

**CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, AND ADVANCEMENT**

ANNUAL REPORT

2006 – 2007

TEACHERS MAKE A DIFFERENCE EVERY DAY!

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Staff 2006-2007

Executive Director

Gayle B. Sawyer, Ph.D.

Program Directors

Amanda Graham, Pre-Collegiate Recruitment
Jane Hardin, Collegiate Recruitment
Kathy Schwalbe, Retention and Advancement

Public Information Coordinator

Rico Reed (July—December 2006)
Mychal Frost (April—June 2007)

Teachers in Residence

Jason Fulmer, Region Two – Savannah River
Tria Grant, Region Three – Midlands
Jennifer “Buffy” Murphy – 2007 SC Teacher of the Year
Cyndi Pride, Region Five – Lowcountry
Brett Vaughn, Region One – Upstate
Shelby Wiley, Region Four – Pee Dee

Support Staff

Phyllis Archie, Teacher Database Manager
Michelle Began, National Board Loan Manager
Martha Kennedy, Administrative Assistant
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Jessica Parsons, Administrative Assistant (July 2006—April 2007)
Chalica Pack, Administrative Assistant (May—June 2007)
Kimberly Pittman, Business/Office Manager

From the Executive Director

Leadership. CERRA's mission statement charges the Center with leadership in specific ways. The first section of CERRA's mission statement says, "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." Why does CERRA have this purpose? The answer to that question is simple—for our children. Fulfilling that mission through leadership, however, is complex.

Since its inception, CERRA has taken an outstanding and unique leadership role that continues today. The very concept of a statewide center for teacher recruitment in 1985 was an outside-of-the-box vision of leaders. The foresight of the founding leaders has blossomed through the years. The South Carolina Center for Teacher Recruitment Annual Report for 1986-1987 describes CERRA's advertising and marketing campaign, job-matching service, Teacher Cadet Program, in-service programs, conferences, the South Carolina Teacher Forum, male and minority recruitment, and the Teachers in Residence fellowship. As you review the 2006-2007 Annual Report, you will find evidence of the expansion of those programs as well as a number of new ones since 1987—ProTeam, Team9REACH, Teaching Fellows, the Online Application System, the Teacher Recruitment Expo, the College Financial Newsletter, the Supply and Demand Survey, National Board for Professional Teaching Standards support, mentoring training, the *CenterPoint* newsletter and the interactive Web site. In addition, as you read this report, you will see that CERRA is taking a more active leadership role in identifying and attracting teachers through outreach participation in local and out-of-state career fairs, brochures in South Carolina Welcome Centers, and broader media exposure as CERRA seeks to support State Superintendent of Education Dr. Jim Rex's goal to elevate and reinvigorate the teaching profession.

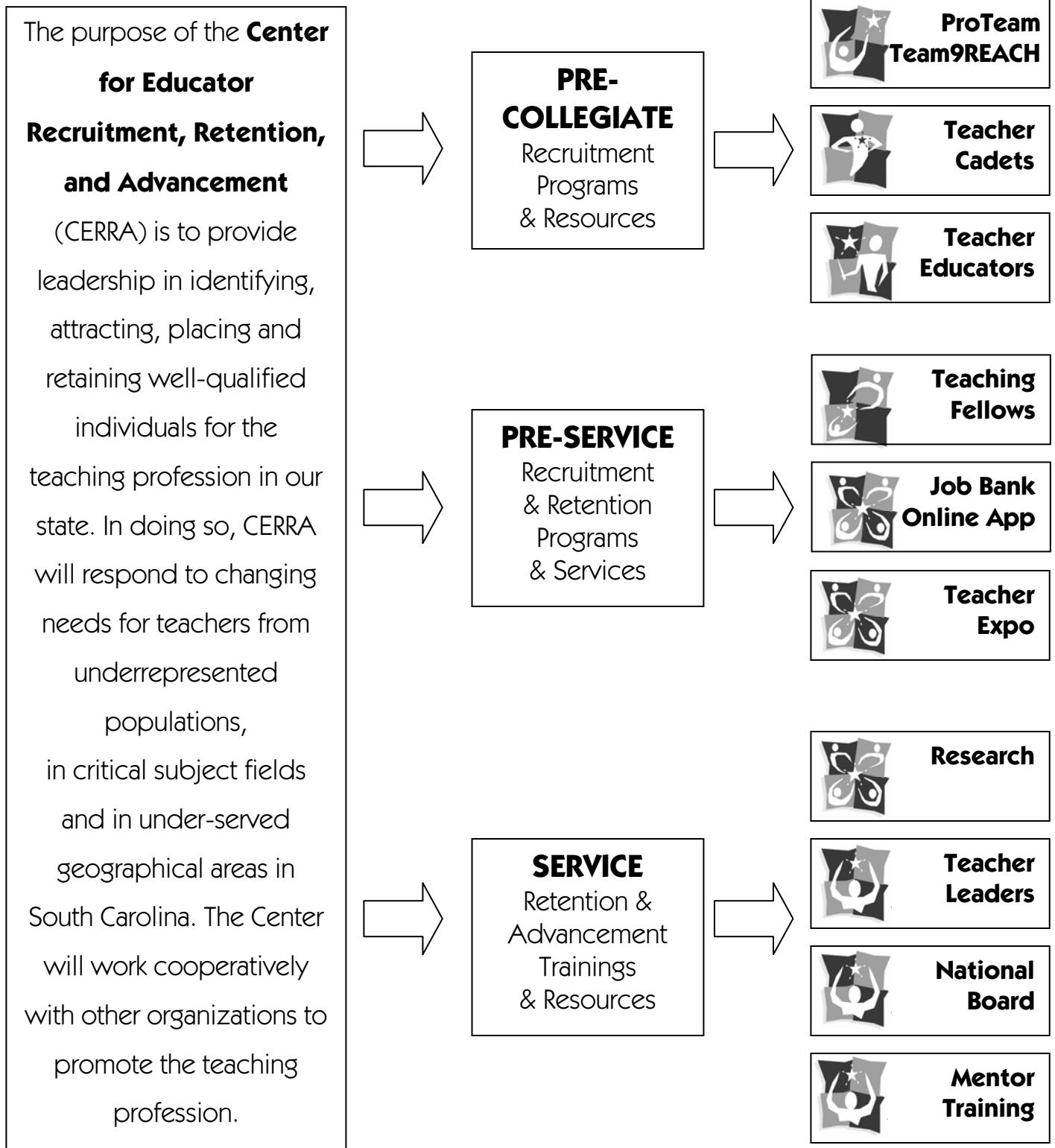
Similarly, CERRA's leadership role undergoes constant revision in accordance with the second part of our mission which states, "...CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in underserved geographical areas in South Carolina." We search for creative and innovative ways to focus the attention of males and minorities on the teaching profession through middle school, high school and collegiate recruitment. CERRA's newest initiative, Team9REACH, serves ninth grade students and uses service learning in an educational setting to illustrate the teaching profession. The Future Educators Association (FEA) in South Carolina has grown from a few high school chapters to more than 50 chapters on high school and college campuses, one of the fastest growing FEA initiatives in the nation; furthermore, the Teacher Cadet Program grew in numbers and strength as several high schools are piloting two-year programs this year. Also, CERRA is working with the State Department of Education's Palmetto Priority Schools Initiative to recruit and retain teachers in targeted schools, with the Division of Educator Quality and Leadership to focus the development of high quality mentors in the regions of the state that most need them, and with several school districts to increase cohorts of National Board professional learning communities in rural and low-performing schools. Other examples of CERRA's leadership in this "changing needs" section of our mission moves the Center's work to the third part of our mission statement, partnerships.

CERRA's mission statement ensures that "the Center will work cooperatively with other organizations to promote the teaching profession." The Center's partnering has prospered over the years with a number of agencies and organizations including: State Department of Education, State Farm Insurance Companies, South Carolina Association of School Administrators, regional Teacher Forums, South Carolina Alliance of Black School Educators, National Board for Professional Teaching Standards, The South Carolina Education Association, Palmetto State Teachers Association, Future Educators Association, The New Teacher Center, Education Oversight Committee, Commission on Higher Education and hundreds of middle and high schools as well as three technical colleges and 23 teacher education college institutions through Teacher Cadets and Teaching Fellows. This year we have renewed our partnership with South Carolina State University's minority recruitment program and Clemson University's Call Me MISTER. In addition, we have added the South Carolina Chamber of Commerce and the Division of Parks, Recreation and Tourism to our collaboration. Knowing the needs of the teaching profession in our state and nation are changing, we thank our partners for this cooperation and look forward to increasing our work with these organizations and to adding other alliances as we combine our resources to serve the students and educators of South Carolina.

As CERRA's 20th anniversary year draws to a close, the Center's ability to adapt its mission of leadership to the changing needs of education in South Carolina remains a strength of this unique organization. On behalf of the CERRA staff, I would like to express heart-felt appreciation to the visionaries who have inspired the past, present and future of CERRA and to Winthrop University, our gracious host.

Gayle Sawyer
August 2007

Continuum of Programs and Services



Top Accomplishments

Among CERRA's many accomplishments in the past year, the following statements represent the Center's most outstanding achievements and contributions to education in South Carolina. During 2006—2007 year, CERRA:

- Piloted four Team9REACH sites serving 226 students at Battery Creek High School, Laurens District 55 High School, Marlboro County High School, and West-Oak Senior High School and used data collected through sites to create a curriculum for the Team9REACH program
- Recruited nine new Teacher Cadet sites and re-established three former sites
- Maintained the entire population of Teacher Cadet sites partnering with institutions offering college-credit for students in the program
- Became the South Carolina hub for the Future Educators Association and expanded Phi Delta Kappa International to 50 high schools and colleges. Sustaining collegiate chapters ensures an on-campus presence for former Teacher Cadets
- Distributed approximately 8,000 College Financial Newsletters in the fall and spring to public and private high school guidance counselors, Teacher Cadet instructors, Teacher Cadets and other individuals
- Piloted the Teaching Fellows Evaluation Instrument at USC Upstate in April that helped identify a seven-year evaluation cycle for Teaching Fellows institutions
- Moved to a regional model for Teaching Fellows interviews and held interviews at James F. Byrnes High School (Region 1), Newberry High School (Region 2), Blythewood High School (Region 3), South Florence High School (Region 4) and West Ashley High School (Region 5)
- Maintained an 83 percent retention rate for Teaching Fellows recipients through the first seven years of the program
- Served as co-host for the second annual Professional Development Conference held on the campus of Trident Technical College in October
- Expanded marketing and advertising for the Teacher Recruitment Expo by placing a month-long advertisement on CareerBuilder.com and reached approximately 45,000 education jobseekers in Georgia, Maryland, Michigan, North Carolina, Ohio, South Carolina and West Virginia
- Attracted and processed more than 24,000 submissions of the South Carolina online teaching application that was accessed by all 85 of the state's school districts
- Coordinated regional District Teacher of the Year meetings in the fall with State Teacher of the Year Buffy Murphy and provided foundations for engaging Teacher Leaders in collaborative professional growth at the statewide Winter Teacher Forum Workshop
- Finalized revisions to the National Board[®] Candidate Support Toolkit and presented it at the National Board for Professional Teaching Standards (NBPTS) National Conference in Washington, D.C.
- Provided support to Orangeburg Consolidated District Five's participation in Targeted High Needs Initiative grant for teachers participating in National Board's *TakeOne!*
- Collaborated with the Center for Teacher Quality, Hodges Consulting Group, NBPTS, National Education Association, South Carolina Department of Education and The South Carolina Education Association to host the state's first National Board Policy Summit in August
- Implemented a training plan for the Center's role as outlined in the State Mentoring and Induction Guidelines
- Increased the total number of mentors trained by the Center to 1,950 serving 67 districts, including 604 mentors and 29 districts
- Launched the "Teach South Carolina" brochure through the state's nine Welcome Centers as the Center's newest recruitment tool geared to target out-of-state travelers

Executive Summary

Mission Statement

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.

Recruitment

Pre-Collegiate Programs: ProTeam/Team9REACH and Teacher Cadet instructors served 3,043 students in 178 schools during 2006-2007. The pre-collegiate recruitment programs continue to expand to be the most recognized and significant recruitment tools for the Center's work in identifying and recruiting middle and high school students who are potential educators for South Carolina.

Diversity Recruitment: The overall percentage of minority teachers in the South Carolina workforce is approximately 17.5 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 pre-collegiate programs, providing College Financial Newsletter information, targeting candidates of color to apply for Teaching Fellows and for National Board Certification®, and entering into partnerships with the South Carolina Program for the Recruitment and Retention of Minority Teachers and Call Me MISTER.

Teaching Fellows: A cohort of 172 Fellows was selected from a pool of more than 700 applications. The Fellows Program has an 83 percent retention rate in its seven years of supporting future South Carolina educators.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2006-2007, all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships, an achievement of CERRA's continuing goal to see that 100 percent of the sites worked with partners who offered college credit.

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 able to complete one application for teaching jobs in South Carolina. The applications are downloaded electronically to school district personnel administrators nightly. Applicants created or modified more than 24,000 South Carolina Online Applications in 2006-2007. As evidence of the strength of CERRA's continuum of services, more than 4,000 applicants have indicated they are former Teacher Cadets and 665 indicate that they are South Carolina Teaching Fellows.

Expo: For the past 19 years, CERRA has co-sponsored the annual teacher recruitment job fair with the South Carolina Association of School Administrators. In 2007, more than 1,300 teacher candidates representing 38 states registered for Expo. Of South Carolina's 85 school districts, 69 participated in 2007. At least 155 applicants who attended Expo in 2006 were hired to teach in South Carolina for 2006-2007. The Center's involvement with Expo, personnel directors and other administrators makes the goal of placing teachers a successful collaborative effort.

Retention & Advancement

Mentoring: CERRA conducted trainings serving 604 mentor teachers, district-level staff members and higher education faculty representing 29 school districts and three institutions of higher education. In addition to these trainings, CERRA continued its work with the Division of Educator Quality and Leadership to implement South Carolina's Mentoring and Induction Program Guidelines, approved by the State Board of Education as of July 2005.

Supply and Demand Research: Supply and Demand data collection included reports from 84 districts in addition to the Department of Juvenile Justice and the School for the Deaf and the Blind. Results of the

Supply and Demand Research were used by the State Board of Education to identify critical need subject areas.

Teacher in Residence Program: CERRA identifies outstanding teachers/professors and provides them with fellowships to work for the Center in its programs while developing teacher leadership. During 2006-2007, six Teachers in Residence (TIRs), including the South Carolina Teacher of the Year, served in this capacity. The TIRs are primarily service brokers who offer on-site support for the full continuum of CERRA's programs and services.

Teacher Leaders: The Board Certification Network of South Carolina Educators, the Pre-Collegiate Advisory Board, and the Teacher Forum Leadership Council form the CERRA Advisory Board. In 2005, membership criteria were revised to include former ProTeam and Teacher Cadet students and Teaching Fellows who are now in classrooms. Meeting as a broader representative Board during 2006-2007, this group of Teacher Leaders, representing the full continuum of CERRA's regions, programs and services, strengthened its collective teacher voice for teacher leadership and efficacy and assisted the CERRA staff in the formulation of the Center's goals for the coming year.

National Board Certification® Support: Collaboration established with national, regional and state offices relating to National Board Certification support allowed CERRA to work with more than 5,000 candidates and National Board Certified Teachers in 2005-2006. South Carolina ranks third in the number of National Board Certified Teachers (NBCTs) in the United States and second in the number of African-American NBCTs. In 2006-2007, the number of National Board Certified Teachers in our State increased from 4,445 to 5,085.

Best Practices

CERRA supports that our programs and initiatives should reflect best practices in education. Several examples of best practices are evident in CERRA's work as seen in this Annual Report. High quality, on-going, relevant professional development (Winter Workshop, Fall Recruitment Workshop, NBC candidate support, CERRA Advisory Board, mentoring training); targeted recruitment (Diverse Pathways Grant, attention to greatest needs districts, low-performing schools, under-represented populations and critical need subject areas); collaboration with other education groups (NBC Summit and research project, mentoring, college partnerships and cooperation with other agencies and organizations); and advocacy for teacher leadership (shared leadership, Teacher Forum, mentoring).

Conclusion

The work of CERRA outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2005-2006. The staff's focus on key work reflected in our name and mission ensures that the programs and services we administer help us realize the far-sighted vision of the charge of CERRA. The roles we play as an agency support educators through our efforts to provide leadership in the recruitment, retention, and advancement of well-qualified individuals for the teaching profession in our state.

ProTeam/Team9REACH Programs

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.

The mission of Team9REACH, a ninth-grade orientation to high school with academic skills and character refinement, is to encourage all students to attend either a two-year or four-year college and consider education as a viable career option. Team9REACH serves as the curriculum pivot course for high schools who establish small learning communities in ninth grade academies.

Where We've Been

ProTeam is a challenging course designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40 percent of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and college. Positive learning experiences and role models are essential to ProTeam's success since 1990.

Team9REACH was named in August 2006 by CERRA Board of Directors member Dr. Don Clerico of Charleston Southern University. The logo for ProTeam, a student who is seemingly reaching for the stars, served as the inspiration for the name and has been adopted as the logo for Team9REACH. REACH is an acronym for Responsibility, Excellence, Achievement, Character and Honor, the five components of the curriculum.

What We've Done

ProTeam: During the 2006-2007 academic year, 16 middle/junior high schools in 13 school districts offered the ProTeam course to 261 seventh and eighth grade students in 22 classes. The class schedule accommodated the structure at each school; five schools offered a year-long program, seven schools offered the course one semester, two schools had two classes for a single semester, and four schools offered a first and second semester class. By the end of the 2006-2007 school year, almost 12,452 middle school students had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately 41 percent of these students are students of color.

Team9REACH: Piloted in four sites in 2006-2007 with ProTeam's *DreamQuest* curriculum as their textbook. At Battery Creek High School, Laurens District 55 High School, Marlboro County High School and West-Oak Senior High School, 226 students were in ninth grade academy programs which served as the data source for Team9REACH curriculum changes.

Goals

- Created a pilot program using a ninth grade model for the 2006-2007 school year
- Used data from pilot sites to create a curriculum for the Team9REACH program

Other Accomplishments

Supporting the Instructor: ProTeam and Team9REACH educators from CERRA's College Partners, ProTeam and Teacher Cadet sites gathered in Myrtle Beach for a two and one-half day professional development workshop in October 2006. The theme of the workshop was "Paper Airplane" and included concurrent sessions, networking opportunities, new curriculum ideas and guest speakers. The workshop provided teachers a place and an opportunity to collaborate with one another, share ideas from their programs, gain information about middle school certification, develop smaller learning communities, and give input for the curriculum revision for Team9REACH. The timing of the workshop provided a mentoring opportunity for newly-trained Team9REACH teachers before they were far into the academic year.

Both ProTeam and Team9REACH instructors in 2006-2007 indicated that the site grant resources were the CERRA service that they most appreciated.

Where We're Going

ProTeam: With declining enrollment and lack of scheduling availability for an eighth-grade model, CERRA revised ProTeam to serve the needs of ninth grade academies in South Carolina. In November 2006, the CERRA Board of Directors gave Program Director Amanda Graham permission to shift fiscal and human resources from ProTeam to Team9REACH.

Team9REACH: The *DreamQuest* curriculum became available to South Carolina's ninth grade academies in a pilot model for four high schools around the State. Faculty at pilot sites, either through anecdotal or survey data, became part of the curriculum revision team that created a ninth grade curriculum model for Team9REACH. In June 2007, Teacher in Residence Tria Grant and Program Director Amanda Graham combined the suggested changes into the first edition of the Team9REACH curriculum. Components of high school orientation, character development, interpersonal skills for success in small learning communities, and an introduction to South Carolina's career clusters became part of the Team9REACH curriculum set. In the summer of 2007, nine instructors were trained in the use and implementation of the Team9REACH curriculum.

ProTeam and Team9REACH Data

ProTeam Sites 2006-2007	
School	District
Alice Drive Middle	Sumter 17
Brewer Middle	Greenwood 50
Calhoun Falls High	Abbeville
Cross High	Berkeley County
D.R. Hill Middle	Spartanburg 5
Florence Chapel Middle	Spartanburg 5
Gilbert Middle	Lexington One
Hemingway High	Williamsburg County
Hughes Middle	Greenville
Kingstree Jr. High	Williamsburg County
Long Middle	Chesterfield County
Palmetto Middle	Anderson One
Robert E. Howard Middle	Orangeburg Five
Starr-Iva Middle	Anderson Three
Ware Shoals Jr. High	Greenwood 51
William J. Clark Middle	Orangeburg Five
Total Students Served	261

Team9REACH Pilot Sites 2006-2007	
School	District
Battery Creek High	Beaufort
Laurens District 55 High	Laurens 55
Marlboro County High	Marlboro County
West-Oak Senior High	Oconee
Total Students Served	226

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.

Where We've Been

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 1985-1986, the Teacher Cadet program has grown to include 156 high schools that served 2,556 high school juniors and seniors in 2006-2007. Approximately 19 percent of the participants were male and 31 percent were students of color.

What We've Done

By the end of the 2006-2007 school year, more than 39,036 academically-talented students 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 2006-2007 Teacher Cadet Program participants was 1098. The average SAT score for female Teacher Cadets was 1083. The average SAT score for male Teacher Cadets was 1112. The average SAT score for Teacher Cadets who plan to teach was 1089.

At the end of the course, 39 percent of the 2006-2007 cadre indicated that they planned to enter the teaching profession.

Those who plan to teach said that they want to become a teacher in order to be able to influence the future and work with young people. Eighty percent of all 2006-2007 Cadets indicated that their experience in the course had helped them formulate a positive perception of the teaching profession. Those who do not plan to teach indicated an interest in another profession.

When asked what motivated them to take the Teacher Cadet class, 29 percent indicated the opportunity to receive dual credit and 20 percent noted the reputation of the class and their interest in the profession as motivating factors. When asked how they learned about the opportunity to take the Teacher Cadet class, 78 percent indicated that the direct contact of a student or instructor was the inspiration.

Goals

- Recruited nine new Teacher Cadet sites and re-established three former sites
- Held training for 47 instructors at CERRA's office in Rock Hill
- Conducted out-of-state trainings for 109 instructors in Arizona, Colorado, Florida, Hawaii and Virginia

Other Accomplishments

- This year was the 19th in which Teacher Cadet instructors have been invited to participate in an annual professional development workshop. The Fall Recruitment Workshop was held October 11-13, 2006, at the Springmaid Beach Conference Center in Myrtle Beach. The theme for the workshop was based on best-selling author Michael McMillan's *Paper Airplane*. The programs of the workshop focused on the mission statement and initiatives of CERRA as well as a focus on the importance of global awareness, peer tutoring, the introduction of the ninth grade academy model and recruiting for community colleges in South Carolina.
- The workshop provided College Partners and Teacher Cadet instructors an opportunity for collaborative planning time. Additionally, the workshop granted time for networking and professional development for

all participants. This workshop was the largest to date for Teacher Cadet instructors, with more than 190 participants from across South Carolina as well as participants from Virginia and Michigan.

Curriculum Instruction and Instructor Support

During the summer of 2007, curriculum training sessions were held in Rock Hill for 34 of South Carolina's newest instructors. In addition, 122 instructors were trained nationwide.

Teacher Cadets and their instructors participated in activities and workshops sponsored by College Partners. Twenty-four colleges provided opportunities for the Cadets to learn about life on a college campus and experience networking activities with other Cadets from their partnership. Teacher Cadet College Days included keynote speakers, concurrent sessions, and opportunities to share ideas, projects and activities with other Cadets in the colleges' cohort.

A major accomplishment in working with college sites this year was maintaining the entire population of Teacher Cadet sites partnering with institutions that offer college credit.

Instructors indicated that they were most satisfied with the CERRA staff and Teacher in Residence support. Suggestions for improvement include more regional workshops and additional videotapes and DVDs that can be loaned to them.

Where We're Going

In 2006-2007, CERRA became the South Carolina hub for the Future Educators Association (FEA), an affiliation of Phi Delta Kappa, International. FEA is a student lead organization that develops and strengthens leadership skills in students, and serves as recruiting tool for education. Many South Carolina schools that sponsor FEA chapters partner with Teacher Cadets to provide service to both their home schools and the community at large. FEA interest in South Carolina was wide spread and fast growing, with more than fifty chapters establishing charters in 2006-2007.

Teacher Cadet Data

Teacher Cadet Average SAT Test Scores					
Year	Number of Cadets	Average of Cadets	National average	South Carolina average	National Average Education Majors
2006-2007	2,556	1089	1019	984	963
2005-2006 [#]	2,341	1127	1021	985	964
2004-2005	2,242	1075	1028	993	974
2003-2004	2,219	1070	1026	986	965
2002-2003	2,302	1075	1026	989	965
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

[#]First year baseline scores on redesigned SAT for 2005-2006 do not provide an equitable comparison to previous years.

*SAT scores were re-centered in 1996.

Teacher Cadet Curriculum Trainings in South Carolina, Summer 2007			
Date	Location	Participant State(s)	Attendance
June 11 – 13	Rock Hill, SC	South Carolina	11
June 25 – 27	Rock Hill, SC	South Carolina	13
July 16 – 18	Rock Hill, SC	Arizona, Illinois, Michigan, Missouri, West Virginia	13
August 7 – 8	Rock Hill, SC	South Carolina	10
		Total	47

Teacher Cadet Curriculum Trainings Held Out-of-State, Summer 2007		
Date	Location	Attendance
February 2007	Arizona	14
June 2007	Arizona	12
July 2007	Colorado	9
April 2007	Florida	10
June 2007	Florida	8
June 2007	Hawaii	5
March 2007	Virginia	16
June 2007	Virginia	14
August 2007	Virginia	21
	TOTAL	109

Teacher Cadet Data

Teacher Cadet Sites 2006-2007			
A.C. Flora High	Chesterfield High	Kingstree High	Ridge Spring-Monetta High
Aiken High	Clinton High	Lake City High	Ridge View High
Airport High*	Clover High	Lake Marion High*	Riverside High
Allendale-Fairfax High	Colleton County High	Lake View High	Rock Hill High
Andrew Jackson High*	Conway High	Lakewood High	Saint James High
Andrews High*	Crescent High	Lamar High*	Saluda High
Aynor High	Crestwood High	Lancaster High	Seneca High*
Bamberg Erhardt High	Cross High	Landrum High	Septima C. Clark High
Baptist Hill High	D.W. Daniel High	Laurens District 55 High	Silver Bluff High*
Barnwell High	Darlington High*	Lewisville High	Socastee High
Battery Creek High*	Dillon High	Lexington High	South Aiken High
Beaufort High	Dorman High*	Liberty High*	South Florence High
Belton-Honea Path High*	Dreher High*	Lincoln High	Spartanburg Senior High
Berea High	Dutch Fork High*	Loris High	Spring Valley High
Berkeley High	Easley High	Lower Richland High*	STAR Center for Learning
Blacksburg High	East Clarendon High	Lugoff-Elgin High*	Stratford High
Blackville Hilda High*	Eastside High	Manning High	Strom Thurmond High
Blue Ridge High	Estill High	Marion High	Summerville High*
Bluffton High	Fairfield Central High	Marlboro County High*	Sumter High
Blythewood High	Fort Dorchester High	Mauldin High	Timberland High
Boiling Springs High	Fort Mill High	Mayo High School for Math, Science, & Technology	Timmonsville High
Brookland Cayce High	G. Frank Russell High	McCormick High	T.L. Hannah High*
Broome High*	Gaffney Senior High*	Mid-Carolina High	Travelers Rest High
Buford High*	Gilbert High	Midland Valley High	Union High
Burke High	Goose Creek High	Mullins High	Waccamaw High
James F. Byrnes High	Great Falls High	Myrtle Beach High	Wade Hampton, Hampton
C.A. Johnson High*	Greenville High*	Newberry High	Wade Hampton, Greenville
Calhoun Falls High	Greer High	Ninety Six High	Walhalla Senior High
Carolina Academy	Hanahan High	North Augusta Senior High	Wando High
Carolina Forest High	Hannah-Pamplico High	North Charleston High	West Florence High
Carver's Bay High	Hartsville Senior High*	Northwestern High	West-Oak Senior High*
C.E. Murray High*	Hillcrest High	Orangeburg-Wilkinson High	Westside High
Central High	Hilton Head High	Palmetto High*	White Knoll High*
Chapin High	Indian Land High	Pelion High	Williston-Elko High
Chapman High	Irmo High	Pendleton High	Wilson High
Charleston School for the Arts	J.L. Mann High*	Pickens High	Woodland High
Cheraw High	James Island Charter High*	R.B. Stall High	Woodmont High
Chesnee High	Jasper County High*	Richland Northeast High*	Wren High
Chester High*	Keenan High*	Richland One Middle College*	York Comprehensive 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.

Where We've Been

Each college partnership reflects a certain degree of uniqueness based on specific needs of the high schools being served as well as the resources and expertise available from the cooperating college. Ideally, the College Partners bring a wealth of knowledge about education to the course, and in turn, the experience of working in high schools is valuable to College Partners.

Teacher Cadet sites benefit by having the opportunity to showcase their College Partners. Colleges and universities benefit by having the opportunity to showcase their campuses and programs to bright young people; and, most importantly, students benefit by having the opportunity to study with both high school and college educators. After working with the College Partner, visiting and taking part in special activities on campus during the year, many Teacher Cadets choose to attend college at the partner institution.

What We've Done

Teacher Cadet College Days

Many College Partner sites held Teacher Cadet College Days during the 2006-2007 school year. On these days, College Partnership coordinators hosted each of the Cadet sites on their campus. Orientation sessions, class visits, and events with guest speakers were held.

Most of the South Carolina Teaching Fellows institutions provided student escorts for the day. The College Partner data includes the number of Teacher Cadets attending each event.

Goal

- Sustained the alignment of 100 percent of Teacher Cadet sites with a credit-bearing higher education institution

Other Accomplishments

- In an intentional effort to work with schools in the greatest needs' districts, Coker College, Francis Marion University and USC Salkehatchie served the partnership needs of schools in the following districts: Allendale, Marion 1, Jasper, Lee, and Hampton 2.

Where We're Going

CERRA works collaboratively with the Diverse Pathways Teacher Quality Grant (See page 21). The primary goal of the grant is to support the development of a highly qualified teaching force in South Carolina that reflects the diversity of the State's population through recruitment from the two-year college level. College Partnerships will adapt and change to establish connections to community and technical colleges. In the next two years, CERRA will intentionally promote ways that rural students and students from the districts with greatest needs will be able to become certified teachers through the diverse pathways of community colleges that lead to four-year programs in teacher education.

The College of Charleston, Midlands Technical College, Newberry College, Orangeburg-Calhoun Technical College, Trident Technical College and USC Columbia became college chapters of Future Educators Association in direct consultation with the CERRA hub for Phi Delta Kappa International. The collegiate FEA model has implications for sustaining an on-campus presence for former Teacher Cadets.

College Partner Data

College Partner Sites and Schools	
College Partner	Teacher Cadet Sites
Anderson University	Carolina, Crescent, Easley, Hillcrest, Mauldin, Palmetto, Pendleton, Pickens, Seneca, T.L. Hannah, Walhalla, West-Oak, Westside, Wren
Benedict College	C.A. Johnson
Charleston Southern University	Berkeley, Fort Dorchester, Goose Creek, Hanahan, Lake Marion, Lincoln, North Charleston, R.B. Stall, Stratford, Summerville
The Citadel	James Island Charter, Wando
Clemson University	Berea, D.W. Daniel, Greenville, Liberty, J.L. Mann, Woodmont
Coastal Carolina	Andrews, Carolina Forest, Carver's Bay, Conway, Loris, Myrtle Beach, Socastee, St. James, Sumter, Waccamaw
Coker College	Lake View
College of Charleston	Baptist Hill, Burke, Charleston School for the Arts, Cross, Septima C. Clark, Timberland
Francis Marion University	Aynor, C.E. Murray, Crestwood, Darlington, Dillon, E. Clarendon, Hannah-Pamplico, Hartsville, Kingstree, Lake City, Lakewood, Lamar, Manning, Marion, Marlboro County, Mayo MST, Mullins, South Florence, Timmonsville, West Florence, Wilson
Greenville Tech	
Lander University	Belton-Honea Path, Calhoun Falls, G. Frank Russell, Ninety Six
Limestone College	Blacksburg, Gaffney
Midlands Technical College	Richland One Middle College
Newberry College	Dutch Fork, Mid-Carolina, Newberry
North Greenville University	Blue Ridge, Eastside, Riverside, Travelers Rest, Wade Hampton (Greenville)
Presbyterian College	Clinton, Laurens District 55
SC State University	Orangeburg-Wilkinson
USC Aiken	Aiken, Brookland-Cayce, Gilbert, McCormick, Midland Valley, North Augusta, Pelion, Ridge Spring-Monetta, Saluda, Silver Bluff, South Aiken, STAR Center for Learning, Strom Thurmond, Williston-Elko
USC Beaufort	Battery Creek, Beaufort, Bluffton, Hilton Head
USC Columbia	A.C. Flora, Airport, Blythewood, Chapin, Dreher, Irmo, Keenan, Lexington, Lower Richland, Lugoff-Elgin, Richland Northeast, Ridge View, Spring Valley, White Knoll
USC Salkehatchie	Allendale-Fairfax, Bamberg Erhardt, Barnwell, Blackville-Hilda, Colleton County, Estill, Jasper County, Wade Hampton (Hampton), Woodland
USC Upstate	Boiling Springs, James F. Byrnes, Broome, Chapman, Chesnee, Dorman, Greer, Landrum, Spartanburg
Winthrop University	Andrew Jackson, Buford, Central, Cheraw, Chester, Chesterfield, Clover, Fairfield Central, Fort Mill, Great Falls, Indian Land, Lancaster, Lewisville, Northwestern, Rock Hill, Union, York Comprehensive

College Partner Data

College Partner Days	
Site of Event	Cadets Served
The Citadel	76
Clemson University	77
Coker College	20
College of Charleston	73
Coastal Carolina University	148
Francis Marion University	329
Lander University	75
Limestone College	42
Newberry College	122
Presbyterian College	75
USC Beaufort	100
USC Salkehatchie	130
USC Upstate	162
Total	1,429

*Chart above is based on information received from College Partners.

College/ University	Credit Awarded	Credit Accepted	COMMENTS ABOUT CREDIT
Anderson University	YES	YES	\$100 fee for credit
Benedict College	YES	YES	
Charleston Southern University	YES	YES	\$50 fee for credit
The Citadel	YES	YES	Tuition abated-no cost to Cadet
Clemson University	YES	YES	Fee for credit=\$300 divided by # of Cadets enrolled in class
Coastal Carolina University	YES	NO	\$60 fee for credit; course counts as an elective-individual major dictates if program will accept Teacher Cadet as an elective
Coker College	YES	YES	\$5 transcript fee (if credit transfer is needed)
College of Charleston	YES	YES	
Francis Marion University	YES	YES	Two hours of Teacher Cadet credit would be accepted from a CERRA-approved institution
Lander University	YES	YES	
Limestone College	YES	YES	
Midlands Technical College	YES	YES	
Newberry College	YES	YES	
North Greenville University	YES	YES	\$100 fee for credit
Orangeburg-Calhoun Technical College	YES	YES	
Presbyterian College	YES	YES	
USC Aiken	YES	YES	\$10 application fee
USC Beaufort	YES	YES	
USC Columbia	YES	YES	\$198 fee for credit
USC Salkehatchie	YES	YES	\$10 fee for credit
USC Upstate	YES	NO	Credit only with admission
Winthrop University	YES	YES	

College Financial Newsletter

Mission

The primary purpose of the College Financial Newsletter (CFN), formerly 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 students planning to teach. The two basic goals of the program are to assist students with the college admission process and to provide them with information on financial aid.

Where We've Been

For 18 years the program has provided financial aid information to students through the use of a bi-annual newsletter, classroom and school visits by Teachers in Residence and CERRA representation at career fairs across the state. The role of the CFN has evolved over the years as the information provided by guidance counselors, college financial aid offices, the South Carolina Student Loan Corporation and the Commission on Higher Education has improved to meet the needs of an increasing number of students interested in post-secondary education. The newsletter, in print and online at www.cerra.org, offers comprehensive information and up-to-date Web site links for obtaining financial assistance for college.

What We've Done

The CFN, published bi-annually by CERRA, continues to be a very important source of information for high school guidance counselors across the state. Each August, thousands of copies of the CFN are mailed to public and private high schools across the state and continue to be used as the focal point for financial aid nights hosted at many high schools during the year and in all Teacher Cadet classrooms. The "lesson plan" of all first visits to Teacher Cadet classes by the Teacher in Residence has been the College Financial Newsletter information.

Groups who most often requested the College Financial Newsletter for 2006-2007 included guidance counselors, individuals looking to enter the teaching profession from other careers and parents seeking funds for their child's college education.

Goals

- Developed a more effective outlet for disseminating financial aid information to future South Carolina educators.
- Created two versions of the CFN to serve students in both fall and spring semester classes.

Other Accomplishments

- Financial aid data was researched and Web site links were updated.
- CERRA provided approximately 8,000 College Financial Newsletters to public and private high school guidance counselors, Teacher Cadet instructors, Teacher Cadets and individuals.

Where We're Going

Students who do not have access to the Teacher Cadet program in their high schools or are not able to participate in the program are an ongoing point of concern to CERRA. Educating high school guidance counselors of the services provided by CERRA through the College Financial Newsletter is imperative if we are to expand the influence of the program to all high school students. Increased attendance at career fairs sponsored by local high schools and civic groups by CERRA staff is vital to insuring that the public, beyond the education community, is made aware of the potential of CERRA's services available through this program.

Teaching Fellows

Mission

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.

Where We've Been

The Teaching Fellows Program was established in 1999 when the South Carolina General Assembly, recognizing the shortage of teachers in our State, funded the Teaching Fellows Program. Each year the program identifies talented high school seniors to receive the scholarship. To date, nearly 1,400 Fellowships have been awarded out of approximately 5,000 applications. The \$6,000 annual scholarships provide students with up to \$5,700 toward the cost of attending a teacher education program and up to \$300 for enrichment programs each year. Students agree to teach in South Carolina public schools for each year they receive funding.

The Teaching Fellows selection process identifies students capable of the rigor and passion for teaching required to sustain the momentum toward the goal of teacher licensure. The overall retention rate for the program during the first seven years of the program is 83 percent. While this number is not inconsequential for programs in similar stages of development, CERRA's determined belief in a diverse teaching force requires us to examine ways to recruit students from diverse ethnic and socioeconomic backgrounds.

What We've Done

The 11 Teaching Fellow institutions provided students with unique opportunities. Each institution's program is guided by a Campus Director who is directly involved in the day-to-day program management, as well as offering guidance and advisement to Fellows as they work toward teacher licensure. Campus Directors work closely with CERRA to maintain the integrity of the Fellows Program.

The audit review process continued in 2006-2007 as the associate reviewed USC Upstate, Charleston Southern University and the College of Charleston. In addition to the audit review, USC Upstate piloted the first Teaching Fellows Evaluation Instrument in April. The evaluation team determined, with the recommendation of the Collegiate Committee, that USC Upstate receive a satisfactory rating. The evaluation process helped CERRA identify a seven-year evaluation cycle and plans to revise the yearly Institutional Annual Report will be realized in FY 08.

In 2007, CERRA again solicited the support of the South Carolina Alliance of Black School Educators (SCABSE) in recruiting students with ethnically diverse backgrounds. More than 1,200 members of SCABSE, largely comprised of individuals of color, were mailed Teaching Fellow applications and encouraged to share the application with high school seniors in their communities. In addition, we also employed CERRA's database in identifying the state's National Board Certified Teachers of color to solicit assistance in our recruiting efforts. These focused recruitment efforts resulted in an increase in Fellows applicants of color. Recruiting students of color and males to the Teaching Fellows Program continues to be a concern.

Goals

- Piloted the Teaching Fellows Evaluation Instrument at USC Upstate
- Worked closely with the Teaching Fellows Campus Directors to ensure that the intent and expected quality of the program was maintained

Other Accomplishments

- CERRA moved to a regional model for Teaching Fellows interviews. Interviews were held at James F. Byrnes High School, Newberry High School, Blythewood High School, South Florence High School and West Ashley High School.

- CERRA provided clearer language to areas of the Teaching Fellows Policy Manual that will ensure Campus Directors and Fellows understand the intent of the policy.
- CERRA met with Campus Directors, Financial Aid and Recruitment administrators at universities with fewer than 10 new cohort members in order to boost Teaching Fellows recruitment. The effort resulted in a greater understanding of the recruitment process.
- Two hundred ninety-one high school students were interviewed for the scholarship by diverse teams of education stakeholders, which included former Teaching Fellows now in the teaching force.
- CERRA recognized nearly 60 graduating Teaching Fellows on May 1 on the floor of the South Carolina General Assembly (House and Senate) with the assistance of the Palmetto State Teachers Association.

Where We're Going

The success of the Teaching Fellows Program lies in the quality of the programs entrusted to the 11 Teaching Fellow institutions as well as in our ability to recruit truly talented and ethnically diverse students into the teaching profession. Such a task requires a focused long-range plan that incorporates increased ownership of the program by the institutions as well as a heightened awareness of the need to aggressively recruit students for fellowships. The newly developed seven-year evaluation cycle will assess the effectiveness of our Teaching Fellows institutions as they recruit and retain Fellows cohorts. The evaluation instrument will also assess the effectiveness of the programs the institutions have developed to produce educators capable of meeting the needs of South Carolina's citizens. In addition, the data from the instrument will be used to promote the program in order to increase funding and to expand the program for more Fellowships, which will most likely lead to more institutions being given an opportunity to participate in the program.

Teaching Fellows Data

Current Cohort Review and Retention

Teaching Fellow institutions	Maximum allotted fellowships	FY 03 SR	FY 04 JR	FY 05 SOPH	FY06 FR	Total
Fellowship awarded		200	150	175	175	700
Anderson University	10	13	8	7	18	46
Charleston Southern University	20	11	4	2	5	22
College of Charleston	30	19	17	20	31	87
Columbia College	20	7	10	10	10	37
Furman University	12	6	7	11	6	30
Lander University	26	15	12	15	10	52
Newberry College	22	7	2	5	3	17
SC State University	25	1	2	4	2	9
USC Columbia	35	35	26	36	28	135
USC Upstate	16	12	7	11	16	46
Winthrop University	25	26	24	25	27	102
TOTAL REMAINING		152	119	146	166	583
Retention Rate		76%	79%	83%	95%	83%

Teaching Fellows Data

Fellows Employed by Region FY06-07

Employment	Number employed	Fellows reporting to teach (in percent)
Region One—Upstate	59	26
Region Two—Savannah River	37	17
Region Three—Midlands	64	29
Region Four—Pee Dee	18	8
Region Five—Lowcountry	44	20

Note: Data is based on senior surveys received from 2000, 2001 and 2002 cohorts—2003 cohort data not yet available

2007 Fellowship Assignments

Teaching Fellow Institution	Number of Fellows	Percent of Awards
Anderson University	14	8
Charleston Southern University	13	8
College of Charleston	25	14
Columbia College	13	8
Furman University	9	5
Lander University	9	5
Newberry College	9	5
SC State University	0	0
USC Columbia	37	21
USC Upstate	17	10
Winthrop University	27	16
Total Fellows	172	

Ethnicity and Gender of Fellowship Recipients (in percent)

Ethnicity/Gender	FY 03	FY 04	FY 05	FY 06	FY 07
Students of Color	9	10	12	13	10
Males	15	16	17	20	13
Females	85	84	83	80	87

Teaching Fellowships Awarded by Region (in percent)

Region of State	FY 03	FY 04	FY 05	FY 06	FY 07
Region One: Upstate	23	26	22	24	28
Region Two: Savannah River	17	14	12	11	15
Region Three: Midlands	35	29	33	30	33
Region Four: Pee Dee	9	14	7	17	12
Region Five: Lowcountry	16	17	16	17	12

Diverse Pathways

Teacher Quality Grant

Mission

The primary goal of this project is to support the development of a highly qualified teaching force in South Carolina that reflects the diversity of the State's population. The partnership includes two universities with comprehensive teacher education programs, three two-year colleges, two high-needs school districts, the BellSouth Corporation, and CERRA.

Where We've Been

Because more than 50 percent of college-attending minority students begin their study at two-year institutions, a partnership such as ours proposes a strategy to increase the number of minorities in the teaching profession. Student recruitment and support along with early, meaningful clinical experiences will be major focuses. A Professional Learning Community concept ensures the success of students progressing from pre-college recruitment, to their initial entry into two-year colleges, through the completion of certification requirements, and into their induction into the teaching profession.

Year One of the project involved a "proof-of-concept" phase encompassing the Columbia area partnership led by the USC teacher preparation program enhanced by support from the previous Teacher Quality Enhancement grant. Pk-12 schools will be selected to host clinical experiences for students in the 2-year colleges and project staff will work to support professional development activities in those schools. In Years Three through Five, all partners plan to disseminate the program to other teacher education institutions and two-year colleges.

What We've Done

CERRA served as a co-host for the second annual Professional Development Conference, held on the campus of Trident Technical College in October, 2006. Students from the College of Charleston, Midlands Technical College, Orangeburg-Calhoun Technical College, Trident Technical College, USC Columbia and high schools in the Charleston area were represented. Author Dori Sanders from Filbert, South Carolina, was the keynote speaker. Participants attended concurrent sessions developed for pre-collegiate, pre-service and service interests.

Where We're Going

In Years Three through Five, all partners in collaboration with the State Department of Education and the Commission on Higher Education will disseminate the program to other teacher education institutions and two-year colleges.

Teacher Database Online Application Teacher Recruitment Expo

Mission

The mission of the online teacher application is to provide the public school districts of South Carolina with qualified teacher applicants and to assist candidates in their search for positions within the public school districts by completing one application. The online application helps meet the need for teachers in South Carolina's critical need areas – both subject and geographic – by allowing districts timely access to applicants.

The purpose of the South Carolina Teacher Recruitment Expo is to match teachers seeking positions with public school districts seeking teachers.

Where We've Been

The Teacher Database, the Online Application and the Teacher Recruitment Expo were each designed to assist South Carolina in meeting statewide educator recruitment needs. Working in partnership with the Personnel Division of the South Carolina Association of School Administrators (SCASA), the State Department of Education's Teacher Certification Office and the Information Technology Department at Winthrop University, CERRA has developed a system for identifying teacher candidates and assisting school districts in recruiting teachers.

The Online Application was activated in October 1999 and 85,204 applications have been submitted online as of June 30, 2007. In 2006-2007, 24,044 online applications were created or modified. All 85 school districts and several special and private schools have utilized the online application system. The online teacher application is available to help all districts by providing them access to the many teacher candidates who have applied online. Private schools may advertise and have access to the online applications for an annual fee of \$250. Many teachers attending the Teacher Recruitment Expo, which began 19 years ago, complete the online application. The efforts of both the Teacher Database/Online Application and the Teacher Recruitment Expo have increased the in-state and out-of-state listings in both critical and non-critical subject areas.

What We've Done

CERRA advertised in three national newspapers every other Sunday, inviting teachers to apply online. Additionally, the Teacher Recruitment Expo was advertised on the World Wide Web through www.CareerBuilder.com. The partnership with the State Department of Education's Teacher Certification Division provided that all individuals seeking initial certification in South Carolina are notified of the online service and provided an invitation to register for the Teacher Recruitment Expo held in June of each year. Online Teacher Application Information Packages were distributed by request and without charge. The package included information on South Carolina teacher certification, district contacts, geography of the state, critical need areas, current South Carolina teacher vacancies and instructions for the Online Application. The Teacher Vacancy List was published on the 1st and 15th of each month and is available on the CERRA Web Site, which is updated daily as districts inform CERRA of changes.

Goals

- Updated Online Teacher Application Database to reflect the current applicants, purging the system of applicants currently employed
- Analyzed effectiveness of Teacher Recruitment EXPO as a recruitment tool

Other Accomplishments

- More than 24,000 online applications were created or modified during 2006-2007.
- The South Carolina Online Application was a resource used by all 85 districts.
- Since its inception in October, 1999, more than 4,900 applicants indicated they were former Teacher Cadets and 665 indicated they were South Carolina Teaching Fellows.
- 69 school districts representing 81 percent of all South Carolina school districts participated in the 2007 Teacher Recruitment Expo.
- Of the nearly 1,300 teachers who registered for the 19th Annual Teacher Recruitment Expo held in Columbia on June 4, 2007, more than 650 were out-of-state candidates.
- The top five states in terms of responses to advertising for the Teacher Recruitment Expo: South Carolina, North Carolina, Michigan, Ohio, and Georgia.

Where We're Going

The Online Application has become increasingly important as CERRA staff assist former ProTeam students, Teacher Cadets and Teaching Fellows in locating teaching positions in the state. The data retrieved from the Online Application provides insight into educational recruitment challenges to which CERRA must be ready to analyze and respond. The Teacher Recruitment Expo provides an opportunity for CERRA to strengthen important partnerships in meeting the demands of filling teacher vacancies with qualified educators. As we strive to provide the best educators for our state's future citizens, understanding the complexities and challenges of recruiting educators that more closely reflect the student population of South Carolina's public schools remains our greatest challenge.

Online Application and Expo Data

Job Bank Inquiries and Online Applications

Applicant Inquiry Data	FY02	FY03	FY04	FY05	FY06	FY07
Online Applications*	23,000	33,000	44,000	54,983	69,400	85,204

*The online application system dates back to FY00. Numbers in this row represent the cumulative number of online applications housed in the system since that year

Number of School Districts Participating in EXPO

	FY02	FY03	FY04	FY05	FY06	FY07
# of Districts	64	27	54	65	59	69

CERRA Advisory Board

Mission

In addition to serving as an advisory body, the educators comprising the CERRA Advisory Board (CAB) serve as positive voices for education reform and professional growth for all teachers. More importantly, they work to continue the all-important conversation about student achievement in South Carolina schools.

Where We've Been

CERRA celebrates two years of work led by the CAB, a collection of teacher leaders representing classrooms in each region of our State and each of CERRA's programs. The board emerged as a restructuring of three independent teacher leader groups. This group of accomplished teachers brings experience and expertise as District Teachers of the Year, Pre-Collegiate instructors, college faculty and National Board Certified Teachers® (NBCTs). CERRA recognizes the many paths that teachers might take to lead from the classroom, and this work is an important recognition of the very teachers we want to retain in classrooms as models for those just beginning. Some districts utilize their Teachers of the Year as local advisors in Teacher Forums, providing opportunities for teachers to step into leadership roles. This demonstrates one path that may lead to CAB membership.

What We've Done

In an effort to reach out to more accomplished teachers and to include their voices at CERRA meetings, workshops and committees, CAB Bylaws were amended to include former ProTeam students, Teacher Cadets and Teaching Fellows who are teaching in South Carolina classrooms, by designating seats on the Board for 2006 elections. As a result, four classroom teachers who are products of the CERRA continuum joined veteran teacher leaders on the board. In addition, two seats are designated for a College Partner representative and a Teaching Fellows Campus Director. This effort underscores the value CERRA places on our pre-collegiate and pre-service programs and the teacher leaders that emerge from those programs.

Goals

- Created five standing committees; Professional Development, Governance and Membership, Outreach, Research, and Special Projects, to collaborate in the formulation and development of CERRA's goals for the 2006-2007 school year. CAB members recommended strategies for the accomplishment of goals.
- Raised level of knowledge about CERRA's programs and services in the state.
- Provided leadership opportunities at workshops and meetings and by working in committees

Other Accomplishments

- NBCTs serving on the Advisory Board collaborated with staff to complete revisions of the CERRA National Board Recruitment and Retention Toolkit. This toolkit is being used to provide candidate support in targeted underrepresented and underserved districts. Working closely with National Board District liaisons, CERRA staff and Board Certification Network members are working to build capacity in these districts in order to increase knowledge of and participation in advanced professional development while building local professional learning communities.
- State Teacher of the Year Buffy Murphy, coordinated regional District Teacher of the Year meetings in the fall. This afforded Murphy and the Teachers in Residence for each of those regions, an opportunity to tailor activities designed to engage these teacher leaders in a regional collaborative network. The regional workshops provided the foundation for engaging teacher leaders in collaborative professional growth at the statewide Winter Teacher Forum Workshop.
- The State Teacher of the Year created an online community for teacher leaders to continue professional dialogue around the work of teacher leaders.

- CERRA Advisory Board members participated in the first South Carolina National Board Policy Summit.
- Sixty-three districts voluntarily contributed funds to support the District Teacher of the Year's membership in the South Carolina Teacher Forum.

Where We're Going

CERRA staff will welcome 12 new Advisory Board members for 2007 – 2008. These Board members will collaborate with Teachers in Residence and Program Directors to expand the scope of teacher leadership across the CERRA continuum. Standing committees will provide leadership in the development and determination of professional development activities, suggest areas for research, outreach, special projects, governance and membership. Advisory Board members and Teachers in Residence will collaborate to explore and refine teacher leadership roles and further enhance the development of regional networks.

CAB Seat Rotation Chart

The educators listed below represent all geographic regions of our State as well as CERRA's programs designed to improve teacher recruitment, retention and advancement in South Carolina.

Seat expires July 1, 2007	Seat expires July 1, 2008	Seat expires July 1, 2009
Seat 6: At Large TOY/NBCT/Region 1 Carol Hill	Seat 11: NBCT/Region 1 Ed Epps	Seat 1: TOY/Region 1 Amy Kinard
Seat 7: At Large TOY/NBCT/Region 2 Deborah Minick	Seat 12: NBCT/Region 2 Leslie Sanford	Seat 2: TOY/Region 2 Eugenia McDill
Seat 8: At Large TOY/NBCT/Region 3 Angela Cooper	Seat 13: NBCT/Region 3 Malia Dunn	Seat 3: TOY/Region 3 Cliff Barrineau
Seat 9: At Large TOY/NBCT/Region 4 Ruth Taylor	Seat 14: NBCT/Region 4 JoAnn Sherbine	Seat 4: TOY/Region 4 Mary Frances McMillan
Seat 10: At Large TOY/NBCT/Region 5 Laurie David	Seat 15: NBCT/Region 5 Anna Dassing	Seat 5: TOY/Region 5 Sandra Moore
Seat 21: Teacher Cadet/Region 1 Thiela Schnauffer	Seat 26: Teacher Cadet/Region 1 Pam Flynn	Seat 16: Former PreC/Region 1 Carol Davis
Seat 22: Teacher Cadet/Region 2 Open	Seat 27: Teacher Cadet/Region 2 Phyllis Gantt	Seat 17: Former PreC/Region 2 Josh Trahan
Seat 23: Teacher Cadet/Region 3 Mary Beth Bussell	Seat 28: Teacher Cadet/Region 3 Debbie Debenport	Seat 18: Former PreC/Region 3 Margaret "Reggie" Matheny
Seat 24: Teacher Cadet/Region 4 Beth Hinson	Seat 29: Teacher Cadet/Region 4 Jane Sligh	Seat 19: Former PreC/Region 4 Jennifer Blankenship
Seat 25: Teacher Cadet/Region 5 Debi Kidd	Seat 30: Teacher Cadet/Region 5 Sally Nesmith	Seat 20: Former PreC/Region 5 Meike McDonald
APPOINTED SEATS (At large):	Seat 32: BCNSCE Chair** Cyndi Pride	Seat 34: TF Campus Director Latanza Garvin
Seat 31: SC TOY** (expires 6/30/07) Buffy Murphy	Seat 33: Pre-Collegiate Chair** Tria Grant	Seat 35: College Partner Bill Millar

School Districts Supporting South Carolina Teacher Forum (2006–2007)

These districts contributed funding to sponsor District Teachers of the Year as members of the State Forum. This funding helped to defray the costs of workshops held to recognize the accomplishments of these teachers while providing information, networking, and leadership opportunities.

Aiken	Fairfield	McCormick
Anderson 1	Florence 1	Newberry
Anderson 2	Florence 2	Oconee
Anderson 3	Florence 4	Orangeburg 3
Anderson 4	Florence 5	Orangeburg 4
Anderson 5	Greenville	Orangeburg 5
Barnwell 19	Greenwood 50	Pickens
Barnwell 29	Greenwood 51	Richland 2
Berkeley	Greenwood 52	Spartanburg 2
Calhoun	Horry	Spartanburg 5
Cherokee	Jasper	Spartanburg 6
Chester	Kershaw	Sumter 2
Chesterfield	Lancaster	Sumter 17
Clarendon 1	Laurens 55	Union
Clarendon 2	Lee	Williamsburg
Clarendon 3	Lexington 1	York 1
Colleton	Lexington 2	York 2
Darlington	Lexington 3	York 3
Dept. of Juvenile Justice	Lexington 5	York 4
Dillon 1	Marion 1	
Dorchester 2	Marion 2	
Edgefield	Marlboro	

National Board Certification[®]

Mission

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.

Where We've Been

Since 2000, CERRA has been charged by the South Carolina General Assembly to administer the South Carolina National Board Certification (NBC) Loan Program for teachers choosing to pursue NBPTS certification. Since its inception, the NBPTS has certified more than 5,085 National Board Certified Teachers[®] (NBCTs) in our State. South Carolina is third in the nation in its number of NBCTs with more than 9.8 percent of the teaching force holding this advanced certification.

What We've Done

CERRA continued to provide an infrastructure of support for not only high levels of awareness for this initiative, but also for the retention of candidates once they identified themselves as accomplished teachers who desired support in achieving National Board Certification[®]. This infrastructure included three levels: a district liaison in each of the 85 school districts; the Board Certification Network of South Carolina Educators comprised of NBCTs who choose to stay involved in teacher advancement efforts; and high levels of collaboration with other state agencies, including the State Department of Education, involved in this work.

Goals

- Finalized revision of CERRA's NBC Candidate Awareness and Retention Toolkit for liaisons and candidate support providers
- Enhanced National Board[®] information on CERRA's website, including the revised Candidate Support Toolkit
- Strengthened efforts to recruit and retain a diverse population of candidates
- Offered more support to underserved/underrepresented districts
- Monitored growth in the number of candidates and NBCTs in targeted districts
- Continued to improve collaboration with state and district agencies and NBPTS

Other Accomplishments

- CERRA received a \$15,000 State Farm Insurance Companies grant in 2006 to support the efforts to provide National Board Certification candidate support.
- CERRA provided support to Orangeburg Consolidated District Five's participation in Targeted High Needs Initiative (THNI) grant for teachers participating in National Board's *Take One!*. In addition CERRA provided support to local district initiatives for participation of teachers in Greenville and Charleston
- NBCTs in high need schools participated in South Carolina's first Policy Summit designed to explore ways to increase the numbers of NBCTs in high need schools. The Policy Summit, held in August 2006, was the result of collaboration of several organizations including CERRA, Center for Teaching Quality, Hodges Consulting Group, NBPTS[®], National Education Association, South Carolina Department of Education and The South Carolina Education Association. Recommendations created during the summit were officially released in the spring of 2007.

- Regular liaison meetings were held for the dissemination of loan program information and sharing of data and research related to National Board Certification and teaching in South Carolina. Collaborative efforts with NBPTS and the State Department of Education's Office of Finance have been highlighted by including these organizations on the agenda for each meeting.
- Requests for data related to South Carolina NBCTs and South Carolina candidates were provided to policymakers, the State Department of Education, colleges and universities.

Where We're Going

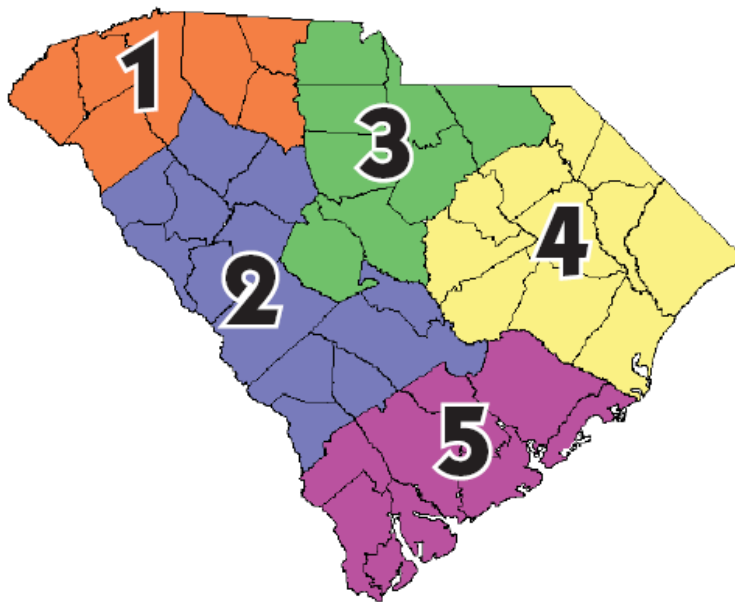
We will continue to increase candidate support efforts in South Carolina's schools, including Palmetto Priority Schools, to continue to increase the number of National Board teachers across our state. Statewide and regional Candidate Support Provider trainings will train support providers in the newly revised Candidate Support toolkit and build strong capacity of candidate support in all districts.

Candidates in schools with an absolute rating of Below Average or Unsatisfactory applying for the SCNBC loan after July 1, 2007 are eligible for loan forgiveness in the event certification is not achieved. As a result of recommendations proposed at the Policy Summit, support of this legislation is an effort to increase the number of NBCTs within these schools.

Furthermore, CERRA is a major participant in a Charleston County School District research project with low-performing schools to study *TakeOne!* and the National Board certification process as a professional development program that positively affects teacher effectiveness and student achievement.

National Board Certified Teachers Data

Number of NBCTs by CERRA Regions



Region 1 Upstate	1,125
Region 2 Savannah River	412
Region 3 Midlands	1,832
Region 4 Pee Dee	645
Region 5 Lowcountry	774



National Board Certified Teachers Data

Number of NBCTs in South Carolina by Certificate Area	
NBPTS Certificate Area	# of NBCTs
Early Childhood Generalist	1042
Middle Childhood Generalist	766
Early Adolescence Generalist	38
Early & Middle Childhood Art	72
Early Adolescence through Young Adulthood Art	63
Early Adolescence through Young Adulthood Career & Technology	227
Early Adolescence English Language Arts	305
Adolescence and Young Adulthood English Language Arts	341
Early & Middle Childhood English As A New Language	7
Early Adolescence Through Young Adulthood English As A New Language	5
Early Childhood Through Young Adulthood Exceptional Needs Specialist	479
Early Childhood Through Young Adulthood Library Media	182
Early Adolescence Math	192
Adolescence and Young Adulthood Math	195
Early & Middle Childhood Music	67
Early Adolescence Through Young Adulthood Music	70
Early & Middle Childhood Physical Education	79
Early Adolescence Through Young Adulthood Physical Education	59
Early Adolescence Science	179
Adolescence Through Young Adulthood Science	170
Early Adolescence Social Studies History	104
Adolescence Through Young Adulthood Social Studies History	161
Early & Middle Childhood World Languages Other Than English	6
Early Adolescence Through Young Adulthood World Languages Other Than English	48
Early and Middle Childhood Literacy-Reading Language Arts	102
Early Childhood Through Young Adulthood School Counseling	126
TOTALS	5,085

Source for both charts: NBPTS

Top 12 States by New NBCTs <i>(as of January 22, 2007)</i>			
Rank	State	New in 2006	State Total
1	North Carolina	1528	11327
2	Florida	1511	9236
3	South Carolina	637	5076
4	Illinois	431	1986
5	Washington	407	1306
6	California	291	3656
7	Oklahoma	282	1569
8	Virginia	229	1137
9	Kentucky	219	1117
10	Louisiana	207	1032
11	Arkansas	204	583
12	Georgia	194	2331

Teacher Retention

Mission

CERRA's role in teacher retention is to increase the number of beginning teachers focused upon the practice of teaching and the achievement of students. With effective mentoring and support, beginning teachers can thrive in their development as leaders in and beyond the classroom.

Where We've Been

CERRA's work with mentoring and coaching spans years of intentionality, effort and the dedication of funding toward the collaboration with other state and national agencies. These partnerships have created state guidelines supporting the work of well-trained and well-supported mentors for beginning teachers. CERRA's role in the professional development of mentors has kept the focus on mentoring as a non-negotiable, necessary service we provide for those joining our profession. Likewise, the development of effective mentors fortifies true teacher leadership and fosters agents of change in South Carolina schools.

What We've Done

CERRA collaborated with the State Department of Education to assist in raising the level of awareness for the new State Mentoring and Induction Guidelines (adopted September 2006). Presentations and a promotional flyer were created for staff members as they facilitated conference presentations, workshops, trainings and visited with superintendents, mentor coordinators, administrators, teachers and higher education faculty.

Goals

- Implemented training plan for CERRA's role as outlined in the State Mentoring and Induction Guidelines
- Collaborated with the New Teacher Center at the University of California-Santa Cruz and the State Department of Education to create program standards and guidelines for district leaders and mentoring coordinators
- Developed a cadre of trainers for the three-day state mentor training
- Developed a cadre of Cognitive CoachingSM Training Associates

Other Accomplishments

- The total number of mentors trained by CERRA is 1,950. Sixty-seven districts have participated since CERRA began offering the Foundations in Mentoring training.
- In collaboration with the State Department of Education, CERRA developed a cadre of trainers for the three-day mentor training to build capacity within local districts.
- CERRA sponsored two advanced mentor academies to provide continuous professional development for mentors who have completed the South Carolina Mentor Training. Trainers from the New Teacher Center at the University of California- Santa Cruz provided the seminars focusing on mentor's Coaching and Observation Skills and the Analysis of Student Work.
- CERRA training associates conducted Cognitive Coaching Foundation Seminars[®]— one at-large statewide training and district cohorts in Florence 1, Anderson 4, Anderson 5, and Dorchester 2. Participants included district and school level administrators, mentors and instructional coaches.
- Job specific workshops were held for district and school level mentor coordinators and administrators for the purpose of raising their levels of consciousness about teacher turnover and teacher working conditions that have an impact on attrition.

Where We're Going

CERRA will focus on underserved and underrepresented districts that continue to have high teacher turnover rates by making contact with superintendents, mentor coordinators, ADEPT coordinators and teacher leaders already connected to CERRA programs and services. CERRA staff members will work collaboratively with stakeholders to provide information and resources for implementation of the Mentoring and Induction Guidelines and conduct training for mentors and administrators. Five regional mentor trainings during the fall of 2007 will increase the capacity of trained mentors across the state. The regional trainings will also provide opportunities for district trainers to co-train with CERRA staff. CERRA and the State Department of Education will continue working to establish a cadre of district mentor trainers to sustain statewide efforts. Ongoing support will focus on professional development for trained mentors that builds capacity and collegiality, improves teaching quality, and focuses on student achievement.

Teacher Retention Data

Mentoring and Cognitive Coaching Training Sites Activity					
Training Site	Mentoring Foundations	Coaching Foundations	Training Site	Mentoring Foundations	Coaching Foundations
Abbeville	5	0	Lander University	1	0
Aiken	44	12	Laurens 55	9	6
Allendale	1	2	Laurens 56	4	3
Anderson 1	2	1	Lee	5	0
Anderson 4	58	40	Lexington 1	1	1
Anderson 5	29	45	Lexington 2	76	8
Bamberg 2	11	1	Lexington 3	1	0
Barnwell 19	5	2	Lexington 4	0	7
Barnwell 29	18	0	Lexington 5	0	3
Barnwell 45	1	0	Marion 1	16	1
Beaufort	57	8	Marion 7	0	2
Berkeley	15	12	Marlboro	60	0
Calhoun	0	1	McCormick	2	2
CERRA Staff	11	16	Newberry	48	1
Charleston	4	4	Oconee	47	2
Cherokee	1	0	Orangeburg 3	3	3
Chester	71	4	Orangeburg 5	0	2
Chesterfield	65	1	Pickens	2	2
Clarendon 1	11	1	PSTA	2	0
Clarendon 2	31	2	Richland 1	2	2
Clarendon 3	6	6	Richland 2	34	30
Colleton	44	4	Saluda	2	3
Darlington	153	28	SDE	3	42
Dillon 2	31	1	Southern Wesleyan	2	0
Dorchester 2	10	2	Spartanburg 1	3	3
Dorchester 4	12	1	Spartanburg 2	46	2
Edgefield	5	5	Spartanburg 3	1	3
Fairfield	1	1	Spartanburg 5	0	1
Florence 1	48	1	Spartanburg 6	13	4
Florence 2	0	1	Spartanburg 7	0	1
Florence 3	38	1	Sumter 2	4	2
Florence 4	17	2	Sumter 17	6	1
Furman University	2	1	Union	1	2
Georgetown	36	1	USC-Aiken	1	0
Greenville	96	13	USC-Beaufort	3	0
Greenwood 50	7	4	USC-Columbia	0	1
Greenwood 51	3	1	USC-Spartanburg	1	0
Greenwood 52	2	1	Williamsburg	33	0
Hampton 1	1	0	Winthrop University	3	0
Hampton 2	21	1	York 2	1	1
Horry	490	2	York 3	13	2
Jasper	17	2	York 4	3	0
Kershaw	2	3			
Lancaster	16	5	TOTALS	1950	382

Supply and Demand

Mission

The Supply and Demand Survey provides CERRA with data to support education stakeholders in decisions they make with regard to providing the best possible education for the citizens of South Carolina.

Where We've Been

The Supply and Demand Survey is issued annually to each of the 85 school districts in South Carolina. This annual collection of supply and demand data is critical to a better understanding of the specific needs of districts across our state. The data provides information for making determinations such as the critical subject areas for the South Carolina Teacher Loan Program and the Program for Alternative Certification of Educators (PACE). The data has also been used to determine the need for adding or eliminating certain certification area programs at South Carolina colleges and universities and for writing state and federal grants.

What We've Done

The survey was again administered in the fall of 2006. Eighty-four of the state's school districts, the South Carolina School for the Deaf and Blind and the Department of Juvenile Justice participated in the survey. Survey analysis produced several important findings:

There were 8,101 teachers hired in South Carolina prior to September 30, 2006. This number is up from the previous year by nearly 9 percent. At the time the survey was administered, districts reported teacher vacancies down slightly in 2005 to 548.5 compared to the 576.3 teacher vacancies reported in 2004, *the highest year of teacher vacancies in the history of the survey.*

2,113.5 new teacher education graduates from within the state were hired. South Carolina produced 30 percent of its own teachers for the 2005-2006 school year, an increase of nearly 4 percent from 2004.

464 administrators were hired at the school building level. The number of assistant principals hired at the high school level nearly doubled, rising from 102 in 2005 to 245.5 in 2006. The number of unfilled administrative positions at any entry point in the state more than dropped from 69 in 2005 to 47 in 2006.

PACE teacher retention rates continue to decline, but the numbers of new participants has increased from 422 in 2005 to 454 in 2006. In 2005, 422 PACE teachers were in their first year of teaching. At the same time in 2006, 363 PACE teachers were in their second year of teaching.

Minorities made up 20.16 percent of the newly hired teachers for 2006, slightly up from 19.9 percent in 2005. The number of males hired declined from 20.9 percent in 2005 to 20.26 percent in 2006.

No new critical need areas were added to the State Department of Education's list due to the Supply and Demand Survey compiled by CERRA. However; two areas, early childhood and physical education were added at the State Department's request due to the expansion of those programs. The critical need subject areas grew in number as a result of the 2005 Supply and Demand Survey. Areas added to the critical needs list include: all middle school level subjects, dance, music, speech and language therapists. Guidance was dropped from list as a critical need area

Goals

- Determined survey items that will address the awareness and implementation of newly-adopted state guidelines for induction and mentoring within new teacher induction communities and begin collecting data on the effectiveness of mentoring and induction programs (Note: The guidelines have not been funded at this writing; however, CERRA continues to support implementation with trainings with districts that voluntarily self-assess their programs and initiate this reform.)
- Analyzed administrative vacancy/new hire data

- Analyzed survey items to clearly determine turnover rates for classroom teachers and administrators in greatest needs areas

Other Accomplishments

- Supply and demand information was shared with participants in the South Carolina mentor training in order to raise consciousness about the “revolving door” of educators in all of our districts. Subsequently, this information is used by supporters of the mentor programs to bring attention to individual district needs.
- Supply and demand data was shared with education stakeholders to assist in the critical decisions they must make in critical needs content and geographic areas.

Where We're Going

The challenge we face, providing the teachers we need in areas where they are needed, continues to be defined in large part by the Supply and Demand Survey results. In order to continue providing the best possible information, we must continue to analyze the survey's questions and add new questions at the request of our partners.

Supply and Demand Data

87 School Systems Reporting (85 School Districts, DJJ and the SCSDB): 2001-2003 and 2005
86 School Systems Reporting (84 School Districts, DJJ and the SCSDB): 2006
83 School Systems Reporting (81 School Districts, DJJ and the SCSDB): 2004

Teachers Hired: 2001-2006

	Teachers Hired	Teacher Vacancies	Teachers Leaving	Teachers of Color Hired	Male Teachers Hired
2006	8,101	680.3	6,355	1,633 (20.2% of new hires)	1,641 (20.3% of new hires)
2005	7,444.8	548.5	5,574	1,480.5 (19.9% of new hires)	1,552.5 (20.9% of new hires)
2004^	6,486.75	576.3	5,186	1,270.5 (19.6% of new hires)	1,253 (19.3% of new hires)
2003	4,828.75	382.75	4,807	896 (18.6% of new hires)	976.5 (20.2% of new hires)
2002~	5,581.7	334.9	5,425	1,163 (20.8% of new hires)	1,146 (20.5% of new hires)
2001	6,553.5	325.5	5,049.5	1,421 (21.5% of new hires)	1,336 (20.4% of new hires)

Supply and Demand Data

Number of New Teacher Hires and Percentages of Those Hires by Source

	New SC Grads	New Out-of-State Grads	Returning to Teaching	Retired Returning to Teaching	Retired Returning to Critical Needs Subject Area	Another District	Out-of-State	Other	Not Reported	Another Country
2006	2,113.5	760	522		691.5	1,969.5	1,057	183	0	340
	26.1%	9.4%	6.4%		8.5%	24.3%	13.0%	2.3%		4.2%
2005	2,235	561	520		652.5	1,688.3	908	492	388	NA
	30.0%	7.5%	7.0%		8.8%	22.7%	12.25%	6.6%	5.2%	
2004[^]	1,700	450	370	137	365.5	1,582	631	335	916.25	NA
	26.2%	6.9%	5.7%	2.1%	5.6%	24.4%	9.7%	5.2%	14.1%	
2003	1,536	450	286	102	414	976.5	441.4	214.5	408.5	NA
2002~	1,850	557	433	156	421.9	1,140	486	263.4	267.5	NA
2001	1,988	641	335.5	143	501.5	1,710.5	696	326	212	NA

PACE Information

	Teachers in First Year of PACE	Teachers in Second Year of PACE	Teachers in Third Year of PACE	Teachers in Fourth Year of PACE (extensions granted)	Number Hired at Teacher Expo
2006	454	363	276	50	155
	5.6% of new hires				
2005	422	292	266	NA	124
	5.7% of new hires				
2004[^]	337	311	308	NA	119
	5.2% of new hires				
2003	341	442	369	NA	-----
	7.1% of new hires				
2002~	552.4	515	396	NA	-----
	9.9% of new hires				
2001	648	NA	NA	NA	-----
	9.9% of new hires				

[^] Data from 83 systems

~ Includes two systems not previously surveyed (Dept. of Juvenile Justice and the SC School for the Deaf and the Blind)
 - accounted for 20 new hires

Communications

Mission

The mission 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.

Where We've Been

Public Relations Society of America, South Carolina Chapter

The Public Information Coordinator has been involved in the South Carolina chapter of PRSA. The experiences gained help provide creative ways to spread CERRA's message.

National School Public Relations Association, South Carolina Chapter

The Public Information Coordinator has been involved in the South Carolina chapter of NSPRA. Networking opportunities available through this membership provide opportunities to news of CERRA's programs and services.

South Carolina Alliance of Black School Educators

In January of 2007, CERRA participated in the winter conference of the South Carolina Alliance of Black School Educators. As a vendor at the event, CERRA was able to share information to a diverse audience.

South Carolina Association of School Administrators

In June of 2007, CERRA presented a workshop titled *Making Connections: Breaking Ranks, SREB and CERRA* at the Summer Leadership Institute, connecting the Center's recognition of Teacher Leaders to that of school leadership in the breaking ranks and Southern Regional Education Board curricula for school reform. CERRA representatives also presented NBCT recommendations from the Policy Summit held in August 2006. In addition, CERRA participated as a vendor at SLI, allowing for one-on-one interaction to share with administrators from across the state

South Carolina Chamber of Commerce

As a member of the Chamber of Commerce, CERRA is working to become more visible in the statewide business community.

State Public Information Officers

CERRA has been represented at informational gatherings of the State Public Information Officers. The meetings provided the Public Information Coordinator with professional development opportunities alongside Public Information Officers from the State's 85 school districts.

What We've Done

CenterPoint Newsletter

In 2006-2007, six *CenterPoint* newsletters were produced and each issue was distributed electronically to approximately 2,000 members of the CERRA network and other interested education professionals in South Carolina and out-of-state. Each issue consists of signature columns and feature articles produced by CERRA staff, with the newsletter available as a Portable Document Format (PDF) online. Recipients of the newsletter are encouraged to share the document electronically or post each issue to benefit fellow faculty members and administrators within schools and colleges, legislators and other education stakeholders.

CERRA Annual Report

The 2006-2007 CERRA Annual Report was printed in September, 2007. The comprehensive report detailed the Center's teacher recruitment, retention and advancement programs and research results for 2006-2007.

CERRA Web Site

In the ongoing development of the CERRA Web site, the Center continued to work with GraySail, LLC to complete the final stages of site improvements. A timetable was agreed for upgrades to be complete by October 2007.

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 as well as a link to the South Carolina Online Teaching Application, www.winthrop.edu/scteach. The online application is used by districts across the State to identify candidates for teaching vacancies. By using Adobe Acrobat Reader, archived news releases, reports, publications are accessible on the Web site.

College Financial Newsletter

The College Financial Newsletter was printed twice and distributed to over 8,000 students, teachers and guidance counselors in South Carolina. The newsletter was mailed to all high schools and distributed widely through the visits of Teachers in Residence to Teacher Cadet classes. A PDF of the newsletter was also made available to online.

Media Relations

In 2006-2007, CERRA distributed news releases to state and regional media outlets throughout the year. Releases promoted the distribution of Teaching Fellows Scholarships, the awarding of the Ken Bower Scholarship, and the recognition of educators working with CERRA. These releases help news outlets develop stories about the work of CERRA and thus increase the visibility of the Center's programs. CERRA also maintained relations with media outlets seeking data and information about education in the state.

National Board Candidate Support Toolkit

A revised edition of CERRA's NBC Support Toolkit was made available for greater access through the Web site. The 11 workshops are paired with PowerPoint presentations for current NBCTs to use when providing guidance and assistance to fellow teachers seeking certification.

South Carolina Parks, Recreation, and Tourism

A partnership formed with SCPRT enabled the Center to launch its newest recruitment tool, a brochure titled "Teach South Carolina," July 1, 2007, through the State's nine Welcome Centers. The brochure is filled with facts and figures targeting the nearly 13 million visitors to South Carolina each year. A reply card is included allowing additional information request from tourists.

Teaching Fellows Poster

In August 2007, the Teaching Fellows recruitment poster was redesigned to highlight the locations of the 11 Teaching Fellows Institutions, the deadline for application, and contact information. Copies of the poster were distributed to every high school guidance office in South Carolina.

Goals

- Increased awareness to business community through partnership with the South Carolina Chamber of Commerce
- Developed an updated marketing plan
- Designed recruitment brochure for distribution through partnership with South Carolina Parks, Recreation, and Tourism

Other Accomplishments

- *CenterPoint* redesigned in April 2007 taking advantage of the online-only distribution
- Maintenance improvements and improvement of content on the Web site

Where We're Going

The CERRA Web site will continue to be the medium of the future for not only publicizing CERRA but also bringing together the CERRA community. As the Web site continues to develop, so will the strength of the bond of CERRA's network. With more Web traffic projected to CERRA's site, the Public Information Coordinator will ensure a visually appealing and content-rich site is maintained. In an effort to go paperless, Teacher Cadet related paperwork and the Teaching Fellows application will be moved online beginning in July with completion slated for mid-October 2007. Communication to constituents accessing the online materials will be important to a successful migration to the new online entry.

The working of getting the name and work of CERRA out to the public is ongoing. Goals have already been set for the upcoming year that will address specific ways to promote the work of CERRA.

2008-2009 Proposed Budget

Center for Educator Recruitment, Retention, and Advancement	2007-2008 Budget	Change	PROPOSED 2008-2009 Budget
Office Salaries & Fringes (9 full time positions)	\$607,489	\$147,000 ¹	\$754,489
Office Support	\$184,316		\$184,316
Board of Directors	\$5,250		\$5,250
Staff Travel (11 full time positions)	\$21,600		\$21,600
Teacher Leaders (Teacher Forum & Advisory Board)	\$95,785		\$95,785
Teacher Database	\$24,000		\$24,000
Teacher Cadet Program	\$89,596	\$15,000 ²	\$104,596
Teacher Educators	\$117,642		\$117,642
ProTeam/Team9 Program	\$50,643		\$50,643
Teaching Fellows	\$4,009,205		\$4,009,205
Minority Recruitment	\$166,302		\$166,302
Marketing/Publications	\$35,544	\$20,000 ³	\$55,544
Retention/Mentoring	\$23,321	\$32,000 ⁴	\$55,321
Target Recruitment	\$23,321	\$35,000 ⁵	\$58,321
TOTAL EXPENDITURES	\$5,454,014	\$249,000	\$5,703,014

Notes:

- 1 = Three (3) percent cost of living increases for employees; 1.0 FTE Coordinator for Educational Research and Development
- 2 = Increase number of Teacher Cadet classes in low performing districts; Increase the number of FEA chapters at high school and teacher education institutions for recruitment and retention of teacher education students; funding for South Carolina FEA student convention, 2008
- 3 = Continued migration to paperless applications and program reports for Teaching Fellows, Teacher Cadet, Team9 and ProTeam; Web site redesign; expansion of recruitment brochures
- 4 = Target mentoring support and services to greatest needs school districts including Palmetto Priority Schools as outlined in the CERRA mission statement and the Induction and Mentoring Guidelines; develop professional development for the capacity of CERRA Program Directors and Teachers in Residence to offer, and to meet district requests, to provide high quality, continuing professional training to teachers and district staff.
- 5 = Registration fees, recruitment materials, and travel to in and out-of-state Career Days, Job Fairs and Teacher Recruitment Fairs. Targeted Recruitment for Palmetto Priority Schools, assistance to district recruiters and promoting the image of teaching in South Carolina to in and out-of-state students (critical needs areas)

Budget Category Descriptors

- **Office Salaries & Fringes** (9 full time positions) – permanent positions for CERRA office support (equivalent of 2 additional positions funded via SDE)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, Web management, office supplies
- **BOD** – meeting expenses, including travel, meals, supplies
- **Staff travel** – mileage, lodging, meals, registration fees....
- **Teacher Leaders** – CAB meetings, supplies, printing, 20% of TIR travel, phone, salary & fringes
- **Teacher Database** – Online application, EXPO – SCASA support, advertising, printing
- **Teacher Cadet Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teacher Educators** – site grants, meeting, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **ProTeam Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teaching Fellows** – funds up to 700 scholarships, collections, regional screening, meetings, supplies, printing, 10% of TIR travel, phone, salary & fringes (other \$177,000 funds salaries, Winthrop indirect costs, travel, marketing & publications – including Web site, EXPO, online app, facilities rental, postage, office supplies)
- **Minority Recruitment** – printing, supplies, meetings, 30% TIR travel, phone, salary & fringes
- **Marketing/Publications** – multi media development, consultants, printing, promotional
- **Retention/Mentoring** – printing, office supplies, 5% TIR travel, phone, salary & fringes
- **Target Recruitment** – printing, office supplies, 5% TIR travel, phone, salary & fringes

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