



South Carolina Commission on Higher Education

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CAAL
05/05/11
Agenda Item 5

May 5, 2011

MEMORANDUM

To: Dr. Bettie Rose Horne, Chair, and Members of the Committee on Academic Affairs and Licensing

From: Dr. T. Michael Raley, Director of Academic Affairs and Licensing 

Consideration of Awards for Centers of Excellence (Teacher Education) Competitive Grants Program, FY 2011-12 (New and Continuing)

Background

The purpose of the Centers of Excellence (Teacher Education) grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the Center's specific area of expertise.

Requests for Proposals for Centers of Excellence for the FY 2011-12 project year were issued to all eligible public and private four-year institutions with teacher education programs in September 2010. At the request of the Education Oversight Committee, proposals were requested that focus on teacher effectiveness. Five proposals were received for consideration:

- Claflin University
Center for Excellence: The ELL Professional Development
- Coastal Carolina University
Center for Research and Evaluation
- College of Charleston
Center of Excellence for 21st Century Learning
- Lander University
The Center for Effective Teaching in Montessori Education
- The Citadel
The Citadel STEM Center of Excellence

A Review Panel (**Attachment 1**), consisting of one representative from the Department of Education, one representative from the Middle Level Teacher Education Initiative, one representative from the Education Oversight Committee, representatives from Centers of Excellence, and one staff member from the Commission on Higher Education, was appointed to review the proposals and to make recommendations. The Panel was chaired by Dr. Nancy Healy, a professor from the Georgia Institute of Technology. The Panel Report is attached (**Attachment 2**).

Review Panel Recommendations

The Review Panel met on February 16, 2011, to receive presentations from the representatives from each institution and discuss the merits of each proposed center. The panel's recommendation is to fund the proposed center from Claflin University. The panel members conducted a lengthy discussion about the proposals and concluded that the proposed center from Claflin University rated the highest in the panel's discussion. The purpose of the Center of Excellence for English Language Learners Professional Development (The ELL Center) is to provide professional development and training for both inservice and preservice teachers in target school districts for teaching diversity and working effectively with the English Language Learners (ELL). The ELL Center will provide professional development activities that combine research and service. It will target teachers in three Orangeburg Consolidated School Districts (OCSD 3, 4, and 5) as well as teacher education majors at Claflin University. Claflin University received a grant from the National Professional Development (NPD) program funded by the U.S. Department of Education that provided professional development to preservice teachers working with ELL students. The curriculum for inservice training presented in the Centers of Excellence proposal will expand beyond that used in the NPD program and will consist of a six-part curriculum that will include ESOL standards and legal basis for instructing ELL; Principles and strategies for teaching ESOL; Linguistic and cultural diversity in education, teaching and reading and writing to limited English proficient students; Teaching English through content area subjects; and Testing and assessment of student performance. The proposal provided a well-articulated plan for expanding the program beyond Orangeburg County School Districts beginning in year three of the project.

The proposed centers from Coastal Carolina, College of Charleston, Lander University and The Citadel had notable goals, objectives, and potential, but the panel was charged with selecting the proposal it felt had the most promise to fulfill the purpose of the *Center of Excellence Program Guidelines* and to improve teacher effectiveness in South Carolina. In FY 2010-11, the S.C. General Assembly approved the Commission's request for an appropriation of \$536,853. With three centers in the third and fourth years of funding (**Attachment 4**), funding is available for only one new Center for FY 2011-12.

The non-funded project proposals have been referred to the Commission's *Improving Teacher Quality Competitive Grants Program*, a federally funded program to provide professional development in increasing content knowledge to K-12 teachers in high-need school districts. The institutions proposing these projects have been urged either to adapt their proposals to the requirements of that program and submit them for funding or to revise the proposals and resubmit them to next year's Center of Excellence (Education) competition.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing accept the Review Panel's recommendation and approve a new Center of Excellence (Teacher Education) award to Claflin University to establish the Center of Excellence in English Language Learner Professional Development (ELL) in the amount of \$132,555, pending submission of 1) a revised budget; 2) a revised timeline for professional development; and 3) response to staff questions.

The staff further recommends that the Committee on Academic Affairs and Licensing accept the staff's recommendation and approve continued funding for Clemson University, the College of Charleston, and the University of South Carolina-Aiken, pending submission of formal budget requests for FY 2010-11 and final reports for FY 2009-10.

Attachment 1: Review Panel Members
Attachment 2: External Chair Panel Report
Attachment 3: Continuing Centers of Excellence

**Centers of Excellence
FY 2011-12
Review Panel
February 16, 2011
8:30 am – 5:00 pm**

<p>Dr. Nancy Healy – Chair</p> <p>National Nanotechnology Infrastructure Network Education & Outreach Coordinator 791 Atlantic Dr. NW/MiRC Georgia Institute of Technology Atlanta, GA 30332 404-385-4307 (O) 404-867-0895 (c) 404-894-5142 (f) nancy.healy@mirc.gatech.edu</p>	<p>Mark A. Bounds</p> <p>Deputy Superintendent Division of Educator Quality and Leadership South Carolina Department of Education 3700 Forest Drive, Suite 500 Columbia, SC 29204 803-737-3150 MBounds@Leaders.ed.sc.gov</p>	<p>Dr. JoAnne Anderson</p> <p>Executive Director Education Oversight Committee PO Box 11867 Room 227 Blatt Bldg. Columbia, SC 29211 803-734-6148 jander@eoc.state.sc.us</p>
<p>Dr. Fred Splittgerber</p> <p>Grant Coordinator Middle Level Teacher Education Initiative 124 Buckhead Drive Irmo, SC 29063 H: 803-234-6649 C: 803-447-7749 fredusc@aol.com</p>	<p>Dr. Calvin Williams</p> <p>Director, Center of Excellence in Mathematics and Science Education Clemson University O-323 Martin Hall Clemson, SC 29634 864-656-5241 calvinw@ces.clemson.edu</p>	<p>Dr. Jeffrey M. Priest</p> <p>Dean, School of Education University of South Carolina Aiken 471 University Parkway Aiken, SC 29801 803-641-3269 (office) 803-641-3698 (fax) jpriest@usca.edu</p>
<p>Dr. John K. Luedeman</p> <p>Professor Emeritus of Mathematical Sciences and Teacher Education Clemson University 110 Shorecrest Drive Seneca, SC 29672 864 882-6735 (H) 864 650-4599 (C) luedem_j@bellsouth.net</p>	<p>Dr. Cindy Johnson-Taylor</p> <p>Chair, Department of Education Newberry College 2100 College Street Newberry, SC 29108 803-321-5206 (office) 803-940-3538 (mobile) 803-753-0880 (fax) Cindy.Johnson-Taylor@newberry.edu</p>	<p><u>Staff Support:</u></p> <p>Dr. Paula Gregg Program Manager Academic Affairs and Licensing Commission on Higher Education 1333 Main Street, Suite 200 Columbia, SC 803-737-2246 pgregg@che.sc.gov</p>

**Report of the Review Panel
South Carolina Commission on Higher Education
Centers of Excellence Program
Education Improvement Act of 1984
Project Year 2011-2012**

A review panel for the South Carolina Commission on Higher Education's (SCCHE) Centers of Excellence Education Improvement Act of 1984 program was convened on February 16, 2011 to review proposals submitted for establishment of a new Center of Excellence for 2011. The panel consisted of education leaders from South Carolina as well as an external panel chair (Appendix 1). A total of five proposals were reviewed by the panel prior to the February 16 meeting. The proposals were reviewed in accordance with the SCCHE's *Request for Proposals for the Centers of Excellence Education Improvement Act of 1984* program which were sent to panel members prior to the meeting. In addition, each panel member completed a Proposal Review Rubric/Rating Form for each of the proposals prior to the review panel presentations. On February 16, each institution was provided one hour to make an oral presentation and answer questions from the panel members.

The panel commends each institution for their efforts in developing a proposal to support innovative teacher professional development efforts in the State. The panel also thanks each institution for their thoughtful presentations and answers to the panel's numerous questions. Such time and effort in proposal preparation and presentation indicates each institution's commitment to the goals and objectives of the Centers of Excellence Program.

As noted above, each institution was allotted one hour to make an oral presentation and answer questions from the panel members. Teams consisted of the center director, faculty and institutional administrators, and in some cases representatives from the partnering school or school district. The five proposals are listed below in order of presentation:

- Claflin University - Center for Excellence: The ELL Professional Development
- Lander University – The Center for Effective Teaching in Montessori Education
- Coastal Carolina University – Center for Research and Evaluation
- The Citadel – The Citadel STEM Center of Excellence
- College of Charleston – Center of Excellence for 21st Century Learning

Panel Discussion and Deliberation

After the institutional presentations, the panel held lengthy discussions regarding the strengths and weaknesses of each proposal, including how the center would meet the priority focus area as requested by the Education Oversight Committee and indicated in the SCCHE's *Request for Proposals 2011-2012 – Focus on Effective Teaching*. Discussed below are the individual programs with issues raised, comments on the program, and recommendation from the panel's deliberations. The panel held lengthy discussions about two proposals which they felt were of high enough quality to consider funding: Claflin University's "Center for Excellence: The ELL Professional Development and The Citadel's" The Citadel STEM Center of Excellence." While both proposals were rated highly, each one raised concerns and additional information was requested from the two institutions. These materials were supplied by Claflin and The Citadel and are included in the discussion that follows for each of these centers. The proposed centers are presented in the order of their presentations at the panel meeting.

Clafin University – Center for Excellence: The ELL Professional Development

Clafin University proposes a center which will design and implement a professional development program to train both in-service and pre-service teachers to work effectively with English Language Learners (ELL). Clafin's proposal cites data from the **National Clearinghouse for English Language Acquisition** (NCELA) that South Carolina has had a 714% increase in ELL school children compared to a 105% increase nationally. The proposed program will therefore seek to effectively educate this rapidly growing segment of SC schools. The three phase program will target teachers in three Orangeburg Consolidated School Districts (OCS D 3, 4 and 5) as well as teacher education majors at Clafin University.

The panel commends Clafin's well-written and well-planned proposal. They particularly liked the combination of training both in-service and pre-service teachers. The proposal had well articulated plans for achievement and evaluation. The Center director, Dr. Nan Li, appears highly qualified and has had a large (~\$1 million) five year award from the US Department of Education to train pre-service teachers in ELL approaches-- The National Professional Development program.

While the panel viewed this proposal very favorably, there were some areas of concern that needed to be addressed. Of primary concern were the methodologies/teaching materials to be used in the professional development. The panel wanted to know what curriculum has been used in NPD (on which this center's approaches are based) and what has been its success in working with ELL students. The panel raised questions regarding how Clafin would adjust the program if expected results were not obtained. The Clafin team did not provide sufficient information on what they have learned from the NPD project with the pre-service teachers and how this would be translated into an effective program for in-service teachers.

The panel was also concerned about the geographic reach of the proposed program. As it is currently configured, the program will only work with teachers in three Orangeburg districts. The panel indicated that Clafin should expand the program in future years by partnering with other teacher education programs and the school districts they serve such as the much larger teacher education program at SC State University. Clafin's small teacher education program (ten graduates per year) does not appear to have the recommended 12 pre-service teachers per year to participate in the program. By year three, the program should have a far greater geographic distribution than the presently proposed three Orangeburg districts. It is also suggested that Clafin examine state data to determine geographic areas with high Hispanic/Latino populations (regional centers) that would be best-served by the ELL professional development. This information should be used to guide program expansion to other pre-service and in-service programs.

The panel noted that the institutional matching funds need to be examined, in particular they did not agree that room rental fees and use of in-room equipment (smart board) should be charged by the institution to the award or used as the institutional match. Such costs should be part of the institution's general operating costs and not a justifiable program charge. There is also a need to adjust the budget to include funding for the evaluation plan. The current budgets do not have any support for the evaluator raising concerns about the commitment to this portion of the program. Clafin representatives indicated that the evaluator would be supported from other sources of funding but the panel indicated that this source should be from the

Centers of Excellence program to avoid any conflict of interest. i.e., not Claflin University internal funds.

Claflin provided to panel members a PowerPoint and addendum of additional supporting materials. The additional materials provided excellent responses to many of the questions raised by the review panel members. Claflin offered a plan for the training of in-service teachers which included an increasing number of participants for each of six years, beginning with 36 in year one and increasing to 190 in year 6. For years one and two, they will focus on teachers in the three Orangeburg school districts and then expand to other school districts for years four to six. To expand the program, Claflin will partner with technical colleges and other four year institutions that they have formal and informal partnerships with. Expansion to other school districts will begin with the 15 districts that they have signed partnership agreements with for pre-service training support. The addendum indicates that year one through three will refine the source materials to assist in the development of online training modules that will be introduced across the State in year four allowing more teachers across SC to access the training materials.

The National Professional Development (NPD) program that is funded from the US Department of Education to center director Dr. Li has been awarded the Rose-Duhon-Sell Multicultural Program Award (2008) by the National Association for Multicultural Education for its contribution in supporting low-income school districts. In addition, Dr Li's work with the NPD program has received additional awards in 2010 from the Southeast Teachers of English to Speakers of Other Languages (TESOL) and the Sunshine State TESOL. Claflin cites these awards and the continued funding of the NPD program as testaments to the high quality of this ELL program that will form the basis of the proposed professional development program.

Claflin provided additional information on the theory and training curriculum that will be used as well as a clearly defined plan for this training. The curriculum will consist of additional components beyond that used in the NPD program and will include 16 hours in culture and language as well as eight hours in lesson plan modification. The six part curriculum will include: ESOL standards and legal basis for instructing ELL; Principles and strategies for teaching ESOL; Linguistic and cultural diversity in education; teaching reading and writing to limited English proficient students; Teaching English through content area subjects; and Testing and assessment of student performance.

The use of Claflin room space and white board are still noted as cost sharing which the panel does not support. This will need to be addressed by SCCHE. Funding for the external evaluator has been addressed by including the amount in the Center's state funding.

The addendum materials supplied to the panel indicated that Claflin has revised the implementation plan to meet the concerns raised. There is a well-articulated plan for expanding the program beginning in year three to other districts in the State. The development of online modules will be an excellent method to allow other schools and districts in South Carolina to access this much needed training. Claflin provided sufficient information regarding the curriculum, including the theory which supports the training to be used. The panel recommends that Claflin University be awarded the Center of Excellence for 2011 because of the great need in the State for addressing ELL and the well-crafted program to address this need.

Lander University - The Center for Effective Teaching in Montessori Education

Lander University proposes a center which will focus on applying Montessori principles of teaching to improve student achievement in low performing schools in Laurens 55 school district. The Center will develop a professional development model that can be used by both Montessori and non-Montessori classroom teachers. Lander will be building on an existing partnership with Laurens 55 to expand Montessori principles to all 12 schools in Laurens 55.

The Lander proposal was well-written and was followed-up with an excellent presentation. While the panel understood that the Montessori methods to be the basis of the program could impact student achievement, no quantitative data on this were included in the proposal. Lander and Laurens 55 have had approximately 12 years of experience in working together and achievement data from this collaboration should have been presented to greatly strengthen the proposal.

The panel's main concern with the proposed Center is that its vision did not look beyond Laurens 55 to the needs of the State. Lander has been working closely with Laurens 55 since 1997, and the panel believes that the scope of the professional development needs to move beyond this school district. As it is designed now, the center appears to be only an expansion of an already functioning partnership. The panel would like Lander to envision how Montessori education and professional development can be expanded to other regions of South Carolina.

Currently, Lander uses adjunct faculty to train teachers in regions further from the university. This could serve as a method for expansion if done in collaboration with full-time university faculty. Lander should explore training of university faculty (external to Lander) in Montessori methods and approaches so that they could assist in program expansion in SC.

The proposal lacked specifics especially with regards to the training of the mentors. The panel would like to have had information on how this would occur and what materials would be used for the training. The proposal did not indicate how many mentors and mentees the program would impact each year. The panel was not able to determine if the primary focus of the program would be on training the mentors or the mentees.

The panel noted that the evaluation plan should be examined to correct a misalignment between assessment of Montessori and non-Montessori teachers. How will Lander assess the impact of the program on a single non-Montessori teacher in relation to several Montessori teachers in a Montessori-based school?

The panel agreed that the Lander proposal has great potential for affecting student achievement but with the concerns raised it could not recommend it for funding. The primary issue was the small geographic scope of the program – working only with Laurens 55 with which Lander has worked with for 12 years. They recommend that the university consider resubmitting next year a more expansive program that would reach beyond Laurens 55. This program could include satellite programs that could offer professional development to university faculty and in-service teachers. In its present configuration, the panel does not recommend this proposed Center for Teaching in Montessori Education.

Coastal Carolina University – Center for Research and Evaluation

Coastal Carolina University proposes a center which would be focused on a five year research agenda to develop a research base on effective teaching and student achievement. The research base will be used to inform professional development for in-service teachers and activities for Coastal Carolina's pre-service programs. The center will work with teachers from Georgetown, Marion 7, and Williamsburg school districts.

Coastal Carolina University seeks to develop an innovative approach for creating professional development offerings that will be relevant to the needs of teachers and the school districts. The method of conducting research to determine these needs should provide data to support the types of professional development to be offered.

The review panel was unanimous that the proposed center did not provide a clear research or implementation plan. There is evidence that Coastal Carolina has been conducting research within schools in Georgetown School District but no data were provided on the results of this work. Concern was voiced on how the research in Georgetown would be transferred to Marion 7 and Williamsburg school districts. It was unclear from the proposal and the presentation what the actual impact the center will have on teacher practice and student achievement.

The panel raised concern that the proposed center would focus more on research than on teacher professional development. It was unclear how the research results would be translated and put into practice for effective teaching.

The evaluation plan was deemed to be weak as a result of the poorly defined plan of achievement. While the proposal provides expected outcomes for each year, there are few specific benchmarks aligned with these. For example, the proposed Center is expected to maintain teacher retention in the first three years of the teacher's career. What percentage would the center deem to be a measure of success for this benchmark? The Center will also increase the breadth of content knowledge but there is no quantifiable measure identified for assessing this knowledge. While the proposal has numerous expected outcomes, there are few benchmarks identified that would determine success in reaching these.

The panel was very concerned about the discontinuation of the Center of Excellence for the Study of Standards-Based Educational Reform that was at Coastal Carolina University from 1999-2003 and co-directed by the proposed director for the new center. The Centers of Excellence has a strong track record of sustainability with approximately two thirds of the Centers funded from 1987 through 2010 still active. The non-continuation of this previous center raised questions about the institutional commitment of the proposed center beyond the five years of state funding.

Letters of support from the districts did not accompany the proposal and were submitted to SCCHE just prior to the review panel meeting. The panel indicated that this did not indicate strong commitment by the partnering districts.

Because of the numerous concerns raised by the panel, the proposed Center of Excellence in Research and Evaluation is not recommended for funding.

The Citadel – The Citadel STEM Center of Excellence

The Citadel proposes a center to advance science, technology, engineering, and mathematics (STEM) literacy in the LowCountry of South Carolina by developing 21st century workforce skills in K-12 students. The Citadel proposes to build upon its newly instituted STEM Center of Excellence (a Citadel-based center not a SCCHE Center of Excellence) by expanding its collaborations in the LowCountry, working with schools in Berkeley, Charleston, Dorchester 2 and Dorchester 4 school districts, providing professional development to teachers, and developing a speaker series on emerging technologies. Letters of support from the districts were “form letters” which the panel felt did not indicate strong district support for the proposed center.

The panel would like to commend The Citadel representatives for an excellent presentation. The presentation clearly enhanced the ideas put forth in the written materials and answered many of the questions raised by the panel members in the review of the written materials.

The Citadel has laid the foundation for the proposed center by establishing a STEM Center at the institution, hosting the inaugural STEM Center of Excellence Visioning Event, and developing a draft strategic plan for STEM literacy in the LowCountry. All of this clearly demonstrates strong institutional commitment and support for the proposed center. The panel was pleased to see the proposed integration of The Citadel’s Schools of Education, Engineering and Science and Mathematics. The panel indicated that this provided further demonstration of the institution’s commitment to the STEM Center and its goals.

The panel raised several issues including what the professional development will include, the lengthy time commitment of teachers (112 hours of professional development), the commitment of the school districts, and the assessment of teacher participants in terms of learning gains and student achievement. The proposal did not indicate how teachers would be chosen to participate, if they would enter the program as a cohort each year, and if there would be multiple participants from a school to build a cadre of STEM 21st Century educators. The Citadel provided the panel an addendum to answer the concerns and the responses are discussed below.

The evaluation plan lacked specific benchmarks and the panel questioned The Citadel team about this issue. The panel noted that this reflected on the need for a more detailed implementation plan from which benchmarks could be defined. The Citadel team noted that they had not developed specific benchmarks and that these would need to be developed if the Center were funded. The Citadel addendum provided a benchmark of a three to five percent reduction in student failure rate on relevant State exams each year of the award. A second benchmark would be a five percent increase in the number of students in high school and college-level STEM-related majors. No benchmarks were defined for teacher learning which forms the foundation of the professional development program

The panel noted that the State already has other STEM focused Centers of Excellence – Center of Excellence in Mathematics and Science Education and Center of Excellence for Inquiry in Mathematics and Science; both at Clemson University and Center of Excellence: Earth Physics Project and Centers of Excellence for Engineering and Computing; both at the University of South Carolina. There was no evidence that the proposed center will work collaboratively with these centers. At the minimum, The Citadel should plan on learning how

these centers became successful and established a base of support. In the written follow-up response, The Citadel provided a list of related Centers, their communication with the Centers, and each Center's response. All communication was by email and four of the seven Centers responded with a willingness to collaborate. The Citadel director has proposed that the starting point for collaboration be the development of a clearinghouse for resources developed by these centers. While this is an excellent idea, there was no discussion of how this would be developed, who would host it, or how it would be funded.

The addendum provided information on the proposed summer institutes and school year institutes. Summer institutes will include 28 hours learning on effective pedagogy and content. The school year institutes will include 84 hours of learning on assessment and 21st century skills. The majority of the school year institutes will be online via MOODLE (Modular Object-Oriented Dynamic Learning Environment). The addendum indicates that this professional development will enhance teacher skills including pedagogy and content but there is no discussion of how these skills will be assessed. The addendum did not set benchmarks for teacher skill enhancement.

The panel noted that South Carolina has had several STEM initiatives including the Statewide Systemic Initiative, South Carolina's Coalition for Mathematics and Science, the above mentioned centers, among others. The concern raised by the panel involved how this center would add something new, unique, or innovative beyond what has already been done in the State. While the panel agrees that STEM education is important to South Carolina and America's future, there did not appear to be compelling reasons to support another STEM initiative.

The Citadel has laid the foundation for a LowCountry STEM initiative that will bring needed skills to the region to meet the demands of the 21st century workforce. The proposal and addendum did not provide enough information on the implementation plan and in turn the assessment of the programs goals and objectives. The panel does not support funding of the STEM Center of Excellence because of the concerns raised above including the need for another STEM initiative in South Carolina.

College of Charleston – Center of Excellence for 21st Century Learning

The College of Charleston proposes a center that will develop and implement research based teaching and learning approaches (primarily project based learning and the inclusion of technology) to foster student achievement of at-risk students. The center will work primarily with teachers at Burke High School in Charleston (Charleston County School District) to enhance teaching skills in English Language Arts, mathematics, and science. The goal is to prepare children for a global economy who will be producers of knowledge and not just consumers of knowledge.

While the panel believed that training teachers to use project based learning approaches would be an excellent professional development endeavor, there was no well-defined plan for implementation and achievement. The proposal did not provide sufficient information on the proposed curriculum or content that would be part of the professional development. There was no indication that College of Charleston discipline faculty were to be involved in the content development and delivery.

The panel was unanimous in agreeing that the proposed center had too narrow a focus in working only with Burke High School. There was no evidence that the activities would be expanded to other high schools in Charleston County or the LowCountry. Such a narrow focus would limit the centers impact on either the region or State. As currently configured, the panel noted that the cost per student and teachers would be very high and have a small impact.

The proposed center indicated that it would incorporate current technologies to enhance teaching and student learning. However, the panel noted that the proposed technology seminars were not well defined so that it was difficult to determine the actual content (i.e., what technologies would be included) and how the technology would impact teaching and learning. There was no discussion on how technology would be used to enhance student achievement.

There was great concern that the center expected all teachers at Burke High School to commit to the project-based learning and technology training. There was no evidence that all teachers would collaborate on the project. The panel expressed concern about how the College of Charleston would achieve full “buy-in” from Burke High School teachers.

Because of these concerns, the panel does not recommend funding for the Center of Excellence for 21st Century Learning.

Review Panel Summary

The panel makes the following recommendations regarding the proposals submitted for the *Centers of Excellence Education Improvement Act of 1984* 2011 competition. These recommendations are based upon the written materials, institutional presentations, and panel discussion as noted above for each center.

Recommended for funding:

Clafin University - Center for Excellence: The ELL Professional Development

Not recommended for funding:

- Lander University – The Center for Effective Teaching in Montessori Education
- Coastal Carolina University – Center for Research and Evaluation
- The Citadel – The Citadel STEM Center of Excellence
- College of Charleston – Center of Excellence for 21st Century Learning

Report submitted by:
Nancy Healy, Ph.D.
Review Panel Chair 2011

Attachment 3

Centers of Excellence (Teacher Education)
New and Continuing Projects
FY 2011-12

Center	Institution	Project Director	FY 2010-11 Award	Award Year
Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching	USC-Aiken	Gary Senn	\$ 112,500.00	Year 4 of 5
Center of Excellence for Inquiry for Mathematics and Science	Clemson University	Bob Horton	\$ 112,500.00	Year 4 of 5
Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	Newberry	Cindy Johnson-Taylor	\$ 132,000.00	Year 2 of 5
Center of Excellence in English Language Learners Professional Development	Clafin University	Nan Li	\$ 132,555.00	Year 1 of 5