

2002 – 2003

Annual Report

17TH EDITION



CERRA – SOUTH CAROLINA

(formerly the SC Center for Teacher Recruitment)

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P. Ann Byrd

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From the Director

"The test of the vision is not in the statement, but in the directional force it gives the organization."

-- Peter Senge

Vision. In the present economic times of budget shortfalls and a struggling economy, the vision of any organization is vulnerable to becoming near-sighted for short-term survival. However, almost two years ago, CERRA–South Carolina began implementation of research recommendations to reinvent its identity to more accurately reflect the mission of the organization. The most visible result of that study is the new name of the Center. Although abandoning the familiar “SCCTR” as of July 1, 2003, was not an easy transition to make, the Center’s new identity already feels comfortable and fitting. “Center for Educator Recruitment, Retention, and Advancement” reflects how the role of the Center has changed since it was first established in December of 1985 – yet our mission has remained the same: to not only recruit teachers but to also retain and support the ones we have in our profession.

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) 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 teaching profession.

As part of realizing our mission, those teachers who are recruited and retained must be given the opportunity to advance, both within and outside of their classrooms. CERRA’s continuum of pre-collegiate recruitment programs leads to collegiate recruitment programs and to the support and retention of education majors in our colleges and universities. Once these aspiring educators enter our State’s classrooms, focus of our continuum shifts to ensure that these newcomers to our profession receive the support they need to be accomplished classroom practitioners. The developmental stages of teachers along this continuum represent the directional force Senge refers to in the quote mentioned above.

As an organization, our new name and identity does capture the far-sighted vision of the charge of our Center and the roles we play as an agency that support educators throughout their careers. We are proud that approximately 32 states have chosen to implement one or more of our programs in school, district or statewide capacities. Without exception, fellow educators from other states with whom we work discuss their desire and the need to have an agency such as the Center to serve the statewide needs of teachers and other educators as CERRA does for South Carolina. Each time we hear these comments, we are reminded of how fortunate we are to provide the services we oversee for our State, and we are proud of the vision our policymakers have kept in focus to move our work forward.



P. Ann Byrd

CERRA Director

Center for Educator Recruitment, Retention, and Advancement

August 2003

CERRA Overview

MORE THAN 17 YEARS AFTER ITS CREATION, the nation's first teacher recruitment program has changed its name to better reflect a quest to ensure that a capable, caring and committed educator staffs every South Carolina classroom. Formerly the South Carolina Center for Teacher Recruitment (SCCTR), the Center for Educator Recruitment, Retention, and Advancement – South Carolina (CERRA), took on a new look and a new name July 1, 2003.

Established by the Commission on Higher Education in December 1985 out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, CERRA had an operating budget of \$4,359,149 for 2002-2003.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, CERRA is housed at Winthrop University, which provides financial services and fiscal accountability. The Center's financial records are audited as part of Winthrop University's auditing requirements, and all purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

CERRA reports annually to the SC Commission on Higher Education (CHE), through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

Staffed by professional educators, CERRA supports and directs a variety of innovative programs for middle school, high school and college students - designed to attract them to education careers. CERRA also focuses resources on recruiting new teachers from the ranks of individuals facing a mid-life career change, such as military retirees and downsized workers.

Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition to programs of support for National Board candidates and National Board Certified Teachers, CERRA works to support the State's teacher leaders through work with the 85 district teachers of the year.

CERRA is staffed by a director, three program directors, a public information coordinator, six Teachers in Residence (including the SC Teacher of the Year), a business/office manager, a teacher database manager and five administrative assistants.

Top Accomplishments in 2002 – 2003

1. Updated the name and identity of the Center and its programs to better reflect a quest to ensure that capable, caring and committed educators staff every South Carolina classroom – and are supported so that they remain in the profession
2. Achieved 100 percent response rate from school districts (including the Department of Juvenile Justice and the School for the Deaf and the Blind) for the Supply and Demand survey with data collected on administrators and alternative certification participants (PACE)
3. Recruited 11 Teacher Cadet high school sites and three ProTeam middle school sites into the CERRA network
4. Supported College Partners who held regional college days serving 186 ProTeam students and 1,614 Teacher Cadets
5. Published the 2nd edition of National Board Candidate Guidelines, which globally address and define a culture of professional development that is rigorous, reflective and collaborative – the first document of its kind in the nation
6. Served as a conduit of information and support for one of the largest statewide groups of National Board candidates in the nation, making South Carolina's achievement rate one of the highest in the nation – 2,358 National Board Certified Teachers
7. In collaboration with the Division of Teacher Quality, produced a video titled *Inside South Carolina Classrooms: A Closer Look at National Board Certified Teachers*
8. Offered four candidate support workshops serving more than 400 teachers planning to pursue National Board Certification[®]
9. Conducted three mentor trainings serving more than 100 mentor teachers, district level staff members and higher education faculty culminating with the first statewide Accomplished Teacher Network Mentoring Conference
10. Enhanced site evaluation by expanding Intranet online system to strengthen programmatic data collection and reporting

CERRA's Mission

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) 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 teaching profession.

Identifying

Supply and Demand Research: The survey administered to all school districts was the most comprehensive to date with the addition of questions to gather critical data on the Program of Alternative Certification for Educators (PACE) and administrators' needs at both the building and district levels. The additional data collection was strengthened by a 100 percent response rate, with all 85 districts reporting, in addition to the Department of Juvenile Justice and the School for the Deaf and the Blind.

Minority Recruitment: The overall percentage of minority teachers in the South Carolina workforce remains at slightly more than 17 percent. Activities undertaken by the Center to increase the number of candidates entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites, expanding the ProTeam Program, providing College HelpLine information, and targeting teachers of color to apply for National Board Certification.

Pre-Collegiate Programs: ProTeam and Teacher Cadet instructors served approximately 2,900 students in 175 schools during 2002-2003. The two pre-collegiate recruitment programs continue to be the most recognized and significant recruitment tools for the Center's work in identifying students in South Carolina who are potential educators.

Attracting

Teaching Fellows: One of the most significant accomplishments for 2002-2003 was securing funding to provide 200 Teaching Fellows scholarships – and recruiting a cohort of 200 Fellows to enter one of 11 SC Fellows institutions beginning in Fall of 2002, bringing the total number of Fellows in the program to 650 – with a 92% retention rate.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2002-2003, three-fourths of all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships.

Web site/Communications: On July 1, 2003, the CERRA Web site was unveiled following a complete redesign. The upgrade included incorporating the use of Flash technology and the Center's newest logos. The expansion of CERRA Web site continues to be a strong tool for attracting potential teachers to our state and remains the #1 hit on all major search engines for "teacher recruitment." In terms of better utilizing technology for staff, work with our Web agency provided Teachers in Residence with a paperless reporting system for site visits, thus streamlining reporting. This computer-based documentation enables staff to better capture information needed for accountability and reporting, as well as providing valuable analysis to strategize future planning.

Placing

Online Application: The online application is the initial point of contact for many candidates interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas. Candidates are now able to complete one application for any teaching job in South Carolina. The applications are downloaded electronically to school district personnel administrators nightly. School districts accessed this service more than 29,000 times in 2002-2003.

EXPO: For the past 15 years, the Center has co-sponsored the annual teacher recruitment job fair. In 2003, over 1,000 teacher candidates registered from 37 states and six foreign countries. Fifty-two South Carolina school districts participated in the 2002 EXPO. Approximately 10 percent of teachers hired in South Carolina for the 2002-2003 school year came from other states. The Center's involvement with EXPO, personnel directors and other administrators makes the goal of placing teachers a strongly collaborative effort.

Retaining

Teacher in Residence Program: CERRA identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in its programs while developing teacher leadership. During 2002-2003, six Teachers in Residence, including the South Carolina Teacher of the Year, served in this capacity. In addition to offering site support for the ProTeam and Teacher Cadet classes, College Partners, and local Teacher Forums, Teachers in Residence make presentations and serve as facilitators in numerous activities dealing with teacher recruitment, teacher retention and other professional issues.

Mentoring: This specialty area continues to make significant progress. CERRA conducted three mentor trainings serving more than 100 mentor teachers, district level staff members and higher education faculty culminating with the first statewide Accomplished Teacher Network Mentoring Conference. In addition to these trainings, CERRA is working with the with the Division of Teacher Quality to lead a statewide mentoring committee charged with framing recommendations to the State Superintendent of Education for a stronger program of statewide support for beginning teachers.

Teacher Forum: The South Carolina Teacher Forum sponsored two workshops for District Teachers of the Year during 2002-2003, in addition to setting and accomplishing goals framed by the Teacher Forum Leadership Council, chaired by Christi McCollum of Richland School District Two, the 2003 State Teacher of the Year.

National Board Support: In some capacity during this past year, the Center has worked with approximately 4,000 new and veteran National Board candidates. In addition, the collaboration established with national, regional and state offices relating to National Board support has gained much recognition. South Carolina ranks third in the number of National Board Certified Teachers (NBCTs) and second in the number of African American NBCTs. In 2002-2003, the number of National Board Certified Teachers in our State increased from 1,291 to 2,358.

Conclusion

The work of the Center outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2002-2003. The staff's focus on key words of the mission statement ensure that the programs we administer help us realize the far-sighted vision of the charge of our Center and the roles we play as an agency that support educators through our mission to provide leadership in **identifying, attracting, placing** and **retaining** well-qualified individuals for the teaching profession in our state.

Research and Assessment

The spring of 2003 brought with it serious concerns about school budgets for the 2003-2004 academic school year. CERRA took the initiative to collect information from school districts across the state in an effort to project the need for teachers for the coming school year and to get an insight on the number of teaching positions that would be eliminated due to shrinking budgets.

Ninety-four percent of the school districts in the state participated in the survey. Data presented in the table on the following page represent conservative numbers due to the uncertainty of the hiring impact of federal and local monies going to the State's districts. Through anecdotal feedback from a number of survey participants, qualitative data indicate that a number of positions that *would have been created* for 2003-2004 simply will not exist because of budget constraints. Consequently, the number of vacancies indicated in the table that follows would significantly increase if districts had the capital to meet their actual needs resulting from growing student populations and special services.

Conservatively, the State will need to find at least 1,000 new teachers to fill classroom vacancies for the 2003-2004 school year. The estimate of 1,000 represents the low end of anticipated vacancies due to the situational hiring of certified teachers for specific certification. Without a one-to-one match of reduction in force employees to fill current vacancies, the number will climb appreciably as districts search for teachers willing to relocate or teach in areas of certification that may not be their first preference.

The survey also indicates that even in a time of reduction in force, certain licensure areas continue to be difficult to fill. Nearly 75 percent of the school districts reporting indicated difficulty in finding special education teachers of all specialties and nearly half of all districts report challenges in filling mathematics positions.

2003 Spring Supply and Demand Survey

Data collected during May - June, 2003

80 of 85 School Districts Reporting (incl. the Department of Juvenile Justice)

Question:	Number
(a) What is the total number of teaching positions cut in your district for the 2003-2004 school year?	1,261
(b) What is the total number of administrative positions cut in your district for the 2003-2004 school year?	113
(c) What is the expected number of teaching vacancies you will fill in 2003-2004?	2,583
(d) What is the expected number of administrative vacancies you will fill in 2003-2004?	189
(e) Percentage of Districts Listing Subject Area as First or Second Most Difficult to Fill	
1. Special Education (all areas including Speech Correctionists)	73%
2. Mathematics	48%
3. Science (all areas)	22%
4. Elementary Education	12%
5. English /Language Arts	11%
6. Spanish	11%

Profile of Initial SC Teaching Certificates			
<small>Source: Division of Teacher Quality</small>			
	2002-2003	2001-2002	2000-2001
Total Number of Teachers Initially Certified	Data not yet available	5,074	4,892
Number of Teachers Who Graduated from Out-of-state Teacher Education Programs	Data not yet available	1,482	1,989
Number of Teachers Certified through the SC Critical Needs Certification Program	Data not yet available	458	707

Teachers Hired by SC Districts (85 of 85 districts reporting)					
Year	TOTAL Teachers Hired	Veterans Hired Out of State	Teachers of Color Hired	Males Hired	Hired as Result of EXPO
2002-2003	5,582	486 (8.7% of new hires)	1,163 (20.8% of new hires)	1,146 (20.5% of new hires)	125
2001-2002	6,554	696 (10.6% of new hires)	1,421 (21.7% of new hires)	1,336 ⁺ (20.4% of new hires)	124
2000-2001*	6,379	529 (8.2% of new hires)	1,254 (19.7% of new hires)	1,366 (21.4% of new hires)	144

* Eighty-three of 86 school districts reporting

⁺One district not reporting

Although the number of new hires for 2003-2003 decreased by almost 1,000, the numbers remain appreciably high considering the current budget situation. Unavoidable attrition resulting from factors like retirement, relocation or switching to another profession suggests that the need to recruit teachers will continue to be strong – regardless of budgetary concerns in the State.

PACE

South Carolina’s Program of Alternative Certification for Educators (PACE) offers career changers another option to pursue teaching. This program provides intensive on-the-job and classroom training and mentoring to teacher candidates.

First-Year PACE Teachers by Grade Level			
Year	Elementary School	Middle School	High School
2002-2003	66.4 (12.0%)	167 (32.4%)	319 (57.7%)
2001-2002	89.5 (13.8%)	213 (32.9%)	345.5 (53.3%)

In June 2000, the South Carolina General Assembly approved funding for the Career Changers Loan. Those adults interested in teaching (who have earned a four-year degree or have been school paraprofessionals for at least three years) may borrow up to \$15,000 per academic year while completing a degree leading to teacher certification. This loan is forgivable for teachers who teach in critical subject and/or critical geographic schools.

The PACE survey administered by CERRA again this year continued to include data collection on this increasingly important source of teachers for our classrooms. Districts were asked to report the number of newly-hired teachers participating in their first year of South Carolina’s alternative certification program, known as PACE. There were 552.4 teachers reported as participants in PACE, representing almost 10 percent of all teachers hired in 2002-2003.

Reported Reasons for Leaving the PACE Program	2002-2003	2001-2002
Did not achieve passing score on Praxis II	50 (28.7%)	28 (37.8%)
Relocation	14 (8.1%)	8 (10.8%)
Did not pass classroom evaluation	23 (13.2%)	2 (2.7%)
Failure to meet program requirements (not including PRAXIS II)	12 (6.9%)	2 (2.7%)
Pedagogy (strategies, lesson plans, etc.)	4 (2.3%)	8 (10.8%)
Discipline problems	5 (2.9%)	6 (8.1%)
Did not like teaching	5 (2.9%)	4 (5.4%)
Resignation	16 (9.2%)	2 (2.7%)
All others	45 (25.9%)	14 (18.9%)

Critical Needs Subject Areas

The survey of all school districts included requests for the staffing status for each of 44 selected areas of certification. Among responses were the number of teachers hired, number of vacancies, number of positions filled with teachers on waivers or long-term substitutes, and number of teachers participating in PACE. Survey results and other data collected by CERRA were used to advise the State Board of Education on the subject areas recommended as critical needs. The following subject areas were approved by the State Board of Education to be placed on the critical shortage list for 2003-2004:

- Art
- Business Education
- English/Language Arts
- Family and Consumer Science
- Foreign Languages (French, German, Latin and Spanish)
- Health
- Industrial Technology
- Mathematics
- Media Specialist
- Science (all areas)
- Special Education (all areas)

Some rural school districts have an especially difficult time recruiting and retaining teachers. The most crucial factors determined to affect a district's ability to recruit and retain teachers include the following: 1) degree of wealth; 2) distance from shopping and entertainment centers and 3) turnover rate of faculty. According to a report by the North Central Regional Education Laboratory (NCREL), nearly one-half of all schools in the nation are in rural areas or small towns. In 1998, the NEA reported that teachers in rural areas were younger, received lower pay and benefits, and were more likely to work in inadequate buildings with less access to technology.

2002-2003 Geographic Critical Need Districts in South Carolina		
Allendale County	Florence 4 *	Lexington 4
Anderson 3	Hampton 2 *	Marion 7
Bamberg 2	Jasper County *	McCormick County
Barnwell 29	Laurens 55	Richland 1
Florence 3	Lee County *	Saluda County

* Districts designated as unsatisfactory.

Diversity Recruitment

Mission: The purpose of the diversity recruitment efforts at CERRA is to increase the number of diverse students entering college and choosing teaching as a career.

At present, only one out of ten teachers in our nation belongs to a minority group and only five percent of the students in teacher preparation programs are minority. In order to make proportionally diverse student and teacher populations a reality, South Carolina colleges must provide a quality education that is offered by a diverse faculty who understand the increasingly multicultural and multinational characteristics of the students they teach and the public they serve.

Currently, minority students represent slightly less than 45 percent of the student population in South Carolina. However, during the school years 1997-1998 and 1998-1999, the number of teachers of color accounted for only 16.0 and 16.3 percent of all teachers, respectively. The most recent data available, 1999-2000, show a slight increase in the number of teachers of color - about one percentage point to 17.1 percent

Diversity recruitment continues to be emphasized in all the Center's programs. Activities undertaken by CERRA to increase the number of ethnic minorities and males entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites, expanding the ProTeam Program and recruiting a more diverse population of National Board Certification candidates.

The ProTeam Program was specifically designed to recruit minorities and males into the teaching profession before they become "turned off" to the possibility of a career in teaching. Approximately 50 percent of all students participating in the 2002-2003 ProTeam Program were students of color.

The College HelpLine Program works with students and adults who need help getting into college and finding financial resources to pay for it. Priority is given to minorities, first generation college-bound students, and individuals planning to teach. In an effort to reach a broader audience of students, the Teachers in Residence (TIRs) provide College HelpLine information to guidance counselors.

Other Diversity Recruitment Accomplishments

As requested, members of the CERRA staff make presentations to minority youth groups from churches, schools and organizations focused on encouraging minority students to attend college and consider the teaching profession. Staff members are also encouraged to attend school, college and professional career fairs to promote the teaching profession as a viable career choice. The CERRA staff is invited to participate in seminars and workshops that address the needs of minority students and teachers. The benefits of teaching and the minority teacher shortage, especially for males, are emphasized during all events involving the CERRA staff.

During 2002-2003, the Diversity Recruitment Specialist participated in the following:

- networked with legislators and local Teacher Forums to educate them on the issue of minority and male teacher shortages;
- represented CERRA at middle schools, high schools and on college campuses during career fairs and college preparatory programs;
- attended the workshop for the South Carolina Alliance of Black School Educators (SCABSE) to assist with educational activities for the youth group;
- presented National Board Certification Awareness seminars, placing an emphasis on recruiting a diverse population of candidates;
- participated in Benedict College Diversity Conference for Pre-Service teachers.

The Center staff continues to network with other organizations focusing on diversity in an effort to communicate the importance of targeted recruitment in this area.

ProTeam Program

Mission: The mission of ProTeam, a middle-school recruitment program, is to encourage exemplary students to attend college and consider education as a viable career option and to expand the pool of minority and male teachers available to the public schools of South Carolina.

During the 2002-2003 academic year, 35 middle/junior high schools in 23 school districts offered the ProTeam course to 622 students. The total number of ProTeam classes was 44: 11 schools offered a year-long program, 14 schools offered the course one semester, three schools had two classes for a single semester, four schools offered a first and second semester class, and one school had three classes offered at different intervals during the year. The 2002-2003 school year enrollment figures are shown in the graphic to the right.

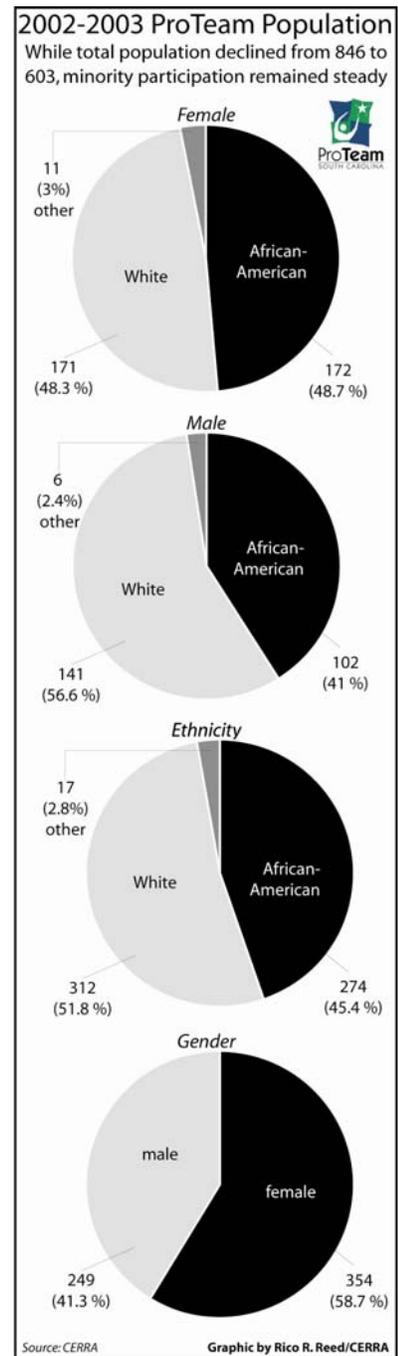
By the end of the 2002-2003 school year, almost 11,200 middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately 61 percent of these students have been students of color.

Funding

CERRA provides each semester-long class a \$125 grant to purchase supplies, curriculum materials and provide additional activities. Year-long classes receive \$250. Additional funding is set aside for each site to cover training, professional development and materials costs incurred by CERRA.

Family involvement

Research conducted for CERRA indicates that parents and other family members have the greatest influence on the career interests of middle school students. In the last few decades, parents – especially minority parents – have been reluctant to encourage their children to pursue teaching as a career. With this in mind, the Center included parents as part of the professional team from the onset of the ProTeam Program. As a result, parents and families are showing more



interest in education as a possible career choice and recognize the need for more minority teachers in the state of South Carolina. During the 2002-2003 school year, 24 Family Workshops were conducted at ProTeam sites.

DreamQuest Curriculum

The curriculum, *DreamQuest*, offers teacher-like activities, study skills activities, communication skills activities and research opportunities. The curriculum is organized into seven modules and includes required and optional activities. Activities in all seven modules have been designated as required or optional for semester and year-long courses.

This revision was in response to teachers of the semester-long course wishing to include materials from the modules they have not traditionally used.

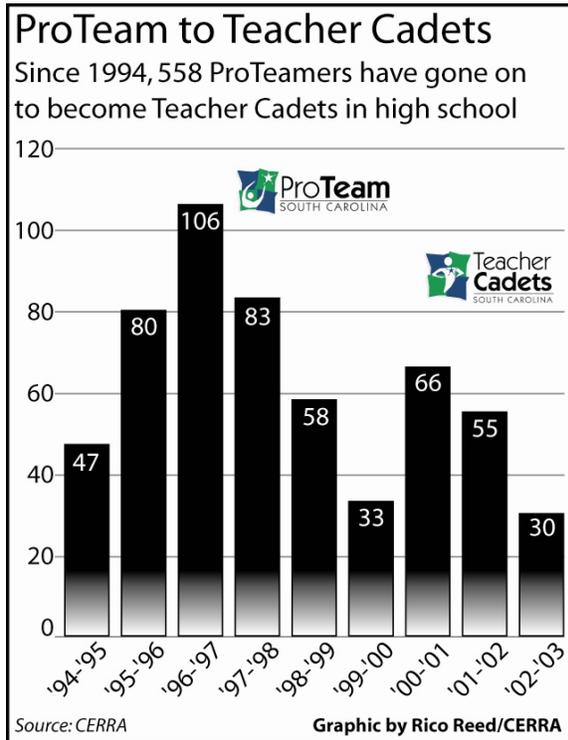
ProTeam DreamQuest Curriculum The ProTeam Family Connection is a required piece for all classes.			
Module 1	I Can Self Reflect	Module 5	I Can Set Goals
Module 2	I Can Communicate	Module 6	I Can Make Decisions
Module 3	I Can Teach Others	Module 7	I Can Think Positively
Module 4	I Can Be Different		

Out-of-State Training

In June 2003, ProTeam curriculum training was conducted in Arkansas for 10 middle school teachers through the University of Central Arkansas for the Pulaski School District. This is the third training for teachers in Arkansas.

ProTeam Professional Development Training

Teachers from the Center’s ProTeam and Teacher Cadet sites gathered in Myrtle Beach for a two and one-half day professional development workshop, October 16-18, 2002. The theme of the workshop was “Magnifying the Mission” and included concurrent sessions, roundtable sessions, networking opportunities, new curriculum ideas and guest speakers. The workshop provided teachers the opportunity to collaborate with one another, share ideas from their programs, gain information about middle school certification and give input for the curriculum revision. The October timing of the workshop provided an opportunity for newly-trained teachers to get helpful hints before they were far into the school year.



Program Evaluation

Input was sought in evaluating the ProTeam Program using the pre- and post-survey administered to all 2002-2003 ProTeam students. The survey included questions on students' career interests, perceptions of school, and family and peer relationships. Following are the results of the CERRA internal program evaluation:

- A total of 70 percent of all ProTeam students are African-American and/or male. Forty-five percent of all ProTeam students are African-American and 41 percent are male.
- ProTeam post surveys indicate that 62 percent of ProTeam students plan to go on to a four-year college after high school graduation.
- Post-surveys revealed that 31 percent of ProTeam students were considering education as a career.

Number of minorities and males participating in ProTeam 1990-2003		
Year	Minorities	Males
2002-2003	291	249
2001-2002	364	312
2000-2001	396	272
1999-2000	437	331
1998-1999	536	339
1997-1998	498	309
1996-1997	516	309
1995-1996	603	349
1994-1995	527	268
1993-1994	639	320
1992-1993	826	405
1991-1992	831	406
1990-1991	726	350

Teacher Survey results

An end-of-the-year survey was mailed to the 35 sites that participated in the ProTeam Program during the 2002-2003 school year. When asked to rate the services of most value to the ProTeam teacher this past year, an overwhelming majority, approximately 85 percent, stated that the site visits by the Teachers in Residence and the support offered by the CERRA staff, approximately 89 percent, were helpful or extremely helpful. The promptness with which their questions and needs were addressed and the personal attention given to each site by the TIRs were also cited as strengths of the program. The annual professional development workshop, in conjunction with the Teacher Cadet Program Workshop, was rated helpful or extremely helpful by more than 92 percent of the respondents. The site support grant money was also mentioned by many of the respondents as being valued.

ProTeam Sites 2002-2003

* indicates new 2002-2003 site

School	District
Alice Drive Middle	Sumter 17
Bates Middle	Sumter 17
Battery Park Middle	Williamsburg County
Berkeley Middle	Berkeley County
Brewer Middle	Greenwood 50
Carolina Forest Education Center	Horry County
College Park Middle	Berkeley County
Cross High	Berkeley County
D.R. Hill Middle	Spartanburg Five
Dent Middle	Richland Two
Estill Middle	Hampton Two
Gaffney Middle	Cherokee County
Gilbert Middle	Lexington One
Gregg Middle	Dorchester Two
Hemingway High*	Williamsburg County
Hughes Middle	Greenville County
J.V. Martin Jr. High	Dillon Three
Kingstree Jr. High	Williamsburg County
Lakeside Middle	Anderson Five
Landrum Jr. High	Spartanburg One
Long Jr. High	Chesterfield County
McBee High	Chesterfield County
Pageland Middle	Chesterfield County
Palmetto Middle	Anderson One
Palmetto School	Marion Two
Pelion Middle	Lexington One
Robert E. Howard Middle	Orangeburg Five
Seneca Middle	Oconee County
South Middle	Lancaster County
Southeast Middle	Richland One
Starr-Iva Middle	Anderson Three
Summit Parkway Middle	Richland Two
W.A. Perry Middle	Richland One
Ware Shoals High	Greenwood 51
William J. Clark Middle	Orangeburg Five

Teacher Cadet Program

Mission: The primary goal of the Teacher Cadet Program is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates of education.

The Teacher Cadet Program is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to education taught as a high school class. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 140 high schools that served 2,271 academically talented high school juniors and seniors in 2002-2003. Approximately 20 percent of the participants were male and 27 percent were minorities. Eligibility requirements for the Teacher Cadet Program are listed below.

The student must

- Have at least a 3.0 average in a college preparatory curriculum
- Be recommended in writing by five teachers
- Submit an essay on why he/she wants to participate in the class

By the end of the 2002-2003 school year, more than 32,100 academically talented students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 2002-2003 Teacher Cadet Program participants is 1075. The average SAT score for female Teacher Cadets is 1070. The average SAT score for male Teacher Cadets is 1090. The average SAT score for Teacher Cadets who plan to teach is 1060.

Teacher Cadet average SAT test scores

Year	# of Cadets	SAT avg. of Cadets	Nat'l SAT avg.	SC SAT avg.	Nat'l Educ. Major SAT avg.
2002-2003	2,302	1075	NA	NA	NA
2001-2002	2,278	1056	1020	981	961
2000-2001	2,230	1066	1020	974	940
1999-2000	2,430	1066	1019	966	923
1998-1999	2,532	1064	1016	954	925
1997-1998	2,695	1061	1017	951	963
1996-1997	2,451	1048	1016	953	920
1995-1996*	2,354	1056	1013	954	927
1994-1995	2,297	978	910	844	817
1993-1994	2,168	969	902	838	817
1992-1993	1,928	982	902	838	814
1991-1992	1,814	NA	899	831	808
1990-1991	1,654	1012	896	832	812
1989-1990	1,472	1015	900	834	815
1988-1989	1,46	1009	903	838	809
1987-1988	720	941	904	832	808
1986-1987	404	955	906	826	792

*SAT scores were re-centered in 1996

Plans to Teach

External evaluations of the Teacher Cadet Program have confirmed that the Program is an effective tool for recruiting students who are high academic achievers into the teaching profession. An average of 37 percent of all students who have taken part in the Teacher Cadet Program over the years indicate plans to pursue teaching credentials upon entering college. Of the 2002-2003 Cadet class, 37 percent plan to enter teaching, according to the post-course survey. Education was selected significantly more often as a career choice than any other career option. Twelve percent of the 2002-2003 Cadets *changed favorably* toward teaching as a career during their participation in the Teacher Cadet Program. Responses indicate that more than 800 Cadets in the 2002-2003 cohort plan to pursue teaching upon entering college.

Funding

In 2002-2003, each Teacher Cadet class received a grant to purchase supplies, develop curriculum materials and provide additional activities for the class. The grant amount was based on allocations of \$250 for sites with 15 or more students. Sites with fewer than 15 students received \$16.65 per student with no site receiving less than the base of \$100. These funds were used to provide teaching related activities, speakers, college campus visits, classroom supplies, film and processing, receptions and workshops. Additional funds were allotted for each site to cover the cost of training and materials incurred by CERRA.

SAY, MAY, and FLAY Programs

In order to meet the increasing shortages of skilled teachers in such critical areas as math, science and foreign languages, the Teacher Cadet Program has created and adopted programs to

encourage students to become interested in teaching in these critical subject areas. The SAY (Science and Youth), MAY (Math and Youth) and FLAY (Foreign Language and Youth) curriculums have been developed and adapted by creative and talented Teacher Cadet teachers in the program for use with peer lessons, field experiences and academic fairs. Interactive lessons interest students in these critical subjects.

Teacher Cadet Professional Development Workshop

This was the 15th year Teacher Cadet instructors have been invited to participate in an annual professional development workshop. The Teacher Cadet Workshop was held October 16-18, 2002, at the Springmaid Beach Conference Center in Myrtle Beach. The theme for the workshop was based on "Magnifying the Mission." The programs of the workshop focused on the mission statement and initiatives of CERRA.

The workshop focused on expanding opportunities for teachers. Sessions included discussion on professional development opportunities and mentoring efforts across the state. A direct application of this was found in the format of new instructor sessions, which were designed by veteran network instructors.

The workshop provided college partners and Teacher Cadet instructors an opportunity for joint planning time. Additionally, the workshop granted time for networking and professional development for all participants. This was the largest workshop to date for Teacher Cadet teachers, with over 175 participants from across South Carolina as well as from Virginia, Kentucky and Louisiana.

New Teacher Cadet Instructor Curriculum Training

- On June 9-11, 2002, 17 educators from outside South Carolina attended the curriculum training session in Rock Hill, South Carolina. These instructors represented the states of Connecticut, Florida, Michigan, New Jersey and Virginia. Teacher Cadet Program Director Amanda Graham led the three-day training session.
- On July 9-11, 2002, 18 in-state instructors attended the curriculum training session in Rock Hill, South Carolina. Teacher Cadet instructor Michaelyn Conley led the three-day training session.

Out-of-State Training

- On January 22-24, 2003, Teacher in Residence Virginia Ward trained 33 Arizona Educators in Tempe, Arizona. The training was facilitated by Arizona State University.
- On February 24-26, 2003, Teacher in Residence Virginia Ward trained 30 educators in Richmond, Virginia.
- On June 9-11, 2003, Teacher in Residence Virginia Ward coached 26 Arizona educators in Tempe, Arizona. The training was facilitated by Arizona State University.
- On June 10-12, 2003, instructor Michaelyn Conley (Blacksburg High) trained 11 Colorado educators in Littleton, Colorado.
- On June 23-25, 2003, Arkansas held a training for eight Arkansas educators.

- On June 30-July 3, 2003, instructor Michaelyn Conley trained ten Kansas educators in Central Kansas.

Networking Activities

Teacher Cadets and their teachers participated in activities and workshops sponsored by college partners. Eighteen colleges provided opportunities for the Cadets to learn about life on a college campus and network with other Cadets from their partnership. The Teacher Cadet College Days included keynote speakers, concurrent sessions, and opportunities to share ideas, projects and activities with other Cadets in the colleges' cohort. Several Teacher Cadet classes traveled to another school to meet and to sponsor joint projects to benefit children in their areas.

2002-2003 Accomplishments

- Recruited one new Teacher Cadet site and re-established six former sites
- Trained more than 35 people in the Teacher Cadet curriculum at in-state trainings
- Conducted out-of-state trainings for 117 participants in Arizona, Colorado, Kansas and Virginia
- Awarded four \$1,000 scholarships for Teacher Cadets planning to become teachers

Teacher Survey Results

The Teacher Surveys were mailed to 139 sites; surveys were completed and returned by 109 teachers (78 percent). Of those who went through Teacher Cadet curriculum training, 89 percent rank the training as extremely helpful.

- Among all teachers, the site grant monies, CERRA staff services, and Teachers in Residence visits were cited as being the most helpful.
- Although the majority of teachers did not suggest any ways to change or improve the Teacher Cadet Program, several respondents have suggested the Center consider other locations of the state for the annual workshop, as well as infusing the TC Core Standards into the upcoming curriculum revision.

Findings from Teacher Cadet Program Student Surveys

Input from 1,650 students was received to evaluate the Teacher Cadet Program using a pre- and post-survey which was administered to all 2002-2003 Cadets. The survey included questions on students' career plans and program effectiveness. The following was found:

- The Teacher Cadet Program continues to attract academically capable students. SAT scores of Teacher Cadets have consistently risen since 1987-1988, averaging higher than state and national averages. The average SAT score for the 2002-2003 classes is 1075.
- Upon completion of the Program, 37 percent of the 2002-2003 respondents indicated plans to pursue a career in teaching.

- Of the Teacher Cadets who indicated plans to teach, 83 percent prefer to teach in a critical subject area.
- Eighty-two percent of all Teacher Cadets indicated that the Program has made them aware of critical subject areas while 71 percent indicated awareness of critical geographic areas in South Carolina.
- Ninety-one percent of the Cadets indicated that the Teacher Cadet Program was helpful in assisting in making career plans. In addition, 91 percent of the Cadets indicated that the program helped them formulate a positive perception of teaching.

Teacher Cadet Sites 2002-2003

* New Site in 2002-2003 # Returning Site

AC Flora [#]	Dorman High	Lee Central High	Socastee High
Abbeville High	Dreher High	Lewisville High	South Aiken High
Aiken High	Dutch Fork High	Lexington High	S. Florence High
Airport High	Easley High	Liberty High	Southside High
Allendale-Fairfax High	Eastside High	Lincoln High	Spartanburg High
Andrew Jackson High	Eau Claire High	Loris High	Spring Valley High
Andrews High	Edisto High [#]	Lower Richland High	R.B. Stall High
Aynor High	Estill High	Lugoff-Elgin High	Stratford High
Batesburg-Leesville High	Fort Dorchester High	Manning High	Strom Thurmond High
Battery Creek High	Fort Mill High	Marion High	Summerville High
Barnwell High	Gaffney High	Marlboro County High	Sumter High
Beaufort High	Georgetown High	Mayo Magnet High	Terrell's Bay High
Belton-Honea Path High	Gilbert High	McBee High	Timberland High
Berea High	Goose Creek High	McCormick High	Timmonsville Comprehensive High [#]
Berkeley High	Governor's School for Arts & Humanities	Mid Carolina High	Travelers Rest High
Blacksburg High	Greenville High	Midland Valley High	Union High
Blue Ridge High	Greenwood High	Mullins High	Wade Hampton High, Greenville
Boiling Springs High	Greer High	Myrtle Beach High	Wade Hampton High, Hampton
Broome High	Hanahan High	Newberry High	Wagener Salley High
Buford High	Hannah-Pamplico High	Ninety Six High	Walhalla High
Carvers Bay High	Hartsville High	North Augusta High	Wando High
Central High	Hemingway High	North Charleston High	West Ashley High [#]
Chapin High	Hillcrest High	Northwestern High	West Florence High
Chapman High	Hilton Head High	Orangeburg-Wilkinson High	West-Oak High
Cheraw High [#]	Indian Land High	Palmetto High	Westside High
Chesnee High	Irmo High	Pelion High	White Knoll High
Chester High	James Island High	Pendleton High	Williston-Elko High
Chesterfield High	Jasper County High	Pickens High	Woodland High
Clinton High	Johnsonville High [#]	Richland Northeast High	Woodmont High
Clover High	W.J. Keenan High	Riverside High	Wren High
Cross High	Kingstree High	Rock Hill High	York Comp. High
Crescent High*	Lake City High	Saluda High	
Daniel High	Lake View High	Scott's Branch High	
Darlington High	Lancaster High	Seneca High	
Dillon High [#]	Landrum High	Silver Bluff High	
	Laurens High		

College Partnerships

Mission: The purpose of the College Partnerships is to provide a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.

College Partner	Teacher Cadet Sites in Partnership
Anderson College	Crescent, Easley, Hillcrest, Palmetto, Pendleton, Pickens, Seneca, Wade Hampton (Greenville), Walhalla, West-Oak, Westside, Wren
Charleston Southern University	Berkeley, Fort Dorchester, Goose Creek, Hanahan, Lincoln, North Charleston, Stall, Stratford, Summerville
The Citadel	James Island, Wando, West Ashley
Clemson University	Daniel, Greenville, Liberty
Coastal Carolina	Andrews, Aynor, Carvers Bay, Georgetown, Hemingway, Kingstree, Loris, Myrtle Beach, Socastee, South Florence, Sumter, Waccamaw, West Florence
Coker College	Chesterfield, Cheraw, Darlington, Hartsville, Johnsonville, Lake View, Lee Central, Marlboro County, Mayo Magnet, McBee
College of Charleston	Cross
Erskine College	Abbeville, Belton-Honea Path
Furman University	Berea, SC Governor's School for Arts & Humanities, Traveler's Rest
Greenville Tech	Eastside, Riverside, Southside, Woodmont
Lander University	Greenwood, Newberry, Ninety Six
Limestone College	Blacksburg, Gaffney
North Greenville College	Blue Ridge, Greer
Presbyterian College	Clinton, Laurens
SC State University	Edisto, Orangeburg-Wilkinson, Scott's Branch
USC – Aiken	Aiken, Batesburg-Leesville, Gilbert, McCormick, Midland Valley, North Augusta, Saluda, Silver Bluff, South Aiken, Strom Thurmond, Wagener-Salley, Williston-Elko
USC – Aiken at Beaufort	Battery Creek, Beaufort, Hilton Head
USC – Columbia	A.C. Flora, Airport, Chapin, Dreher, Dutch Fork, Eau Claire, Irmo, Keenan, Lexington, Lower Richland, Lugoff-Elgin, Mid-Carolina, Pelion, Richland Northeast, Spring Valley, White Knoll
USC – Salkehatchie	Allendale-Fairfax, Barnwell, Jasper County, Wade Hampton (Hampton), Woodland
USC – Spartanburg	Boiling Springs, Broome, Chapman, Chesnee, Dorman, Spartanburg
USC – Union	Union
Winthrop University	Andrew Jackson, Buford, Central, Chester, Clover, Fort Mill, Indian Land, Lancaster, Lewisville, Northwestern, Rock Hill, York Comprehensive
Wofford College	Landrum
Independent Sites (no College Partner)	Dillon, Hannah-Pamplico, Lake City, Marion, Manning, Mullins, Terrell's Bay

Summary of Credit Availability Among College Partner Institutions

College Partner	Credit Offered	# of Sites
Anderson College	Yes	12
Charleston Southern University	Yes	9
The Citadel	Yes	3
Clemson University	No	3
Coastal Carolina	Yes	13
Coker College	Yes	11
College of Charleston	Yes	2
Erskine College	No	2
Furman University	No	3
Greenville Tech	No	4
Lander University	Yes	3
Limestone College	Yes	2
North Greenville College	Yes	2
Presbyterian College	No	2
SC State University	Yes	3
USC – Aiken	Yes	12
USC – Aiken at Beaufort	Yes	3
USC – Columbia	Yes	16
USC – Salkehatchie	Yes	5
USC – Spartanburg	Yes	6
USC – Union	Yes	1
Winthrop University	Yes	12
Wofford College	No	1

ProTeam College Days

The following College Partners hosted ProTeam College Days during the 2002-2003 school year. Included is the approximate number of ProTeam students attending each event.

College Partner/Site of Event	# of ProTeam Students Attending
Anderson College	29
Charleston Southern University	81
USC- Columbia	76

Teacher Cadet College Days

The following College Partners, along with several institutions that are not College Partners, hosted Teacher Cadet College Days during the 2002-2003 school year. Included is the approximate number of Teacher Cadets attending each event.

College Partner/ Site of Event	# of Cadets Attending
Anderson College	197
Charleston Southern University	124
The Citadel	63
Clemson University	57
Coastal Carolina University	61
Coker College	138
Furman University	47
Greenville Tech	43
Lander University	27
Limestone College	25
North Greenville College	28
South Carolina State University	12
USC – Aiken	167
USC – Aiken at Beaufort	43
USC – Columbia	205
USC – Salkehatchie	53
USC – Spartanburg	114
USC – Union	38
Winthrop University	172
TOTAL Cadets served	1,614

College HelpLine

Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program, as well as others, who need help getting into college. Priority is given to students of color, first generation college-bound students and those planning to teach. The two basic goals in the program are to assist students with the college admission process and to provide them with information on financial aid.

The College HelpLine, established primarily as a minority initiative for teacher recruitment, completed its 14th year of service in 2002-2003. College HelpLine directs its support to those especially in need of assistance – first generation college-bound students, low-income students, students of color and non-traditional students seeking to continue their education. Surveys and studies have indicated that these students may be the least likely to request and receive help from guidance counselors, parents or college admissions offices. The primary resource for many students will be the classroom teacher who may or may not be knowledgeable about the college admission and financial aid process.

The Center's program serves as a liaison between high schools and college admissions/financial aid representatives. College HelpLine attempts to get students and adults past the roadblocks that may discourage them from pursuing a college education. The program also offers assistance to current college students who wish to pursue a degree in education. College graduates may seek advice on broadening their professional education career choices with advanced degrees and/or additional certification areas.

2002-2003 Clients

During 2002-2003, the single largest group seeking assistance was high school seniors. Most of the questions related to the South Carolina Teacher Loan and the critical needs subject areas. Students were encouraged to visit the SC Student Loan Corporation Web site for complete information on the loan as well as information on the critical subject and geographical areas designated for loan cancellation.

College HelpLine also served the following:

- guidance counselors;
- individuals looking to enter the teaching profession from other careers;
- parents seeking funds for their child's education;
- former Teacher Cadets seeking to become education majors from other career majors;
- high school juniors seeking to get an early start on the college admission process;

- present teachers looking for other opportunities in the field of education;
- ProTeam students seeking information on various colleges and universities;
- grant writers seeking statistical data;
- interested persons visiting booths at college fairs, career fairs, education fairs and education workshops;
- educational loan-holders with inquiries about cancellation opportunities through teaching; and
- teachers' assistants and others seeking information to assist in their career change to become a teacher.

2002-2003 Activities

College HelpLine inquiries were primarily related to financial aid. The Center has become a clearinghouse for the following information:

- Free Application for Federal Student Aid (FAFSA);
- SC Teacher Loan Program, the Career Changers Loan, Federal Stafford Loan Program, Federal PLUS Program and the Tuition Grants Program;
- brochures, applications and manuals relating to the aforementioned programs; and
- LIFE and Palmetto Fellows Scholarships.

2002-2003 Resources and Additional Activities

The College HelpLine (CHL) has been very successful in dispersing information to students in the Teacher Cadet Program. An ongoing goal is to reach students who are not enrolled in or who do not have access to a Teacher Cadet Program. Teachers in Residence (TIRs) and Teacher Cadet instructors are valuable resources in communicating information to students about the College HelpLine. The following is a summary of student and educator outreach efforts through the CHL:

- Shared information on financial aid and college issues with 138 Teacher Cadet Programs and 35 ProTeam sites. This information was provided by the TIRs during site visits which resulted in Teacher Cadet and ProTeam students gaining valuable information in a timely manner;
- Provided current information on the cumulative grade and SAT requirements for the LIFE and Palmetto Fellows Scholarships through TIR site visits, guidance counselors and CERRA's publications;
- Revised, re-formatted, published and disseminated two editions, fall and spring, of the College HelpLine newsletter. This publication focused on specific financial aid issues such as SC Need-Based Grants, SC Teacher Loan, FAFSA, online scholarship services, federal

and state financial resources, phone numbers and Web site information; the newsletter was also posted on the Center's Web site;

- Provided current information and assistance to guidance counselors for "College Night" presentations for students and parents;
- Provided updates on all scholarships affected by the Lottery Assistance Program;
- Informed ALL Teacher Cadets of the process to apply for the Teacher Loan Program and provided applications by mail when requested;
- Submitted CHL information on minority scholarships to students of color;
- Mailed packets of information that related to teacher education, college admissions and/or financial aid to interested individuals;
- Encouraged Teacher Cadet and ProTeam students to access CERRA's Web site (www.cerra.org) and follow the links to information on college admissions, federal and state financial aid, the SC Teacher Loan, scholarship searches and other college-related information; and
- Presented College HelpLine information at career fairs in elementary, middle and high schools.

Teacher Cadets Receiving the SC Teacher Loan

	2003	2002	2001
Total number of In-state Teacher Loans	1,330	1,492	1,462
Number of former Cadets receiving Teacher Loan	503	572	525
Number of freshmen receiving Teacher Loan	183	318	287
Number of freshmen (former Cadets)	107	173	158

Teacher Loan Recipients by Gender

	2003	2002	2001
Female	1,093	1,214	1,203
Male	140	174	199
Gender not reported	97	135	81

Distribution of South Carolina Teacher Loans

PUBLIC Institutions	2003 Teacher Loan Program # of loans	2003 \$\$\$ in Teacher Loan Program	2003 Career Changer # of loans	2003 \$\$\$ in Career Changer loans
Clemson University	167	\$710,688	3	\$30,000
Coastal Carolina	47	\$177,786	3	\$35,365
Coll. of Charleston	83	\$347,418	8	\$88,959
Francis Marion	60	\$239,635	7	\$50,605
Lander University	61	\$244,055	3	\$21,858
SC State University	13	\$133,350	10	\$85,044
The Citadel	21	\$89,791	3	\$23,632
USC-Aiken	36	\$133,059	-	-
USC-Columbia	223	\$903,610	25	\$294,597
USC – Lancaster	1	\$2,500	-	-
USC-Salkehatchie	0	\$0	2	\$18,500
USC-Spartanburg	51	\$212,715	6	\$67,529
USC-Sumter	2	\$3,750	-	-
USC-Union	1	\$2,500	-	-
Winthrop University	173	\$665,699	9	\$120,400

PRIVATE Institutions	2003 Teacher Loan Program # of loans	2003 \$\$\$ in Teacher Loan Program	2003 Career Changer # of loans	2003 \$\$\$ in Career Changer loans
Allen University	-	-	-	-
Anderson College	25	\$87,250	-	-
Benedict College	0	\$0	-	-
Charleston So. Univ.	19	\$84,822	-	-
Coker College	16	\$67,500	7	\$93,168
Columbia College	67	\$248,300	1	\$15,000
Columbia Int'l	4	\$12,500	-	-
Converse College	59	\$244,917	6	\$75,319
Erskine College	16	\$55,000	-	-
Furman University	21	\$82,500	-	-
Limestone College	13	\$53,000	1	\$15,000
Morris College	0	\$0	-	-
Newberry College	18	\$80,500	-	-
North Greenville	5	\$14,000	-	-
Presbyterian Coll.	29	\$112,500	-	-
Southern Wesleyan	50	\$208,150	13	\$177,500
Wofford College	1	\$5,000	-	-
2003 Grand TOTAL	1,523	\$5,532,946	109	\$1,234,976

Teacher Loan Recipients by Race

	2003		2002		2001	
Race	Number	%	Number	%	Number	%
African-American	129	9.7	151	9.91	180	12.2
American Indian/Alaskan	1	.07	4	0.26	9	0.6
Asian/Pacific Islander	2	.15	2	0.15	2	0.1
Hispanic	4	0.3	4	0.26	6	0.4
Caucasian	1,071	80.5	1,192	78.26	1,176	79.3
Not Designated	123	9.28	170	11.19	110	7.4

SC Teacher Loan by Critical Subject

	2003	2003	2002	2002
SUBJECT	# of loans	\$\$\$ loans	# of loans	\$\$\$ loans
Art	48	\$192,281	30	\$115,120
Business Education	9	\$37,107	12	\$51,000
Early Childhood Educ.	36	\$138,406	221	\$849,822
Elementary Education	71	\$295,284	454	\$1,668,640
English	112	\$440,424	93	\$317,281
French	4	\$20,000	6	\$22,500
German	1	\$2,500	0	\$0
Guidance	57	\$246,715		
Home Economics	1	\$2,000	3	\$12,500
Industrial technology	3	\$15,000	2	\$7,500
Latin	3	\$12,500	2	\$5,000
Media Specialist	37	\$154,733	45	\$176,973
Math	134	\$514,690	100	\$359,950
Music	32	\$106,220	38	\$137,444
School Psychology	-	-	35	\$146,690
Science	62	\$238,344	59	\$244,639
Spanish	18	\$74,490	21	\$72,980
Special Education	135	\$566,620	174	\$720,090
Geographic areas	567	\$2,275,632	228	\$907,253
TOTAL	1,330	\$5,332,946	1,523	\$5,815,382

Note: Additional loans in non-critical subject areas would bring the annual total to match the annual total of all in-state and out-of-state loans for education students. Teaching Fellows monies are NOT included in these totals.

SC Teaching Fellows

The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities through the collaborative efforts of teacher educators, school district personnel, business leaders and other education stakeholders.

In 1999, the SC General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. Modeled after the highly successful North Carolina program, this program identifies gifted high school seniors who commit to the teaching profession in South Carolina. Each year, the program awards Fellowships for up to 200 high school seniors (contingent upon funding) who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. (The General Assembly approved funding for 200 Fellowships for the 2002-2003 cohort). CERRA is responsible for administering the South Carolina Teaching Fellows Program.

The South Carolina Teaching Fellows Program expands the recruitment continuum in the state's "grow your own" teacher recruitment efforts. Fellows receive enrichment programs in Teaching Fellows Institutions, professional development opportunities during summer months, involvement with communities and businesses throughout the state and \$6,000 annual scholarships for four years while they complete a degree leading to teacher certification. The scholarship provides up to \$5,700 for tuition and board and up to \$300 for summer enrichment programs administered by CERRA. A Fellow agrees to teach in South Carolina one year for every year he/she receives the Fellowship.

Accomplishments in 2002-2003

- Obtained funding for a full cohort of 200 Teaching Fellows for the 2002-2003 academic year
- Held Freshman Orientation for new Teaching Fellows and their parents on June 14, 2003
- Held the first Junior Experience on May 16-17, 2003, in Columbia with the theme of Professionalism as the focus.

Teaching Fellows Institution	Maximum # of Fellows per cohort	# of Fellows for 2000-2001	# of Fellows for 2001-2002	# of Fellows for 2002-2003	# of Fellows for 2003-2004
Anderson College	10	10	10	12 [#]	15 [#]
Charleston Southern	20	19	11	17	13
College of Charleston	30	30	30	28	29
Columbia College	20	20	16	20	9
Furman University	12	7	9	10	9
Lander University	26	23	25	26	27 [#]
Newberry College	22	15	5	11	10
SC State University	25	11	9	4	2
USC – Columbia	35	35	35	35	40 [#]
USC – Spartanburg	16	na	na	10	16
Winthrop University	25	na	na	27 [#]	30 [#]
TOTAL	241*	153	150	200	200

* The total number reflects the addition of two Teaching Fellows Institutions in 2001. No institution was asked to reduce its maximum cohort allotment.

[#] For the 2002-2003 and 2003-2004 cohorts, the CERRA Policy Board approved the placement of additional Fellows at institutions of their choice, even if these institutions had already been allotted a full cohort. This amendment was approved in order to ensure that all 200 budgeted Fellowships were awarded.

Teaching Fellows Selection Process

The application, the first phase of the process, includes documentation of academic achievement as well as school activities, three references and a narrative. High school seniors who are legal residents of South Carolina, have a class rank in the top 25 percent of their high school class and a minimum SAT of 974 (or ACT equivalent) are encouraged to apply to become an SC Teaching Fellow. A Fellowship begins the fall term immediately following high school graduation.

Students with outstanding applications are invited to participate in the Regional Screening. Each candidate is assigned a date and time for screening based on his/her region of the state. The Regional Screening consists of two parts: a written essay and an interview conducted by a committee.

2003-2004 Teaching Fellows Cohorts

# of Awards	# of School Districts	Average SAT	Female	Male	Minority	# of Teacher Cadets
200	56 of 85 (66%)	1114	169	31 (16%)	18 # (9%)	135 (68%)

* 26% have an SAT score of 1200 or higher; 8% have an SAT score of 1300 or higher.

19 did not report ethnicity.

Target Recruitment

The Target Recruitment Initiative articulates the Center's mission by assisting the under-served geographical areas in South Carolina in building a strong continuum for teacher recruitment and retention.

The growing demands for recruitment and retention of highly qualified teachers in our state have shifted the emphasis of target recruitment at the Center. Target recruitment efforts have focused on enhancing the awareness that each school district has an equal opportunity to benefit from the Center's continuum of programs and services that are designed to address their immediate and long term needs.

Assessing the Need for Target Recruitment

Mirroring school districts throughout the United States, South Carolina continues to face challenges to recruit and retain teachers – especially in “hard to staff schools” often located in small rural settings. Data from the Supply and Demand Survey depicts an increasing number of PACE and new teachers entering the teaching profession. Each year these teachers equate to over 3,000 of the new hires in our state's teaching pool of over 47,000 educators. Despite efforts to recruit the most highly qualified teachers to educate our students, attrition rates remain at a steady rate and vacancies still exist in many of our most needy school districts.

Responsibilities:

- Contact key school district personnel in order to make recommendations for recruitment and retention efforts
- Analyze information on recruitment and retention and communicate needs to CERRA staff
- Assist districts in establishing a continuum of recruitment and retention

Teacher Database & Online Application

Mission: The purpose of the online statewide teacher application is to provide the public school districts of South Carolina with qualified teaching applicants, when needed; to facilitate teachers in their search for positions within the public school districts by completing one application one time and to help meet the need for teachers in South Carolina's critical need areas – both subject and geographic.

CERRA operates a 24-hour per day, seven days a week voice response system for teacher applicants to conveniently request information and be directed to the CERRA Web site for the online application. The online application is available to anyone who has access to the Internet. Those who do not have access to the Internet may request a hard copy of the information. Online Teacher Application packages are distributed by request and free of charge. The package includes information on South Carolina Teacher Certification, district contacts, geography of the state, critical need areas and current South Carolina teacher vacancies. The Teacher Vacancy List is published on the 1st and 15th of each month and is also on the CERRA Web site, which is updated daily or as the districts call in their changes. The online teacher application is available to help all districts by providing them access to the many teaching candidates who have applied online.

The CERRA Web site (www.cerra.org) allows all users to access the job vacancy information via the Internet. The Center also distributes the Teacher Database Manager's e-mail address to all South Carolina personnel administrators for their means of communication to update information about job vacancies.

CERRA advertises in three daily newspapers every other Sunday, inviting teachers to apply online. The online application is supported by the State Department of Education Teacher Certification Office that sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. Thousands of teachers across the nation who receive information about the annual SC EXPO for Teacher Recruitment also receive an invitation to apply online.

The online application was activated in October of the 1999-2000 fiscal year, and there are over 33,000 applications online (not all finalized) as of June 30, 2003. Over 800 teachers requested online application packages, vacancy lists, certification, critical needs, EXPO and other CERRA information via telephone and mail, with over 26,000 Internet contacts. During the 2002-2003 school year, 84 of the 85 South Carolina school districts, and several special and private schools utilized the online application system. Private schools may advertise and have access to the online applications for an annual fee of \$250.

More than 1,000 teachers from 37 states and six foreign countries registered for the 15th Annual EXPO where information about the online teacher application was distributed. Many teachers completed the online application as a result of the EXPO job fair. These efforts increased in-state and out-of-state listings in both critical and non-critical subject areas.

The Online Application has become increasingly important as CERRA staff assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The online application requests information about involvement in the Teacher Cadet Program and will be adding a field to track SC Teaching Fellows in the spring of 2004. Since its inception in October of 1999, more than 743 applicants have indicated they are former Teacher Cadets.

Job Bank Statistics 2002-2003

Internet and Telephone Inquiries

Month/ Year	Out of state	Critical Needs	EXPO	Job Bank	Vacancy List	Web site Contact	GRAND TOTAL
July 2002	29	22	1	8	40	1,932	2,003
August 2002	13	8	1	11	39	1,645	1,704
September 2002	12	8	-	27	27	1,492	1,554
October 2002	15	8	1	19	19	1,445	1,499
November 2002	10	4	1	22	22	1,228	1,277
December 2002	3	7	6	-	-	1,428	1,441
January 2003	7	8	5	4	25	2,396	2,438
February 2003	10	6	5	3	8	2,445	2,467
March 2003	50	12	7	13	32	2,800	2,864
April 2003	122	15	15	31	71	3,219	3,351
May 2003	128	28	43	36	77	3,405	3,589
June 2003	35	14	19	6	34	2,560	2,633
TOTAL	1,329	140	104	180	394	25,995	26,820

Longitudinal Job Bank Statistics

These numbers represent the total calls to the toll free Job Bank line regarding teacher vacancy lists, online applications, PACE, EXPO, and other questions related to teaching in South Carolina.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
2003	53	28	73	169	214	86							
2002	168	70	571	514	694	131	92	67	47	42	44	33	2,473
2001	200	139	241	370	432	367	143	189	135	305	96	45	2,662
2000	130	202	239	362	875	295	234	156	161	111	121	49	2,965
1999	322	265	443	622	516	524	419	375	203	200	170	180	4,239
1998	433	345	669	1,172	843	600	373	291	199	207	171	181	5,484
1997	576	453	614	1,761	1,604	1,176	567	397	290	217	200	237	8,092
1996	487	530	667	2,096	2,429	1,376	723	436	436	288	238	289	9,905
1995	505	647	694	2,298	2,505	1,572	689	536	318	300	281	279	10,624
1994	536	447	612	1,979	1,691	1,368	824	563	303	316	280	162	9,081
1993	436	455	555	2,040	1,430	1,116	843	749	341	331	268	211	8,775
1992	610	485	733	2,088	1,572	1,199	844	676	404	299	320	239	9,469
1991	408	375	541	2,696	1,021	904	897	661	343	328	287	255	8,716
1990	522	442	346	505	746	577	487	471	210	224	228	158	4,916
1989	313	353	179	347	818	452	376	360	473	262	139	119	4,191

Teacher Recruitment EXPO

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina’s short-term recruitment needs. The 15th annual job fair was held in Columbia, South Carolina, June 9, 2003. The EXPO was co-sponsored by CERRA, the South Carolina Association of School Administrators – Personnel Division (SCASA), the State Department of Education’s Division of Teacher Quality and the State Department of Education’s Office of Teacher Certification. Ann Byrd of CERRA and Robert Scarborough of SCASA served as co-chairs of the 2002-2003 EXPO.

The Center assumed responsibility for all state and national publicity, including media contacts and answering over 1,000 mail and telephone inquiries. During the EXPO event, CERRA staff members sponsored an on-site booth where teachers were encouraged to apply online or complete a hard copy of the online teacher application. Staff members provided general staff support for the workshop and published the EXPO Teaching Vacancy list.

Fifty-seven South Carolina school districts took part in the EXPO, with more than 1,000 teachers registering from 37 states and six foreign countries. The 2003-2004 EXPO will be held in Columbia on June 14, 2004.

Phone & Web Site Responses to Newspaper Ads

Year	2003	2002	2001*	2000*	1999*	1998*	1997*	1996*	1995	1994
Totals	396 2,575*	1,191* 1,174#	1,040	729	537	876	567	2,536	3,996	1,888

* CERRA Web site access (www.cerra.org)

CERRA phone access

Responses by Location Where Newspaper Ads Were Placed

1) South Carolina.....149	11) Illinois9
2) New York.....50	12) West Virginia.....8
3) North Carolina.....75	13) Maryland.....7
4) Florida.....19	14) Kentucky.....5
5) Pennsylvania.....14	15) Tennessee.....4
6) Ohio.....12	16) Connecticut2
7) Alabama11	17) Massachusetts.....2
8) Georgia.....10	
9) Texas.....10	
10) Virginia10	Web Hits.....7,534

EXPO Participation Rates of Districts and Applicants

	2	2	2	2	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	9	9	9	9	9	9	9	9	9	9
	0	0	0	0	9	9	9	9	9	9	9	9	9	9
	3	2	1	0	9	8	7	6	5	4	3	2	1	0
# Districts Attending	57	50	64	61	59	59	54	54	49	43	52	55	64	59
% of SC districts	67%	58%	74%	71%	69%	69%	63%	63%	54%	47%	57%	60%	70%	65%
# EXPO Applicants	1,080	1,242	1,283	729	332	421	493	752	721	870	791	1,119	848	371

Retention & Teacher Quality

South Carolina's goal for our state is to guarantee that every student in the State's public schools has a competent, caring teacher. The goal for the teaching profession is to have a teacher workforce composed of teachers who are experts in their subject area, well-paid, supported with ongoing high quality professional development and held accountable for the results they produce. These goals will become more challenging as South Carolina raises standards for those who are seeking to become teachers.

Attrition

In addition to looking for more ways to recruit teachers, South Carolina's school districts must find ways to retain the teachers they have. On average, one-third of the teachers in the state leave teaching after just five years in the classroom. This number is even higher in subject areas where there are already critical shortages (e.g., math, science, special education). The demands on school districts to induct this large number of teachers and orient teachers on the goals of the district are time consuming and drain resources that could be spent on instruction.

Attrition Rates of SC teachers	
16.7 %	leave after first year of teaching
27.5%	leave after three years of teaching
33.5%	leave after five years of teaching

Due to the above facts, CERRA initiated a new effort to address the retention issue. The goal of the retention efforts is to reduce the number of teachers who leave the classroom during their first five years of teaching.

South Carolina's recruitment and retention efforts coincide with a national movement to improve the quality of teachers. Recent studies have concluded that teacher expertise is the single most important factor influencing student learning. Teachers who are fully prepared and certified in both their discipline and in education are more highly rated and successful with a wide range of students than are teachers without preparation (Darling-Hammond, 1996). Unfortunately, out-of-field teaching is common in areas where shortages exist.

Salary

Salaries influence potential teachers to pursue or not pursue entering the profession, teachers who stay in the profession and those who return after leaving (Fly, 1997). According to Hanushek and Rivkin (1997), "...rising labor market wages for both college-educated men and particularly, women, have reduced teacher supply." Teachers in shortage areas such as chemistry, physics and math have the shortest lengths of teaching because they can command higher salaries in business. In a 1989 study conducted by Murnane and Olsen, teachers who scored higher on the NTE had shorter lengths of stay in teaching. The 1998 Report of Teacher Supply and Demand in the United States concluded, "Funds allocated to teacher salaries create an environment that increase the probability teachers will stay in the district."

2002-2003 Teacher Salaries	
	AVERAGE SALARY
South Carolina	\$40,027
United States	\$45,822 (NEA estimate)
Southeastern average (as of January 2003)	\$41,178 (estimated from NEA for the 16 states in the SREB regional area)

South Carolina averages	Bachelor's degree	Master's degree
Beginning teacher	\$27,238	\$31,404
20 years experience	\$42,038	\$47,401

Source: SC Dept. of Education; salary averages as of January 2003

In a national opinion poll conducted by Recruiting New Teachers, and public opinion analyst Lou Harris in 1998, the public indicated that quality teaching is the basic building block of better schools, and that better teachers are the key to the American dream. The quality and caliber of teachers was selected as having the "greatest influence on student learning" by more than half (55 percent) of the American people (Recruiting New Teachers, 1998). According to former U.S. Secretary of Education Dick Riley, "A growing number of school districts are throwing a warm body into the classroom, closing the door, and hoping for the best. This is not the way to reach high standards." If South Carolina wants to achieve the goals that have been set forth in the Education Accountability Act of 1998 and the No Child Left Behind Act of 2002, future teachers will need to be the best prepared our state has ever known.

Mentoring

Overview

Not only recruiting good teachers, but retaining those teachers is a challenge we face in maintaining quality education in our classes across the state. Extensive research shows that quality mentoring is an effective way to help attract, develop and retain teachers; therefore, CERRA has launched an initiative to emphasize the importance of mentoring our new teachers. CERRA has helped raise awareness on this issue to administrators, teachers and policymakers through presentations, workshops and trainings based on research data and evidence on mentoring models. CERRA has actively partnered with the Division of Teacher Quality of the SC Department of Education to research and study mentoring models and to develop an extensive mentor model for the state of South Carolina. CERRA will continue to offer support, guidance and information to all districts on current mentoring information.

In addition to the activities mentioned above, Center staff members met with district administrators, beginning and veteran teachers, mentors and teaching organizations to help keep educators aware of the need for a strong, solid mentoring program in our state. Time was also spent working with mentors to increase their coaching skills and with classroom teachers sharing best practices. Through presentations, meetings and contacts, over 800 educators from across the state were given opportunities to receive information, network and/or lead in mentoring efforts this year.

Trainings & Workshops

- In the summer of 2002, two members of CERRA staff became trainers in the Santa Cruz New Teacher Center's *Foundations in Mentoring* model. A grant received from BellSouth made it possible for CERRA to offer two-day trainings to 100 teachers at three locations across the State: Columbia, December 6 & 7; Myrtle Beach, February 7 & 8; and Rock Hill, April 25 & 26.
- Through grants from Washington Mutual and State Farm, CERRA was able to hold its first Accomplished Teacher Network Mentoring Workshop at the BellSouth building in Columbia on March 12, 2003. This workshop gave 80 mentors from across the state the opportunity to network and share strengths and weaknesses of the three mentoring models currently being piloted across South Carolina. They also received an update from Dr. Barnett Berry of the Southeast Center for Teaching Quality about the retention of teachers on the state and national levels. Members of the State Mentoring and Induction Committee were also present to gather data to be used in developing the South Carolina Mentoring Model.

Partnership Initiatives

A partnership between the Division of Teacher Quality (DTQ) of the State Department and CERRA was established to provide leadership in statewide mentoring efforts. Representatives from the Center have worked with the DTQ to implement the programs outlined below.

Cognitive Coaching™ is a major initiative of this partnership. Cognitive Coaching, a nationally recognized model, is a supervisory/peer coaching model with a defined set of strategies that capitalizes upon and enhances cognitive processes. This model invites others to shape and reshape their thinking and problem-solving capacities. One goal is to have an in-state certified team of trainers in order to implement Cognitive Coaching throughout the state.

Seventy-two educators from across the State have participated in this eight-day training and eight participants are currently involved in the processing stage to become qualified to pursue Cognitive Coaching Certification. A third cohort of educators will begin the eight-day training this summer with a fourth group beginning Fall 2003.

Throughout the year, the **Mentoring and Induction Committee**, made up of representatives from the Center, the Division of Teacher Quality, classroom teachers, administrators and higher education representatives have met to develop a mission statement, goals and detailed plans for creating an active and effective mentoring program for all new teachers in our State. This work is still underway with hopes of having it ready for implementation during the 2004-2005 school year. In addition to the Mentoring Committee, which met four times throughout the year, a Mentoring Task Force was established in order to get additional input from mentors on the plan the committee is developing.

Teacher Forum

Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, to give teachers a voice in educational issues that teachers face today at all levels and to impact the professional development of other teachers by encouraging its members to facilitate the development of leadership skills among their peers.

Local Teacher Forums (Local School Districts)	South Carolina State Teacher Forum (Rock Hill, SC)	National Teacher Forum (Washington, DC)
<i>Sponsor.</i> Local Districts	<i>Sponsor.</i> South Carolina Center for Educator Recruitment, Retention, and Advancement	<i>Sponsor.</i> Council of Chief State School Officers (CCSSO)
<i>Chair.</i> Current/Former District Teacher of the Year <i>Comprised of</i> Current & Former School-Based Teachers of the Year within Respective School Districts	<i>Chair.</i> Current State Teacher of the Year <i>Comprised of</i> Current District Teachers of the Year representing the state's respective school districts	<i>Chair.</i> Current National Teacher of the Year/ Program Coordinator <i>Comprised of</i> Current State Teachers of the Year representing the nation's respective states

Structure

The State Teacher Forum is comprised of 13 members elected at-large during the South Carolina Teacher Forum (SCTF) Winter Workshop, as well as the four Honor Roll Teachers who may serve for one year. The SCTF is chaired by the current South Carolina Teacher of the Year. The former teacher of the year, following his/her residency, serves in an advisory position on the State Teacher Forum Leadership Council. Membership is voluntary and non-partisan. The State Teacher Forum is unaffiliated with any other teacher organization in the State. Membership is limited to district teachers of the year.

Responsibilities

Membership in the State Teacher Forum is an opportunity for teachers to participate in discussions on national, state and local educational issues; network with teaching colleagues; work on targeted goals to improve the profession; promote teacher leadership; devise strategies to

introduce, train and familiarize teachers to leadership roles; and partner with key educational stakeholders.

Additional responsibilities include supporting the formation of local forums; sponsoring instructional and recruitment fairs and workshops for pre-, in- and post-service teachers; solicit district-level support from district offices across the State; and partner with the media disseminating positive images of teaching and teachers and serving as “experts” in response capacities about education issues.

Forum members also support the diverse repertoire of programs sponsored by the Center for Educator Recruitment, Retention, and Advancement (particularly the ProTeam, Teacher Cadet and Teaching Fellows Programs). Annually, they sponsor a silent auction to raise proceeds for the Teacher Cadet Scholarship Fund.

2002-2003 Goals and Strategies

Define “Mentor Model” for Teachers

- Share positive strategies
- Provide professional development
- Allow experts to share best mentoring practices
- Provide networking opportunities
- Create panel discussions/workshops on outstanding programs

Build collaborative partnerships between teachers and stakeholders

- Update teachers on *No Child Left Behind* federal legislation
- Offer public speaking strategies and tips from a media consultant
- Establish network group between higher education and districts
- Provide strategies for teachers to network with local, state and national policymakers

Use the expertise of accomplished teachers to facilitate professional development of peers

- Provide teachers information on how to begin a local district teacher forum
- Explore the research concerning “Teacher Leadership” with schools and districts
- Network with other accomplished teachers throughout our State to share best practices

2002-2003 Activities

The SCTF Leadership Council and State Forum achieved several notable goals for the 2002-2003 school term. Members successfully sponsored and/or implemented the following:

2002-2003 Leadership Council Training, June 2002

Under the leadership of the newly selected Teacher of the Year, the Leadership Council convened in Rock Hill, June 4-6, 2002, to determine the goals for the year, and begin workshop planning for the two scheduled networking workshops slated for the year. During this session, the Council engaged in team building, Professional Development Model (PDM) methodology, and goal-setting activities. At the close of the retreat, the Council established a schedule for subsequent meetings.

Fall Workshop, September 30, 2002

The SCTF sponsored the 2002 SC Teacher Forum Fall Workshop on Monday, September 30, 2002, at the Richland County Public Library – Main Branch. The workshop theme, developed out of the SCTF Leadership Council’s quest for teachers to find their public voice was *“Teachers . . . Heroes on an Incredible Journey.”*

Fifty-nine District Teachers of the Year participated to network with SCTF Leadership Council Members and CERRA staff members, to work on the 2002-2003 State Forum goals and mission and to learn how to implement the established goals and enhance their local school communities.

Christi McCollum, 2003 SC State Teacher of the Year and Chair of the SCTF, facilitated the training. Special guests included Dr. Janice Poda, Senior Director of the Division of Teacher Quality, who informed the District Teachers of the Year of the current updates regarding the federal legislation No Child Left Behind.

Winter Workshop, February 2003

The SCTF hosted the 2003 Winter Workshop February 5-7, 2003, at the Springmaid Beach Resort and Convention Complex in Springmaid Beach. Sixty-two District Teachers of the Year attended. Additionally, a host of other special guests, including various state-level policymakers, SC State Department of Education officials and members of South Carolina’s higher education faculty were in attendance. The workshop theme was once again *“Teachers . . . Heroes on An Incredible Journey.”*

The goals of the workshop were to celebrate these accomplished and outstanding teachers, expose them to the established goals, allow them time to exchange ideas and practices and focus on teacher leadership in South Carolina and their role as teacher leaders. Each teacher was given an opportunity to reflect on these goals and then formulate their role as teacher leaders once they return to their perspective districts across our State. Distinguished author and speaker Roland Barth led teachers in a one-day training on teacher leadership where teachers were actively engaged in defining teacher leadership in South Carolina and what we, as educators, need to do to have a more positive impact on education.

The silent auction is an annual event to help raise funds for the Center for Educator Recruitment, Retention, and Advancement’s Teacher Cadet Future Educator Scholarship. The money collected at our annual ProTeam/Teacher Cadet Professional Development Workshop’s silent auction is

combined with money raised at the SCTF Winter Workshop to support the scholarships. This year, Teacher Forum members supported this venture by soliciting items for bidding, donating an array of items for bidding and actively participating in the auction. The Silent Auction sponsored during the Winter Workshop generated funds combined with the CERRA Fall Workshop to offer four \$1,000 scholarships to Teacher Cadets who plan to teach. The 2003 Winter Workshop brought in \$2,061 for the fund.

Incentives/Business Partnerships

The SCTF Leadership Council and South Carolina Teacher Forum have truly benefited from the out-pouring of support from the statewide business community. Businesses were contacted throughout the year soliciting support for the Leadership Council, teachers across the state and the Teacher Forum in a variety of manners. Businesses provided incentives for the District Teachers of the Year for both the Fall and Winter Workshops, provided gift items for Leadership Council Members at all of the Leadership Council meetings and donated items to comprise the workshop bags. Special appreciation is extended to the following businesses for their support of public education and our state's teaching force: BellSouth; Carowinds Paramount; Creative Memories; Dollywood Theme Park; Kay White, Consultant; M'Bellish Jewelry; Outback Steak House; Pampered Chef; Patti Smith, Consultant; Peddler's Porch Fine Gifts; R. L. Bryan; Richland County Public Library; Riverbanks Zoo and Gardens; South Carolina Aquarium; South Carolina Department of Education's Division of Teacher Quality; South Carolina State Museum; Springmaid Beach Resort and Conference Center; Southern Living at Home; Southern Traditions; St. Thomas Gallery; The State Library.

Teacher of the Year Initiatives

Teacher Recruitment and Retention

- Speaker at elementary schools and middle schools across the state to cultivate student interest in the teaching profession (James Island Middle, Bookman Road Elementary, Lake Forest Elementary, Stiles Point Elementary, South Middle School, and Clemson Elementary)
- Special Guest/Speaker, Local Teacher Forum meetings across South Carolina (Richland Two, Lexington One, Aiken, Charleston, Rock Hill Three, Orangeburg Five, Greenwood 50, Kershaw County and Dorchester Two)
- Advocated minority recruitment, teacher leadership and National Board Certification
- Speaker at Teacher Cadet/Pro Team Classes and receptions in South Carolina (Rock Hill High, South Middle School, James Island Middle, James Island High, Ft. Mill High and Richland Northeast High)
- Speaker to Teacher Cadets at College/University Days (Anderson College, USC-Columbia, USC-Aiken at Beaufort, Lander University, The Citadel, Presbyterian College and Winthrop University)
- Keynote Speaker, Richland School District Two Junior Scholars Ceremony

Teacher Leadership

- Represented South Carolina in the National Teacher of the Year Program
- Speaker, Center for Educator Recruitment, Retention, and Advancement National Board Candidate Summer Retreat
- Participated at the 2003-2004 State Teacher of the Year Banquet
- Presented Workshop on Teacher Leadership - Teacher Forums across the state
- Served as Speaker/Participant at the 2003 South Carolina School Boards Association Annual Conference
- Keynote speaker at the 2003 South Carolina ASCD (Association for Supervision and Curriculum Development) Conference
- Speaker for Richland School District Two's Induction Teachers
- Participated in the National Teacher Forum and Southeastern Regional Vision for Education (SERVE) meetings

- Initiated bringing together accomplished teachers from across the state to form the South Carolina Accomplished Teacher Forum

Education Advocacy

- Keynote Speaker for Leadership Columbia for the Greater Columbia Chamber of Commerce
- Featured interview on the Andy Thomas Syndicated Radio Show
- Radio interviews on WVOC radio, WCOS radio and WMHK radio discussing current education issues such as teacher quality, teacher leadership, recruitment, accountability and community involvement
- Featured interview on “Reading with Rachel” radio show
- Television interviews on WIS-TV, WOLO, WLTX, and FOX-57 TV focusing on role as South Carolina’s Teacher of the Year
- Featured reader at WIS-TV “Back to School Bash”
- Numerous interviews with *The State* newspaper and other local newspapers from across South Carolina

Political Partnerships

- Met with SC Senator Warren Giese discussing education issues and policy affecting education in SC
- Met with US Congressman Joe Wilson in Washington to discuss education issues and policy affecting education in SC
- Met with US Senator Lindsay Graham in Washington, DC to discuss education issues and policy affecting education in SC
- Met with US Congressman Gresham Barrett in Washington, DC to discuss education issues and policy affecting education in SC
- Keynote Speaker for SC School Administrators Summer Leadership Conference
- Served on the statewide Uniform Start Date Task Force
- Served on the statewide *No Child Left Behind* Task Force
- Served on the statewide Middle School Certification Task Force
- Served on the statewide Mentoring Committee
- Served on Governor Jim Hodges Education Roundtable Committee
- Served on the statewide Character Education Report Card Committee

Higher Education Partnerships

- Keynote speaker at the National Professional Development Schools conference in Orlando, Florida
- Presented at College Partner days with state universities and Teacher Cadet Classes (Anderson College, USC-Columbia, The Citadel and Lander University)

Business Partnerships

- Guest Speaker, numerous Rotary Clubs and other Civic Groups
- Keynote Speaker for Leadership Columbia for the Greater Columbia Chamber of Commerce
- Speaker at Business Partner Luncheon for SC TOY Banquet pledge luncheon at the Governor's Mansion
- Speaker at Columbia Chamber of Commerce Board of Directors Luncheon

Cultural/Community Partnerships

- Honorary Chairperson/Spokesperson, *Red Kettle Holiday Campaign* sponsored by the Salvation Army
- Partnered with Salvation Army and distributed toys, food and clothes to needy families statewide during the holiday season
- Featured speaker at the Inferno Hockey Game Half time show

Faith-based Partnerships

- Keynote speaker at the South Carolina Baptist Leadership Conference/Retreat for college students
- Speaker at Winthrop University's Baptist Campus Ministry

Professional Growth Opportunities

- Participant in Cognitive Coaching Training
- Participant in Santa Cruz Foundations on Mentoring Training
- Participant in Smarter Technologies Training
- Participant in PATHWISE™ Training

Board Certification Support

The National Board for Professional Teaching Standards™ (NBPTS) is a national effort to develop professional standards for teaching. It is a voluntary process developed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice.

Five core propositions guide the development of standards and assessments:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Certification signifies that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance based assessments. Assessment is based on two parts. First, candidates complete an extensive portfolio on classroom practice, professional growth and community involvement. Candidates then complete a one-day written assessment on the selected certification/content area.

Subsidy grant funding

CERRA, in collaboration with the SC Department of Education, submitted a grant proposal in 1998 to NBPTS for funding to assist teachers seeking National Board Certification. CERRA now receives annual subsidy grant funds for teachers.

The amount of the 2002-2003 funding was \$92,000, and, with permission of NBPTS, the entire amount was used to fund fees for retakes for NBC candidates who received scores in November 2002 and who chose to retake entries not meeting the standards. Candidates applied in January 2003 and were given the opportunity to receive \$300, the amount necessary to retake one entry.

This year the grant was used to assist current NBPTS candidates who had banked their scores and were in the process of retaking exercises to achieve Board Certification. More than 749 teachers completed the grant application process and 306 were randomly selected to receive a \$300 grant to assist with NBPTS fees.

Recruitment of candidates was through the dissemination of information to NBPTS candidates and district liaisons. Written information on NBPTS, a flier for the Candidate Subsidy Program

and CERRA's toll free number for questions provided needed information to interested teachers. Candidates were able to apply for this opportunity online.

Working with candidates in South Carolina: The NBC loan & support

In June 2001, the South Carolina General Assembly provided funding for candidates who teach in SC public classrooms to borrow for the assessment fee of up to \$2,300 to apply for National Board Certification (NBC) for 2001-2002. Candidates teaching in South Carolina who submitted a scoreable portfolio would have one-half of the borrowed assessment fee (up to \$1,150) and interest forgiven. The other half of the assessment fee and interest would be forgiven if the candidate becomes National Board Certified within three years of receiving the loan. The Center for Educator Recruitment, Retention, and Advancement serves as administrator of the assessment fee loan.

In addition, this legislation called for a salary increase of \$7,500 annually for National Board Certified Teachers (NBCTs) for the life of the NBPTS certificate (ten years). Many school districts are offering incentives and support beyond the ones described above including additional salary increases, professional leave to work on portfolios, support seminars and workshops and graduate level courses designed to assist candidates with portfolios and preparation for the assessment center activities. Current legislation also allows waiving recertification requirements for SC NBCTs and offers reciprocity for NBCTs moving in to South Carolina from other states.

As a result of this legislation and support, CERRA received over 2,000 requests for applications for the NBC Loan. Over 1,300 teachers received funding through this program and are currently first-time candidates for National Board Certification. South Carolina is currently a leader in incentives and support for candidates and third in the nation in the number of NBCTs.

In addition to the SC NBC Loan, CERRA has also been responsible for the administration of the federal Candidate Subsidy funds. Recruitment of candidates has been through the dissemination of information to teachers, administrators, education organizations, school districts and institutions of higher education. Written information on NBPTS, a flier for the Candidate Subsidy Program, CERRA's toll free number for teacher and administrator questions, and the CERRA Web site provide needed information to interested educators. Educators in a variety of fields were contacted through SC organizations: Friends of Education, Teacher Cadet and ProTeam teachers, Teacher Forum members, SC Association of School Administrators, Palmetto State Teachers Association, The SC Education Association, and SC Friends of NBPTS, among others.

CERRA serves as the state's clearinghouse for information on NBPTS and the SC NBC Loan and is working closely with NBPTS Outreach staff members to publish and promote current and accurate information for educators in South Carolina.

CERRA continued to strengthen collaboration with school districts and generate interest in National Board and candidate support by maintaining a network of National Board liaisons from all 85 school districts. Meetings were held periodically to share updates, promote teacher leadership and enhance professional development for all teachers.

Nationally, the number of NBCTs has risen from 16,057 to 23,926. South Carolina currently has 2,356 teachers who are National Board Certified. These NBCTs include former SC Teachers of the Year, ProTeam/Teacher Cadet instructors, CERRA Teachers in Residence and the CERRA

Director. In addition, Kathy Schwalbe, an NBCT, currently serves as Program Director for Retention (Mentoring and National Board Certification Support).

Schwalbe and other NBCTs on staff made presentations for school districts, higher education institutions, education organizations and local Teacher Forums during the 2002-03 school year. Topics included awareness information, candidate support and workshop activities to assist teachers who were participating in the process this year or planning to participate in the future. All presentations and materials have been made available to teachers, administrators, school district personnel and higher education faculty members requesting information on National Board Certification.

Other accomplishments:

- Two Diversity Recruitment meetings held to encourage NBCTs and HBCUs to assist in recruiting and retaining NBC candidates of color
- Presentation at the SC PTA Conference
- Presentation at the SCASA Personnel Division Conference
- Held three Candidate Support Retreats for approximately 220 teachers
- Held a Bankers' Retreat for 75 retake candidates
- Program Director Kathy Schwalbe featured as session presenter at the 2002 NBCT Conference
- Ann Byrd and Kathy Schwalbe served as members of the NBPTS Network Advisory Committee
- Produced a video in collaboration with the Division of Teacher Quality titled *Inside South Carolina Classrooms: A Closer Look at National Board Certified Teachers*

Board Certification Network of South Carolina Educators

Mission: The mission of the Board Certification Network of South Carolina Educators (BCNSCE) is to provide a forum that allows supporters of the National Board for Professional Teaching Standards (NBPTS) the opportunity to disseminate information about the NBPTS certification process; recruit and support NBPTS candidates; serve as positive voices for educational reform and professional development; participate in action-based research directly linked to K-12 teaching and learning; and, most importantly, raise the level of teacher quality in order to raise the level of student achievement in South Carolina's public schools.

In 1999, SC National Board Certified Teachers joined together to form the Board Certification Network of South Carolina Educators. The BCNSCE has a Policy Board made up of veteran and newly certified NBCTs, staff members of CERRA, the director of the Division of Teacher Quality (SDE), the Governor's Director of the Division of Education and NBPTS Outreach staff member Karen Garr. Kathy Schwalbe, Program Director, serves as chair. The Policy Board members participated in a planning retreat in June 2002 and created a slate of goals for the year. Policy Board members held four regular meetings in 2002-03.

In 2000, a Task Force, consisting of NBCTs, SDE representatives, business leaders, college/university representatives and legislative policymakers was formed. The Task Force currently serves as an advisory body to the Policy Board and meets with the Policy Board when requested. The Task Force members joined the Policy Board for one meeting in 2002-03.

In addition to the support from various educational groups, State Farm Insurance has also shown commitment to excellence in teaching by providing funds earmarked for National Board Certification. Not only does State Farm provide a scholarship for the payment of the assessment fee for an SC classroom teacher, it also has become an active partner with CERRA for the encouragement and support of NBC Candidates in South Carolina. State Farm Public Information Officer Bruce White serves as a Task Force member and hosts Policy Board and Task Force meetings at the State Farm facility in Columbia. In March, State Farm awarded CERRA \$5,000 for the creation of NBCT Training for Awareness and Candidate Support efforts.

Other funding was donated by Duke Power for the specific purpose of supporting teachers in their state service areas at the Candidate Support Retreats offered in July 2002.

Other accomplishments:

- Revised "National Board Certification Candidate Support Guidelines" and provided copies for all SC NBCTs and District Liaisons
- Blended goals with the South Carolina Teacher Forum Leadership Council (teaching quality, teacher leadership and mentoring) to create the Accomplished Teacher Network

Communications

Mission: The purpose of CERRA communications is to recognize outstanding programs and individuals within the CERRA network, while informing readers about the programs and issues relevant to CERRA

CERRA Web Site

On July 1, 2003, the CERRA Web site was unveiled following a complete redesign. The CERRA Web site upgrade included incorporating the use of Flash technology and the Center's newest logos.

The use of this technology enables the Center to reach more people who are seeking South Carolina teacher recruitment and retention information. The site has information about all the Center's programs including ProTeam, Teacher Cadet, Teaching Fellows, Teacher Leaders, Teacher Educators, Recruitment Partnerships and Job Bank. A link to the South Carolina Online Teaching Application (www.winthrop.edu/scteach) provides easy access for any interested teacher candidates. With the assistance of Adobe Acrobat Reader, the latest *CenterPoint* newsletter and other archived reports and publications are accessible on the Web site.

Annual Report

The 2002-2003 CERRA Annual Report was printed in August 2003. The comprehensive 60-page publication detailed the Center's teacher recruitment and retention programs and research results for the 2002-2003 year.

CenterPoint Newsletter

During the final quarter of the 2002-2003 fiscal year, plans were put into place to begin monthly circulation of the *CenterPoint* Newsletter. Each issue of the newsletter will consist of signature columns and feature articles produced by CERRA staff. Printed in an 11x17 tabloid format, the newsletter will also be available as a Portable Document Format (PDF) on the CERRA Web site.

Articles are planned to serve a variety of purposes:

- To announce (upcoming events, winners of awards)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)
- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condense content from articles, productions, conferences)

- To persuade (evidence that a technique is worthy of support)
- To entertain (humorous anecdotes, captions)
- To request (information or suggestions pertaining to CERRA activities)

Recipients of the newsletter will be encouraged to share or post each issue to benefit fellow faculty members and administrators within schools and colleges, legislators and other education stakeholders. The *CenterPoint* newsletter is mailed to CERRA network teachers, policy board members and other interested education professionals in South Carolina and out of state.

National Board

The Guidelines of the Board Certification Network of South Carolina Educators (BCNSCE) Candidate Support were revised and redesigned in June 2003 for its second edition. The publication is a 16-page, two color, glossy paper magazine style. When created in 2001, this was the first publication of its kind in the nation.

Teaching Fellows Poster

In September, 2002 a Teaching Fellows poster for recruitment was updated to highlight the locations of Teaching Fellows Institutions, the deadline for application and contact information. The poster was distributed to every high school in South Carolina.

College Helpline (CHL) Newsletter Revision

In the fall of 2002, the CHL newsletter was revised to update information and make the publication easier to read and use as a resource. This was mailed to all high schools and distributed widely through the visits of Teachers in Residence to Teacher Cadet classes across the state. An updated version of the newsletter was distributed in the Spring of 2003.

Laine Communications

A collaborative effort among CERRA – South Carolina, the State Department of Education’s Divisions of Teacher Quality and of Career and Technology Education, and the SC Association of School Administrators initiated a comprehensive marketing plan to create a streamlined communications program for recruitment and retention. As a result of this collaboration, CERRA incorporated a number of marketing and public relations strategies into its mission: changing the name and identity of the Center to more accurately reflect the mission of the organization; hiring a public information coordinator to replace an existing program director vacancy; creating updated print media materials designed to recruit and retain teachers in South Carolina; and strengthening the understanding of the general public about the cooperative relationship and collaboration of the above agencies’ services to the State’s education system.

2002-2003 CERRA Budget

Center for Educator Recruitment, Retention, and Advancement	2003-2004 Budget	2004-2005 PROPOSED Budget
Office Salaries & Fringes (12 employees)	\$529,194	\$529,194
Office Support	\$175,838	\$175,838
Policy Board/Task Force	\$5,750	\$5,750
Staff Travel (12 employees)	\$22,000	\$22,000
Teacher Leaders (Forum & Nat'l Board)	\$68,306	\$68,306
EXPO/Online Application	\$20,000	\$20,000
Teacher Cadet Program	\$225,830	\$225,830
Teacher Educators	\$73,650	\$73,650
ProTeam Program	\$84,710	\$84,710
College Helpline (includes Teaching Fellows)	\$4,173,631	\$4,173,631
Minority Recruitment	\$45,806	\$45,806
Marketing/Publications	\$139,300	\$139,300
Retention	\$50,306	\$50,306
Supply & Demand	\$21,653	\$21,653
Target Recruitment	\$25,153	\$25,153
TOTAL EXPENDITURES	\$5,661,127	\$5,661,127

CERRA EDUCATOR RECRUITMENT TASK FORCE

The purpose of the South Carolina Educator Recruitment Task Force is to serve as the main advisory body for the Center for Educator Recruitment, Retention, and Advancement (CERRA). Members of the Task Force represent state agencies, professional organizations, universities and businesses from around the state.

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CERRA EDUCATOR RECRUITMENT POLICY BOARD

The purpose of the South Carolina Educator Recruitment Policy Board is to serve as the chief advisory body. The members are elected from the South Carolina Educator Recruitment Task Force. The Policy Board acts on behalf of the Task Force to serve as a special advisory group to the Chairperson and the CERRA Director.

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