 ACTUAL Expenditures
Office Salaries & Fringes (11 full time positions)	\$572,823
Office Support	\$120,856
Board of Directors	\$4,420
Staff Travel (11 full time positions)	\$45,555
Teacher Leaders (Teacher Forum & Advisory Board)	\$43,892
Teacher Database	\$5,027
Teacher Cadet Program	\$66,839
Teacher Educators	\$38,293
ProTeam	\$5,868
Teaching Fellows	\$2,547,158
Minority Recruitment	\$160,748
Marketing/Publications	\$27,177
TOTAL EXPENDITURES	\$3,638,656.00

CERRA - South Carolina

Stewart House at Winthrop University

Rock Hill, South Carolina 29733

P | 800.476.2387 F | 803.323.4044

www.cerra.org