

**EIA Program Report for Fiscal Year 2011-12
Coversheet**

EIA-Funded Program Name: Center for Educator Recruitment, Retention and Advancement

Current Fiscal Year: 2011-12

Current EIA Appropriations: \$3,935,724

Name of Person Completing Survey and to whom EOC members may request additional information: M. Jane Turner, Esq., Executive Director

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Question 1: History of the program: Please mark the appropriate response (choose one):
This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

S.C. Code Ann. Section 59-25-55 Recruitment
S.C. Code Ann. Section 59-26-85 NBPTS Loan

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.10 Recruitment
1A.13, 1A.43 NBPTS

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes (Mentor Training is governed in part by State Board of Education: Induction and Mentoring Guidelines)

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

CERRA's 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 education profession.

CERRA's Strategic Goals, as adopted by the Board of Directors in 2008:

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

CERRA's Programs and their Objectives:

CERRA's programmatic efforts focus on the recruitment of students into the teaching profession through instructional programs in the State's middle and high schools and through scholarship and leadership opportunities at the college level; efforts also focus on the retention of teachers through mentor training and leadership development programs in the State's public schools. Programmatic objectives center around the need to increase the participation in, and the effectiveness of, CERRA's recruitment and retention programs, particularly for minorities and those in critical need content and geographic areas.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

ProTeam Program: A middle school recruitment program that encourages exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. Approximately 2.5% of CERRA's EIA funds are utilized for the ProTeam Program.

Activities and Processes:

- Increased the number of sites
- Began the curriculum revision process
- Established electronic data collection methods to gather useful information for program development and improvement
- Collaborated with the South Carolina Department of Education (SCDE) to enhance minority recruitment efforts in the state's Palmetto Priority Schools (PPS)
- Created and revised logos and other marketing media

Teacher Cadet Program: A high school recruitment program that encourages academically talented, high-achieving students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal is to provide these future community leaders with insights about teaching and schools so that they will become civic advocates of education. Approximately 10% of CERRA's EIA funds are utilized for the Teacher Cadet Program.

Activities and Processes:

- Released the 10th edition of the Teacher Cadet curriculum
- Launched the Teacher Cadet Interactive Technology Hub, which connects Teacher Cadet programs across the United States
- Created and revised logos, brochures, and other marketing media
- Obtained a universal course code from the SCDE to standardize the credit among all Teacher Cadet sites in the state
- Distributed a Fall and Spring edition of the *College Financial Newsletter* to all state public high schools to assist juniors and seniors with planning and resources for college
- Hosted a Recruitment Workshop for ProTeam and Teacher Cadet instructors, College Partners (teacher preparation institutions), and partner professional organizations

- Piloted two new sections of Teacher Cadet: a single gender class for males and a Coaches in Training section for those students interested in coaching and teaching
- Phased Teacher Cadet II (a second year that extends the field experience to nine weeks) into additional pilot sites across the state
- Utilized Teacher Cadet Instructor Liaisons to provide services and support to ProTeam and Teacher Cadet instructors
- Provided update training to every S.C. Teacher Cadet instructor
- Had the Teacher Cadet curriculum translated into Braille
- Created a Virtual Job Shadow to use as a recruitment tool
- College Partners hosted Teacher Cadet "College Day(s)" on their campuses to acclimate Cadets to the college experience and recruit potential educators to their school
- Held annual College Partners meeting to streamline the support given to Teacher Cadet sites across the state

Teaching Fellows Program: Designed to recruit high-achieving high school students into the education profession by providing a significant amount of scholarship funding for their attendance at one of the 11 designated teacher preparation institutions. Teaching Fellows participate in a rigorous selection process consisting of an online application, an interview in front of a team of educators, a presentation, and an essay. Teaching Fellows work within a cohort model, partner with communities and businesses, receive advanced professional development, and participate in enrichment opportunities. Approximately 78% of CERRA's EIA funds are utilized for the Teaching Fellows Program.

Activities and Processes:

- Completed application and award process for the 2011 cohort
- Completed evaluation process for scheduled Teaching Fellows Institutions
- Assessed evaluation and audit process for Teaching Fellows Institutions
- Revised Teaching Fellows application and scoring process
- Collaborated with PPS network to share information with Fellows and institutions about working in PPS schools
- Shared information about the application process by attending Guidance Counselor Conferences, creating and distributing rack cards, and creating and distributing a Teaching Fellows "commercial" for play on school news programs
- Provided application information to various teachers and club sponsors, including band, foreign language, and science, technology, engineering, and math (STEM) groups, as well as The South Carolina Alliance of Black School Educators (SCABSE)

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey: The Job Bank provides online access for qualified educators interested in employment opportunities to the vacancies that exist in S.C. school districts. The Online Employment and Certification Application System allows S.C. school districts to search for candidates to fill their vacancies and provides candidates with an efficient way to submit applications to multiple districts. The purpose of the South Carolina Expo

for Teacher Recruitment, commonly referred to as the Teacher Expo, is to match educators seeking positions with school and district personnel. The annual Teacher/Administrator Supply and Demand Survey collects data from S.C. public school districts on rates of teachers entering the profession, those leaving their classrooms, and the number of vacancies. Approximately 4.5% of CERRA's EIA funds are utilized for the Job Bank, Online Application, Teacher Expo, and Supply and Demand Survey.

Activities and Processes:

- Linked the Job Bank with the US Department of Education's (USDE) TEACH.gov system so that vacancies from South Carolina are automatically downloaded to the national system
- Collaborated with the SCDE and the South Carolina Association of School Administrators (SCASA) to encourage participation in the Teacher Expo and use of the Online Application System and Job Bank
- Hosted the 2011 South Carolina Teacher Expo for certified or certifiable teachers in critical need subject areas
- Administered the Supply and Demand Survey to all public school districts and several special schools

Teacher Forum: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop leadership among this group, to provide teachers a voice in the education policy decision-making process, and to impact the professional development of all teachers. Approximately 2.5% of CERRA's EIA funds are utilized for Teacher Forums.

Activities and Processes:

- Increased professional development and leadership opportunities through state and local Teacher Forums and the CERRA Advisory Board
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with South Carolina Future Minds, South Carolina Education Association (SCEA), Palmetto State Teachers Association (PSTA), and educational consortiums
- Participated in planning and facilitating the State Teacher of the Year event with South Carolina Future Minds Foundation

Mentor Training: CERRA provides training to experienced teachers and administrators to become effective mentors to beginning teachers, believing that effective mentoring and support contributes to their development as quality teachers and their retention in the profession. Approximately 2.5% of CERRA's EIA funds are utilized for Mentor Trainings.

Activities and Processes:

- Increased the number of South Carolina certified mentors and the cadre of certified mentor trainers
- Increased the number of South Carolina certified mentors completing the Special Education Advanced Mentor Training
- Concluded the three-year federal grant that funded the Special Education Advanced Mentor Training
- Partnered with Winthrop University through NetSCOPE, a federal grant to increase support for pre-service and induction teachers; provided Cognitive Coaching training for mentors in the grant's partner districts

- Participated in the development of Newberry College's Center of Excellence Grant to develop advanced mentor training for educators serving teachers certified through the Program of Alternative Certification for Educators (PACE)

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

ProTeam Products and Services:

- Provided professional development for 14 teachers
- Served 284 students at 11 sites (17 classes); 91 males and 139 minority students

Teacher Cadet Products and Services:

- Provided professional development for 160 instructors, 21 of whom were new
- Served 2,457 students at 157 sites (176 classes): 529 males and 799 minority students
- Hosted a Recruitment Workshop serving 155 ProTeam and Teacher Cadet instructors and College Partners
- Piloted a single gender Teacher Cadet class serving 17 males and a Coaches in Training section serving 20 students (17 males and 7 minorities) interested in coaching and teaching
- Phased Teacher Cadet II into four additional pilot sites across the state serving 89 students
- Utilized 19 Teacher Cadet Instructor Liaisons to provide services and support to 142 ProTeam and Teacher Cadet instructors
- Provided update training to 120 Teacher Cadet instructors
- Added Teacher Cadet sites in two PPS locations
- Increased the number of College Partners to 24
- Hosted an annual meeting attended by 19 College Partners

Teaching Fellows Products and Services:

- Received and scored 894 applications representing students from 186 public and private South Carolina high schools; 666 applicants identified themselves as a Teacher Cadet
- Held regional interviews for 317 students
- 122 Fellowships offered for the 2010-2011 school year (2010 Cohort)
- Completed evaluations at 2 Teaching Fellows Institutions: Lander University and the University of South Carolina (Columbia)
- Held four organizational meetings of the 11 Campus Directors
- Three Teaching Fellows Institutions collaborated on a sophomore experience and hosted an "Education Celebration" in an at-risk district; 82 Fellows participated
- Provided four opportunities for the PPS network to make presentations to Campus Directors and/or Teaching Fellows
- Mid-cycle program/financial audits completed on SC State, Newberry College, and Anderson University

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey Products and Services:

- All 86 schools districts and two special schools posted vacancies on the Job Bank
- 86 districts accessed the Online Application System 40,255 times
- More than 29,400 applications were created or modified in FY11; since FY00, approximately 139,200 online applications have been initiated in the system
- More than 18,000 of the FY11 applications came from South Carolina residents; 8,018 were already employed in a South Carolina public school district
- Of the FY11 applications submitted, 1,932 initiated the teacher certification process
- 652 candidates registered for the 2011 Teacher Expo; 221 actually participated, representing 15 states
- 26 districts participated in the Expo
- Because the Expo was not held in 2010, no data are available for the number of teachers hired at or served by the 2010 Expo
- 84 of 86 districts, as well as the South Carolina School for the Deaf and Blind, Department of Juvenile Justice, and Palmetto Unified School District, completed a survey

Teacher Forum Products and Services:

- Provided professional development for approximately 100 teacher leaders through 5 regional conferences and one statewide workshop
- Supported 67 district-level Teacher Forums
- Provided three professional development opportunities for CERRA's 35-member Advisory Board members

Mentor Training Products and Services:

- Certified 1,219 mentors through 47 initial mentor trainings, bringing the total number of trained mentors to 7,680; newly-trained mentors represent 55 school districts plus the South Department of Juvenile Justice, Public Charter School District, USC Aiken, Francis Marion University, and Winthrop University were represented
- 31 educators became certified mentor trainers, bringing the total number of trainers to 220
- Trained nearly 300 educators in nine Special Education Advanced Mentor Trainings since February 2009

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

ProTeam Outcomes and Results:

- Increase of 47% in student participation
- Number of sites increased to 11 from nine last year
- Percentage of male students is 32%
- Percentage of minority students increased to 49% from 34%.
- Four new ProTeam sites were established in PPS locations
- 71% of ProTeam students are considering participating in the Teacher Cadet Program in high school

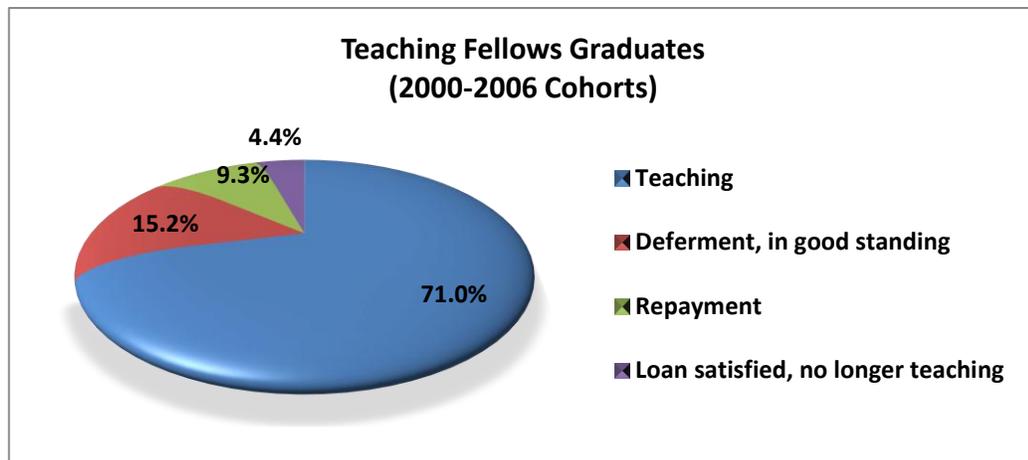
Teacher Cadet Outcomes and Results:

- Established six new sites
- Percentage of male students is 21.5%
- Percentage of minority students is 32.5%
- 71% of all South Carolina public high schools have Teacher Cadet Programs
- Reached a 100% response rate for beginning and end-of-course surveys
- After completing the course, 41% of the Teacher Cadets chose teaching as the career they plan to pursue after college
- After completing the course, nearly 1 out of every 5 (18%) Teacher Cadets who now plan to teach indicated prior to taking the course they were undecided or planned to pursue a different career
- 94% of Cadets said that the course was either very effective or somewhat effective in helping them formulate a positive perception of the teaching profession
- 39% of Teacher Cadet sites were located in schools identified as Geographic Critical Need Schools as these schools meet at least one of the three following criteria: 1) absolute rating of below average or at-risk (29 sites); 2) teacher turnover rate of 20% or more for the past 3 years (31 sites); and/or 3) poverty index of 70% or more (48 sites)
- Increased the percentage of male Cadets to 32.4% from 16.7% at the Coaches in Training site
- Increased the number of students served in Teacher Cadet II by 52 students
- Increased the number of College Partners by three (Voorhees, SC State, and Southern Wesleyan) to increase their recruitment opportunities

Teaching Fellows Outcomes and Results:

- Increase in the number of Teaching Fellows applications received
- 75.1% of Fellows from the 2000-2006 cohorts completed the Program
- 71.0% of Fellows graduates (651 Fellows) from these cohorts are employed in 75 South Carolina public school districts

- 53.5% of these Fellows (348 Fellows) teach in a Geographical Critical Need School: 1) absolute rating of below average or at-risk (107 Fellows); 2) teacher turnover rate of 20% or more for the past 3 years (154 Fellows); 3) and/or poverty index of 70% or more (298 Fellows)
- 12 Fellows graduates are now teaching in Palmetto Priority Schools
- 261 Teaching Fellows graduates have satisfied their loan through service; 85% of them are still in a classroom teaching
- 139 Fellows graduates were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service
- A Teaching Fellows report containing a program description, data to prove its effectiveness, and case study evidence was released in April 2011 (see Attachment A)



Teaching Fellows Completion Rates by Cohort Year

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

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey Outcomes and Results:

- Increased demand for the Online Application System and Job Bank
- National recognition through the USDE for the Job Bank and Online Application System
- Special attention given to PPS locations by reserving tables for them at the Teacher Expo
- Produced and released a report that summarizes data from all districts and special schools that completed the survey (see Attachment B)

Teacher Forum Outcomes:

- Teacher leadership developed through regional and state workshops
- CERRA Advisory Board members increased their involvement in advocacy efforts
- Fall Regional and Winter Workshop evaluations indicated the professional development provided was highly effective

Mentor Training Outcomes:

- Mentor training evaluations indicate a high level of perceived effectiveness
- A full report of the Special Education Mentoring Grant was submitted to SCDE's Office of Exceptional Children with evaluation results and recommendations for continued trainings (see Attachment C)
- Of the 55 school districts served through mentor training in FY11, 15 districts have schools with a PPS designation
- Of the 86 districts that have been served overall, 19 districts have schools with a PPS designation
- Nearly two-thirds of districts served through mentor training in FY11 are identified as Critical Need Districts

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2009-2010

Has an evaluation ever been conducted?

Yes
 No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

CERRA's staff, Advisory Board, and Board of Directors annually review the Center's programs and all relevant data collected to determine the direction of programmatic changes for the next year. CERRA staff employ a variety of quantitative and qualitative methods to track success of its numerous programs and maintain the accuracy of that data. The information collected and analyzed includes demographic data, numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews and site visit reports.

Program results and recommendations are published in the 2010-2011 CERRA Annual Report. Further information on program results can be found in CERRA's report to the Commission on Higher Education (see Attachment D).

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes
 No

If yes, please provide URL link here.

Annual Report at: <http://cerra.org/export/sites/default/newsAndMedia/ARarchive/1011.AR.pdf>

If no, why not?

Question 8: While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

- Site grants for Teacher Cadet and College Partners put on hold or awarded at a further reduced amount
- Further reductions to the number and amount of Teaching Fellows awards
- Reductions to the length and/or number of various training and professional development activities conducted
- Meetings held only at no charge facilities; no meals and snacks provided; request travel expenses be waived where possible
- Request travel reimbursement from organizations that request the presence and services of CERRA staff
- Further use of electronic methods for meetings and communications; further reductions in printing, supplies and equipment
- Collaborate with other educational entities to seek grants from businesses, industry and other education partners
- Impose furlough days, in accordance with Winthrop University policy
- Delay external audit of marketing materials and recruitment tools
- Continued suspension of the five full-time regional Teacher in Residence positions
- Continued freeze of one vacant administrative assistant position

Question 9: If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Program development would be impacted as staff would need to assume more duties related to the delivery of services to teachers, rather than program assessment and expansion. As the financial and human resource support for CERRA programs declined, the number of students entering the teaching profession would be diminished; the number of ProTeam and Teacher Cadet classes would decline, impacting the number of students recruited into teacher education programs. Additionally, the number of Teaching Fellows entering teacher education programs with a commitment to teach in South Carolina would decline.

Statutory Changes: Revise Proviso 1A.10 such that Teaching Fellows award amounts are not exempt from across the board funding cuts. Otherwise, CERRA programmatic areas and the SCSU minority recruitment program must absorb the entire line reduction, impacting the services which support Teaching Fellows.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$3,954,044

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

\$18,320 is requested to restore the Teacher of the Year (TOY) salary, fringe benefit and travel allotment to the FY09 level of \$50,000. The funds needed for the TOY vary from year to year depending upon the salary to which the TOY is entitled under the State salary schedule. Travel expenses also vary depending upon the location of the TOY in the state.

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2010-11 Prior	2011-12 Estimated
EIA	\$4,063,551	\$3,935,724
General Fund ¹	\$146,975	\$145,430
Lottery	\$0	\$0
Fees ²	\$29,200	\$25,000
Other Sources	\$0	\$0
Grant ³	\$188,294	\$0
Contributions, Foundation	\$0	\$0
Other (Specify) ⁴	\$169,567	\$50,000
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$4,597,587	\$4,156,154

1 – National Board Support funds received from SCDE

2 – District Professional Development Materials/Expenses (i.e., Teacher Forum)

3 – USDE Special Education Mentoring Grant (\$113,294) and SDE Palmetto Priority Schools Grant (\$75,000)

4 - Revenues from sales of Teacher Cadet curriculum and other materials and proceeds from silent auctions; used for Teacher Cadet instructors' professional development, site grants, and scholarships.

Expenditures - EIA	2010-11 Prior	2011-12 Estimated
Personal Service	\$440,031	441,000
Contractual Services	\$297,927	188,744
Supplies & Materials	\$63,817	49,500
Fixed Charges	\$40,112	39,200
Travel	\$85,695	57,800
Equipment	\$8,686	5,500
Employer Contributions	\$126,602	149,610
Allocations to Districts/Schools	\$2,575,786	3,004,370
Balance Remaining	*\$424,895	\$0
TOTAL:	4,063,551	3,935,724
# FTES	11	11

* Unused Teaching Fellows awards

ADDITIONAL INFORMATION

Programmatic Use of EIA Funding:

Program	Approximate Percentage
ProTeam	2.5%
Teacher Cadet	10 %
Teaching Fellows	78%
Online Job Bank/Online Application/Teacher Expo/Supply and Demand Survey	4.5%
Mentor Training	2.5%
Teacher Forum	2.5%

Teaching Fellows Loan Collections:

During FY09, CERRA began using the services of an accounts analyst at Winthrop University (CERRA's fiscal agent) to initiate a collections process for all past Teaching Fellows who did not have their Fellows loans forgiven through completion of four years of teaching in a State public school. The process began with a payment plan option, followed, when necessary, by referral to a collection agency and ultimately to a tax offset process. The monies collected in FY09, \$266,549, were used to defray the cuts sustained in the funding received for Fellows award amounts. During FY10 and FY11, collections increased to \$489,372.18 and \$741,034.63, respectively, for a total \$1,496,956.

Consistent with its authorization to retain funds collected for use with future Fellows awards, CERRA plans to use these funds to make award decisions and notifications in the spring of 2012, so as to avoid the difficulties for students and institutions resulting from awards not being made until after the legislature approves the budget in mid-summer. Budget allocations for Fellows awards finalized by the legislature during the summer of 2012 will be earmarked for the awards to be made during the spring of 2013. Thereafter, budget allocations approved each summer will be earmarked for the awards to be made the following spring.

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

April 2011

Center for Educator Recruitment,
Retention, & Advancement (CERRA)

Introduction

The purpose of this report is to highlight one of South Carolina's most successful teacher recruitment and retention programs. The Teaching Fellows Program (sometimes referred to as "the Program"), managed by the Center for Educator Recruitment, Retention, and Advancement (CERRA), is a scholarship program available to students who wish to attend college to become a public school teacher in South Carolina. Included in this report are several components related to the Program. The first section contains a description of the Program, particularly focusing on the cohort model and the roles of Campus Directors. Discussed next is the Program's success related to program completion, service in the classroom, and teacher retention. The following section of the report describes three key elements of the Program – professional development, diversity awareness, and technology in the classroom. Although the Program is committed to addressing more than three elements, these were chosen because they are the most talked about among Fellows.

Embedded throughout the report is commentary derived from two interviews conducted to obtain more in-depth information about the Teaching Fellows Program. A current Fellow (John) and a Fellows graduate who is now teaching (Jane) both agreed to share some of their experiences and perceptions related to the Program. Just before the report's conclusion, a section about why they chose the Program as a route to college is presented. In addition, results from a survey administered to all seniors in the Program are included in the report. Overall, the report provides programmatic data, survey results, and anecdotal evidence that collectively confirm the success of the Teaching Fellows Program.

Program Description

In 1999, the South Carolina General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program. The South Carolina Teaching Fellows Program is designed to recruit talented high school seniors into the teaching profession and equip them to become effective and successful educators. Each year, the Program provides fellowships for up to 175 high school seniors who have exhibited high academic achievement, a history of service to their schools and communities, and a desire to teach in South Carolina. (Note: The average SAT score for the 2010 Teaching Fellows Cohort was 1122, compared to a South Carolina average of 979 and a national average of 1017.) The number of awards granted is always contingent upon funding from the General Assembly. Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application, an interview and presentation in front of a team of three educators, and a scored written response.

Following the rigorous selection process, applicants who are awarded a fellowship receive up to \$24,000 in scholarships (up to \$6,000 a year for four years) to attend a Teaching Fellows Institution in South Carolina. The scholarship, administered by CERRA, provides up to \$5,700 for tuition and board and \$300 for advanced enrichment programs. Additionally, Fellows are offered numerous professional development opportunities and are involved with communities and businesses through various service projects and partnerships with local schools. While completing a degree leading to teacher certification, Teaching Fellows must successfully complete 120 credit hours and maintain a minimum GPA of 2.75 during their undergraduate careers. A Fellow agrees to teach in South Carolina one year for every year he or she receives

the fellowship. Should a Fellow decide not to repay the fund through service in the classroom, he or she is obligated to repay the state through financial means.

Fellows attend college at one of 11 Teaching Fellows Institutions (TFI) in the state: Anderson University, Charleston Southern University, College of Charleston, Columbia College, Furman University, Lander University, Newberry College, South Carolina State University, the University of South Carolina - Columbia, the University of South Carolina - Upstate, and Winthrop University. These TFIs were selected based on submitted proposals which explained how their campus will support the program and described their plans to uphold the expectations set forth in the Teaching Fellows Policy Manual. A TFI must select a member of their faculty to serve as the Campus Director. This individual is responsible for planning all Teaching Fellows events, monitoring the GPA and credit hours of all Fellows, and serving as a mentor for the Fellows.

Each TFI is allowed to maintain its own unique program that meets the needs of the students on its campus. Within this program, institutions must provide: orientation sessions and activities specifically designed for Teaching Fellows before and during their freshman year; activities that will expose Fellows to the multicultural, political, social, and economic aspects of teaching; opportunities for Fellows to interact on a regular basis with leaders on the college/university campus and in the community; opportunities to work in PK-12 public schools including plans for involvement of Fellows in public school partnerships; technology education for the purpose of improving student achievement; and professional development to ensure that TFI faculty members have current information on educational trends, pedagogy, teaching standards, and student achievement standards.

In addition, the Teaching Fellows Program on any campus is tasked with enhancing the image and esteem of the teaching profession, promoting and developing innovation and reform in education, developing educational leadership, and promoting multicultural awareness and an appreciation of the state's diverse population including rural and urban populations. Each TFI is evaluated on a five-year cycle. The evaluation process includes a financial and scholastic audit; interviews with various groups on and off campus; an online survey for faculty, staff, and current and former Fellows; and a summary report submitted by the Campus Director.

Cohort Model

Teaching Fellows are placed in cohorts based on the institution they choose and the year they begin their education program. Led by a Campus Director, new and veteran cohort members regularly come together to discuss educational issues, their current practice, and to engage in professional development. Cohorts often participate in events with practicing teachers and partners with local schools, including the required student teaching internship where the practicing teachers serve as the masters and the cohort members as the apprentices. (The internship is an extended field service placement where the student gradually takes full control of a classroom for at least one semester.)

The cohort model provides a unique kind of professional learning community (PLC) where like-minded college students have the opportunity to share, learn, and grow together. PLCs are becoming more common in schools and colleges as strategies used to address student learning and growth. A PLC refers to a collegial team of teachers and administrators united by their

commitment to a particular outcome. In most schools, this outcome is improving student achievement and teacher instruction. Just like the Fellows cohort, the team meets on a regular basis to share experiences, discuss teaching strategies, and solve problems. According to the Department of Public Instruction in North Carolina's website, the benefits of a PLC to educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students.

External research also supports the concept of a cohort of teachers working in a PLC. In 2009, researchers released two studies that examined 15 Title 1 schools to determine the impact of PLCs on student achievement and teacher instruction. They found significant gains in student achievement and improved teacher instruction in nine schools that had converted routine faculty meetings into professional learning teams that fostered a collaborative work environment (Gallimore et al., 2009; Saunders et al., 2009). Furthermore, the National Staff Development Council (2001) identified PLCs as the most powerful form of staff development.

The cohort model is the foundation of the Teaching Fellows Program; it is the basis of what makes the Program such a successful teacher recruitment and retention tool. In fact, this approach to learning aligns with Erik Erickson's (1982) sixth stage of psychosocial development involving young adults who have just finished their search for identity and are ready to join with others whom they view as having the same ideas, values, and interests. John, one of 490 current Teaching Fellows, shared his thoughts about the benefits of being part of a cohort. He identified his cohort membership as "a great opportunity to grow with the same group of students."

John further described his cohort of seven Fellows as "the strongest group of people I'm involved with on campus." He commented that they are involved in numerous activities on and off campus that bring them close together and help prepare them to enter the classroom. Additionally, he explained that his group not only shares the same classes, but they also share the same ideas, morals, passions, and goals. This type of connection, according to John, is extremely difficult to find on a college campus. Similar sentiments were expressed in a senior survey administered to each Teaching Fellow in his or her last year of the Program. With nearly a 100% survey response rate, approximately 90% of seniors reported that being part of a cohort was effective or very effective in preparing them for the classroom.

Campus Director

The Campus Director at each Teaching Fellows Institution who is responsible for directing and advising the cohorts is as equally imperative to the Program as are the cohorts. This individual must be genuine, non-judgmental, and empathetic as the Fellows look to him or her for guidance concerning their academic and personal lives. When asked about their duties, Campus Directors are quick to respond with a list of roles they often fulfill: mentor, advisor, friend, parent, coach, counselor, and confidant. Although each Campus Director takes an individual approach to managing the Teaching Fellows Program on their campus, each leader must be prepared to meet the sometimes very different needs of their cohort members.

John portrayed his Campus Director as approachable and always willing to help. She has an open-door policy and facilitates the professional growth of each Fellow. Jane, a Fellows graduate who is now a practicing teacher, identified her Campus Director as a "mother away from home" who served as their leader but also knew them on a personal level. Jane also

described the Teaching Fellows Program as a “family-like organization that provides a support group not only academically, but emotionally as well.” The support received from the Campus Director and other cohort members helped calm Jane’s fears and concerns as she entered a new chapter in her life. Most seniors shared the same level of respect and appreciation for their Campus Directors as over 90% reported that their leader was a Teaching Fellows advocate on campus and in public schools, and 95% indicated that the availability and support of their Campus Director was good or excellent.

Program Success

Success of the Teaching Fellows Program is based on several variables. Discussed below are the three most critical success criteria: program completion, service in the classroom, and teacher retention. When closely analyzed, data related to these variables inform CERRA and other stakeholders of the Program’s effectiveness.

Program Completion

The Teaching Fellows Program has graduated a total of 909 students from the 2000-2006 cohorts. This number results in a 74% program completion rate compared to a 55% graduation rate among all South Carolina institutions that offer teacher education programs. Jane teaches in a school with extremely high rates teacher turnover and poverty among the students. When asked to describe her first year of teaching, she humbly described it as “rough.” Although she felt prepared to work with diverse populations and new technologies, she had the urge to quit. But, with the support of her cohort members and her Campus Director, with whom she still maintains contact, and strong mentors in her school, Jane is in her fifth year of teaching and was just named District Teacher of the Year. While this award cannot be accredited to the Teaching Fellows Program alone, Jane does feel as though she is a better teacher because of the Program.

Service in the Classroom

Jane is one of 646 Teaching Fellows who completed the Program and are now working in a South Carolina public school district. Statistically, 71% of all graduated Fellows are employed in 75 school districts in the state. Another 14% are still in good standing and are temporarily deferring their teaching due to graduate school, military service, special requests, or use of their grace year. Over half of the Fellows who are currently teaching are doing so in critical need schools that meet one or more of the following criteria:

1. An absolute rating of Below Average or At Risk (unsatisfactory);
2. A teacher turnover rate for the past three years that is 20% or higher; or
3. A poverty index of 70% or higher (determined by students eligible for Medicaid or subsidized lunch).

Jane’s choice to teach in one of these schools stemmed from her practicum, a field service placement prior to the student teaching internship that exposes the student to public school classrooms where he or she serves as an observer/volunteer. She was placed in an affluent school, but did not feel needed by the students. As a result, she requested that her internship placement be in a school with high levels of poverty where students often lack the fundamental

tools necessary to become successful without the intervention of a passionate, competent, and committed teacher. Today, Jane teaches in a critical need school that has a teacher turnover rate of 29%, and nearly 90% of the students enrolled in this school are eligible for Medicaid or free/reduced lunch plans. John intends to move back to his hometown to teach in a rural area where he feels he would have more to offer to the students. He has more experience in this type of environment and feels as if he would be more effective working with at-risk, low income children, perhaps in a Title 1 school.

Teacher Retention

After such a difficult first year of teaching, Jane intended to pay off the loan and move on to another career. She declared that the Teaching Fellows Program did a great job preparing her for the classroom. However, the school where she accepted a teaching position supports the System for Teacher and Student Advancement (SC TAP), and Jane had not been exposed to this type of school structure. Jane asserted that much more planning was required at a SC TAP school, and she was not accustomed to all of the extra work her first year. She did, however, say that she was prepared to do the work because, as a Fellow, you are taught to “go above and beyond.” When asked why she decided to stay after the first year, she simply stated, “Because I love it. It’s my passion.” Jane is one of 221 Fellows who have completely satisfied their loans through service and remain in the classroom.

In terms of retention, 85% of all loan-satisfied Fellows have chosen to stay in the classroom. This retention rate is extraordinary when compared to attrition among teachers in the first five years of their career. Several studies have found that as many as 50% of new teachers leave within the first five years of entry into the profession (Smith & Ingersoll, 2004). These staggering numbers – whether caused by unfavorable working conditions, change in occupation, or other personal reasons – have an academic and economic impact in our schools and districts. Students lose the value of being taught by an experienced teacher, and schools and districts face the challenges of recruiting and training new hires.

The high retention rate of South Carolina’s Teaching Fellows Program is fiscally advantageous to the state. In a 2007 study, the National Commission on Teaching and America’s Future (NCTAF) concluded that the national cost of teacher attrition is over \$7.3 billion. The Department of Labor estimates that attrition costs the employer 30% of the exiting employee’s salary. Therefore, if the average South Carolina teacher salary during the 2009 – 2010 school year was \$47,508 and 3,650 teachers (excluding retirees) left their classrooms at the end of the year, the state spent approximately \$52 million filling vacant positions. Although the estimated costs associated with teacher turnover may differ depending on the method of calculation used, the annual loss of our teachers substantially impacts our nation and state, and most importantly, our children.

Key Elements of the Teaching Fellows Program

The Teaching Fellows Program is designed to provide students with an environment that promotes learning and growing with a group of individuals who intend to teach in South Carolina. The Teaching Fellows Policy Manual outlines a number of elements that must be included in each of the 11 programs across the state. In this report, three key elements are

identified and discussed: professional development, working with diverse populations, and using technology in the classroom.

Professional Development

Teaching Fellows Institutions are obligated to maintain a cohort of Fellows who are provided diverse experiences and enrichment opportunities in their teacher education program. While each institution's approach to meeting this requirement is different, professional development is a staple among all Teaching Fellows programs in the state. During their individual interviews, both John and Jane constantly referred to the professional development opportunities they encountered as Fellows. John mentioned the many conferences he was able to attend, recounting one particular technology conference where he learned instructional strategies that he later shared with practicing teachers. He was asked to identify the most significant difference he saw between opportunities given to Fellows and other education majors; he emphatically stated, "Professional development."

Likewise, Jane referenced the continuous development of her leadership abilities. These opportunities have given her the confidence and preparation to become an effective leader in the classroom with her students and outside the classroom with her peers and other faculty. Jane said that because of these newfound leadership qualities, she has taken on more roles in the school and in the community. Similarly, senior survey results revealed comparable opinions; 92% of seniors reported that professional development opportunities were effective or very effective in preparing them for the classroom, and 93% said the Teaching Fellows experience has somewhat or to a great extent developed their leadership skills.

One particular form of professional development is time spent in the classroom. Both John and Jane maintained that one of the most helpful experiences they had as Fellows was the opportunity to be in a classroom the first semester of their freshman year. They felt that this experience gave them an advantage by exposing them to teaching even though their role was only observational at that point. John enjoyed it so much that he exceeded the required number of hours spent in the classroom during his first semester and Jane described this opportunity as the "best thing" about the Teaching Fellows Program. Both John and Jane explained how helpful it was to receive such an intense focus on the classroom from the very beginning of their training.

Diversity Awareness

Another expectation of Teaching Fellows Institutions is to promote multicultural awareness and an appreciation of the state's diverse population. Results from the senior survey showed that 89% of seniors felt better prepared to work with diverse populations – including students with special needs, students in poverty, and students who speak English as a second language – because of their Teaching Fellows experience. When asked about this topic, both John and Jane discussed their service to the community as Fellows. John mentioned several field experiences in his county that had exposed him to diverse populations, specifically his work with a government housing project where he was responsible for providing activities to children and learning exhibits for adults. Jane provided an example of working with the Hispanic population during her sophomore year. This service project, as well as the trip with her cohort to the

Dominican Republic, helped prepare her to work with the three Hispanic children she now has in her classroom.

Technology in the Classroom

Teaching Fellows Institutions also are committed to preparing students to use technology in the classroom. John recalled a number of presenters and conferences that focused on instructional strategies through the use of technology. Jane felt fully prepared in terms of technology use in the classroom. She and her cohort members would engage in interactive lessons with one another using Promethean boards. Therefore, when she was responsible for her own classroom, she was already familiar with the technology. Jane was able to lead other teachers in this arena due to the experience she received as a Fellow.

A majority (63%) of Teaching Fellows seniors reported that they were better prepared to use technology in the classroom. This percentage, however, is significantly lower than the ratings assigned to other previously discussed aspects of the Teaching Fellows Program such as classroom preparation, advocacy for the teaching profession, exposure to the needs of underperforming schools, development of leadership skills, interaction with education leaders on campus, preparation to work with diverse populations, and knowledge of education policy and legislation. A few seniors went on to say that their institution provided all education majors with training on using technology in the classroom, but their experience as a Fellow did not result in additional instruction. CERRA recognizes these concerns and is working with Campus Directors to address the issue.

Why Teaching Fellows?

In the beginning of their interviews, John and Jane were asked why they chose to apply for the Teaching Fellows Program. John candidly responded, “Money.” He knew he wanted to be a teacher, but needed financial assistance to attend college. John did not know much about the Program, but made a quick decision to apply at the last minute. Jane decided to submit her application because her Teacher Cadet instructor in high school spoke highly of the Program, specifically about all of the professional development opportunities to which Fellows had access. The Teacher Cadet Program, also managed by CERRA, encourages academically talented young people who possess exemplary interpersonal and leadership skills to consider teaching as a career. While Teaching Fellows are not required to participate in the Teacher Cadet Program, between 65% and 75% of Fellows applicants each year are Cadets. Although different motivating factors led John and Jane to the Teaching Fellows Program, the end result is the same: two highly capable students who want to teach in a South Carolina public school are able to do so.

Teaching Fellows are treated as professionals; and in return, they are held accountable and must live up to high expectations set by their Campus Director and professors. John gave a specific example related to the responsible actions and behaviors expected of him as a Fellow. He once missed a class (surely, for a very good reason), and the next time he saw the professor of that class, John was asked, “Why did you miss this class? Teaching Fellows don’t do that.” Jane also described a situation where Fellows were offered a special opportunity to interact with faculty. The Fellows in her cohort were introduced to university faculty earlier than other students as part

of their orientation. This experience allowed her to connect with her professors on a personal level. Because Teaching Fellows are held to a higher set of expectations by faculty and staff, both John and Jane believe that being part of this Program distinguishes them from other education majors and practicing teachers.

As a current Teaching Fellow, John was asked what CERRA could do to improve the Program. He suggested providing more opportunities for Fellows throughout the state to come together and share experiences. CERRA recently encountered similar recommendations which resulted in the *Past, Present, and Future Conference* held in March 2010 where current Teaching Fellows and Fellows graduates spent a day collaboration. Current Fellows had the chance to attend presentations given by Fellows graduates who are practicing teachers. Keeping in mind the difficulty of scheduling activities convenient to 11 institutions across the state, CERRA will continue to work with Campus Directors to create meaningful projects for all South Carolina Teaching Fellows.

Conclusion

Interviews were wrapped up by asking John and Jane if their Teaching Fellows experience met their expectations. Both insisted that their expectations were not only met, but exceeded. Jane affirmed that the Teaching Fellows Program prepared her to be a leader in the classroom. John feels completely prepared to be an effective teacher in his own classroom next year. Unlike some new teachers, he believes that his knowledge and training as a Fellow will allow him to not only survive his first year of teaching but also to excel in the classroom. Teaching Fellows seniors also feel well-equipped; 98% of them believe they are better prepared to be a classroom teacher because of their Fellows experience, and 95% rated their overall Fellows experience as good or excellent.

The Teaching Fellows Program is not intended to fill every classroom in the state. Its purpose is to produce a small cohort of well-qualified teachers who are trained to become leaders in their schools and communities. Fellows are exposed to a series of professional development opportunities that undeniably aid in preparing them to enter their own classrooms for the first time. As part of their service and training, Fellows also are involved in partnerships with local school districts as well as businesses that promote public education. These service projects often allow Fellows to interact with diverse populations in their area, better preparing them to teach children of different cultural backgrounds.

This Program not only recruits the best of the best, but it retains them as well. It has a proven rate of leadership, program completion, and retention. A program of this substance is essential to South Carolina due to the number of teachers who, regardless of the reasons, leave their classrooms each year and those who will be departing in the near future. Based on the ages and years of experience of the current teaching population in South Carolina, 25% of them will be eligible to retire in the next five years and 36% will be eligible to do so in ten years. These figures, coupled with an average of 5,400 teachers who do not return to their classrooms each year, suggest a continuous need for a successful recruitment and retention program. Even though the state's economic situation is uncertain and school districts' resources have been significantly reduced, South Carolina must continue to support a program that produces teachers of such high caliber.

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Fall 2010 Teacher/Administrator
Supply & Demand Survey

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Center for Educator Recruitment,
Retention, & Advancement

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

Teacher Positions

Districts were asked to report the number of allocated teacher positions for the 2010-2011 school year.¹ These numbers were compared to last year's data to determine the impact felt by districts due to shrinking budgets in South Carolina's public schools. For the 2010-2011 school year, districts reported 48,744.71 allocated teacher slots, a decrease of 2,145 positions from last school year and 3,676 from the 2008-2009 school year. Much like last year, districts continue to eliminate positions and programs to account for funding shortages.

More than three-quarters of districts experienced a loss in the number of allocated teacher positions. For example, two of the state's smallest districts reported the largest reduction in teacher allocations. These two rural, high poverty districts reported a 38% and 25% loss of positions. In both districts, elementary and early childhood positions made up the majority of the decrease in numbers. Two additional districts, both located in the Pee Dee region, suffered a 20% decline in the number of reported positions. The remaining districts in the state reported only a slight increase in funded positions or no change at all. One district, the South Carolina Public Charter School District, did stand out as it doubled in size with the addition of four new charter schools.

Most districts reported fewer funded teacher positions this year, regardless of subject area or school level. Significant statewide growth did, however, occur in two subject areas. Compared to last year, the number of career and technology positions increased by nearly 50% in the 2010-2011 school year. Furthermore, the number of literacy teacher allocations more than doubled at the middle and high school levels and grew by 46.5% across all school levels. A new literacy certification, including literacy teachers, coaches, and specialists, was added in June 2010 to replace the existing certification for reading. When completing the 2009-2010 Supply and Demand Survey, districts were inclined to place literacy coaches and specialists in the "other" category rather than group them with reading teachers. Because the certification is now identified as literacy, districts may have included coaches and specialists in the literacy category, thus explaining the substantial rise in the number of reported literacy teachers.

The largest proportion (45%) of all eliminated teacher slots was in the primary/elementary schools. Reductions at the high school level accounted for 38% of positions lost, and of those, over half were in English and mathematics combined. Finally, 21% of all unfunded positions

¹ With the exception of Barnwell 29 and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC School for the Deaf and the Blind, the Department of Juvenile Justice, and the Palmetto Unified School District also submitted surveys. Information from these 87 districts and specials schools is included in all data tables throughout the report.

reported for this school year were attributable to reductions in middle schools. Almost 65% of these reductions were in language arts and science combined.

Teachers Hired

The total number of teachers hired in South Carolina's public school districts and special schools this year was 3,514.59, approximately 105 fewer hires compared to last school year and the lowest number of teachers hired since 2001 when CERRA began conducting the annual Supply and Demand Survey.

Although the statewide number of teachers hired did not change much since last year, several districts experienced significant variation. For example, the number of teachers hired more than doubled in 11 districts, most of which are located in the Savannah River or Pee Dee region. With the exception of one medium-sized district (~650 teachers), all of these districts employed fewer than 250 teachers. In contrast, several districts experienced a considerable decrease in the number of teachers hired this year. One large upstate district (~1,100 teachers) hired only 25 teachers this year, a 64% decrease from last year.

Teachers hired in primary/elementary schools made up the largest proportion (42.6%) of the total number of hires in the state. At the middle and high school levels, the majority of new hires were concentrated in just a few subject areas including English/language arts, mathematics, special education, social studies, and science. Across all school levels, teachers with an elementary, special education, or early childhood certification accounted for the largest group of hires.

One-third of all teachers hired this year (1,176.67) and last year (1,180) were new graduates from teacher education programs in the state. Just over 11% (341) of hires came from programs in another state. This number is moderately smaller than the 413.8 out-of-state graduates hired last year. Another 23% (798.25) of new hires transferred from one South Carolina district to another; this number increased by 11% since last year. Just like the 2009-2010 school year, teachers who transferred from another state made up 14% of all hires.

This year, the number of first-year teachers hired through the Program of Alternative Certification decreased by nearly 30%. The drop in numbers occurred mainly at the middle and high school levels as fewer PACE teachers were hired in science, mathematics, and biology. Several subject areas, however, saw an increase in PACE hires. These subjects included dance, special education (emotional disabilities), social studies, chemistry, and theater.

Approximately 21% of teachers hired for the current school year were reported as male and 20% as minority. These figures are slightly larger than the number of male and minority teachers as a percentage of the total teacher population in the state. According to the South Carolina Department of Education, about 18% of all 2009-2010 public school teachers in the state were reported as male and 17% as minority. This trend has remained relatively constant over the last decade.

Vacant Teacher Positions

Districts reported 189.75 vacant teacher positions at the beginning of the 2010-2011 school year. This number is a reduction of just 14 vacancies compared to the number calculated last year. While high schools held the largest share (42.7%) of unfilled teacher positions this school year, the actual number of vacancies at the high school level dropped by 26%. Most of this decrease can be explained by vacant positions in mathematics and English. Conversely, the number of vacancies in primary/elementary schools grew by 20%. Most of this increase is attributable to vacant special education positions.

Thirty-five percent of this year's vacancies were in special education (including speech language therapy) across all school levels. Also, about 10% of the state's vacant positions were reported as "other." With the exception of JROTC instructors, most of these positions were either school- or district-wide positions that did not involve a classroom teacher. The fewest number of unfilled teaching slots remained at the middle level with 41.75 (22.5%), most of which were special education, language arts, and "other" positions. These particular subject areas, as well as science, mathematics, English, and Spanish, made up the majority of vacancies in South Carolina's high schools.

Nearly half of all districts and special schools that responded to the survey reported no vacant teacher positions at the beginning of the 2010-2011 school year, and about 80% of districts had no more than two vacancies at the beginning of the year. One large school district stands out as it represented 23.4% of all unfilled teacher positions in South Carolina, but accounted for only 6.4% of all vacancies last year. As of December 2010, however, this particular district reported only 15 vacant teacher positions. Another district should also be highlighted, but for a different reason. This small district located in the Pee Dee region reported the highest number of vacancies in the state last year (with the exception of one special school), but had none this year.

Regionally, the Lowcountry and the Pee Dee had the largest number of vacant teacher positions, representing nearly 60% of statewide vacancies. Districts in these two regions, however, accounted for only 36% of all teacher positions in South Carolina. This observation indicates a disproportionate number of unfilled positions in those particular regions when compared to their sizes. On the other hand, the two regions – Midland and Upstate – that employ more than half of all public school teachers in the state had less than one-quarter of all reported statewide vacancies. These trends suggest that location does play a significant role in the recruitment and retention of teachers. The hardest-to-staff schools are often located in the poorest, most rural areas of the state.

Teachers Leaving

A total of 4,612.8 teachers did not return to their classrooms for the 2010-2011 school year. This total is a reduction of only 40 from last year's 4,652.5 teachers who decided to move on for a number of reasons. More than one out of every five (963.5) teachers who did not return to their classrooms this year retired from the profession. This number is a 23% drop compared to the 1,258 teachers who retired at the end of the 2009-2010 school year. Approximately 11% of teachers who left their classrooms are teaching in another South Carolina district. Including these teachers who transferred to another district, nearly 20% of teachers who left their classrooms last

year are still employed in the education profession in South Carolina or another state. Although these teachers may change positions or locations or even shift to other education roles, they remain advocates for public education and most importantly our students.

Last year, 20% of teachers who left their classrooms did so for reasons identified by districts as “other” or “unknown.” Three “other” reasons were most frequently noted: retirees on letters of agreement who were not rehired, moved out of the area or spouse relocation, and resignation. Therefore, these three categories were included as choices on this year’s survey. The following results were calculated this year: resignations accounted for 11% of teachers who left their classrooms; teachers who moved out of the area or relocated with their spouse represented 8.5% of departures; retirees working on letters of agreement who were not rehired this year made up 8% of leavers; and only 6% (compared to 20% last year) of teachers who did not return for the 2010-2011 school year did so for unknown or other reasons. Other reasons for leaving included going to teach in a private school or at the college level, completing the Teacher and Employee Retention Incentive (TERI) program, and being part of a program that was eliminated for unidentified reasons.

A majority (65%) of teachers who left their classrooms last year had more than five years of teaching experience, and one-third of these experienced teachers retired from the profession indicating that they taught for at least 28 years and/or were 55 years of age. While retirement data are included in attrition rates, they are much less meaningful than turnover associated with job dissatisfaction. Only 3.3% (154.1) of teachers who did not return this year left the profession altogether. In fact, this is the smallest number and proportion of teachers who departed in the middle of their careers since 2001 when CERRA first administered the Supply and Demand Survey.

Teacher supply and demand in South Carolina has been quite similar for the last two school years. The number of vacant positions and teachers hired has dropped significantly since the 2008-2009 school year during which the state’s economic situation worsened and districts’ resources were reduced. While districts are not hiring as many teachers and fewer positions are available, South Carolina must continue to recruit highly qualified, effective teachers. Recruitment efforts should focus particularly on middle and high school teachers certified in special education, mathematics, science, and English/language arts as these subject areas consistently represent the majority of unfilled teacher positions each year. With an average of 5,400 public school teachers leaving their classrooms each year since 2001, a continuous need for teachers will exist in our state.

Data Tables

Table 1A includes the number of allocated teacher positions (by subject area and school level) in South Carolina for the 2010-2011 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2010-2011 budgets. These numbers include filled and unfilled positions.

Data from the 2009-2010 school year are included for comparison purposes.

Table 1A Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Agriculture			3	0.67	77.5	79.5	80.5	80.17
Art	537.17	564.2	248.9	208.81	301.33	257.5	1,087.4	1,030.51
Business and Marketing Technology			239.5	177.75	692.2	474.17	931.7	651.92
Career and Technology			61	90.4	638.6	938.74	699.6	1,029.14
Computer Programming			n/a	24.67	n/a	43.03	n/a	67.7
Dance	15	15.5	28.5	25	28	16.5	71.5	57
Driver's Education					137.33	98.22	137.33	98.22
Early Childhood	7,877.6	8,606.9					7,877.6	8,606.9
Elementary	8,238.5	8,489.55					8,238.5	8,489.55
English for Speakers of Other Languages (ESOL)	253.2	245.64	100.9	87.49	64.5	81.96	418.6	415.09
English / Language Arts			1,566.8	1,405.62	1,838.43	1,624.02	3,405.23	3,029.64
Family and Consumer Sciences			51.5	39	156	121.7	207.5	160.7
Guidance	660.1	618.23	414.9	433.75	634	632.03	1,709	1,684.01
Health	13.5	38.25	57.5	72.2	89.7	84.74	160.7	195.19
Industrial Technology			55	42.16	85.5	44.5	140.5	86.66
Literacy / Reading	340	403.15	71.5	173.1	36.5	80.2	448	656.45
Mathematics			1,539.3	1,441.5	1,758.84	1,525.32	3,298.14	2,966.82
Media Specialist	573.3	560.26	217.4	222.06	228	234.93	1,018.7	1,017.25
Montessori	n/a	192					n/a	192
Music (includes Band and Chorus)	564.82	537.82	410.35	396.94	327.48	329.22	1,302.65	1,263.98
Physical Education	714.77	641.3	407.37	388.85	578.76	518.41	1,700.9	1,548.56
School Psychologist	183.16	175.57	77.21	68.01	88.12	87.72	348.49	365.3
Sciences								
Biology					327	327.75	327	327.75
Chemistry					191.25	189.23	191.25	189.23
Physics					92	76.04	92	76.04
Science			1,280.5	1,149.34	946.55	803.55	2,227.05	1,952.89
Social Studies			1,243.05	1,140.95	1,505.27	1,369.02	2,748.32	2,509.97
Special Education								
Deaf & Hard of Hearing	48.97	54.2	14.3	11.95	23.83	20.25	87.1	86.4
Emotional Disabilities	146	153.25	107.5	92.75	137	103	390.5	349
Learning Disabilities	885	943.55	575.25	632.45	692.5	745.15	2,152.75	2,321.15
Mental Disabilities	382.5	302.5	247.5	137.1	301	237.3	931	676.9
Multicategorical	262	295.55	131.75	188.15	174	189.9	567.75	673.6
Severe Disabilities	88	139.5	30.25	46.5	38.25	72.2	156.5	258.2

Table 1A continued Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Special Education (continued)								
Speech Language Therapist	686.85	648.9	68.9	66.3	35.9	44.25	791.65	816.95
Visual Impairment	19.65	21.09	10	8.24	10.5	20.8	40.15	51.13
Other Special Education	126.5	249.8	36	45.83	57.5	135.78	220	432.41
Theater or Speech and Drama	20.5	19.5	43	36.9	67.37	63.72	130.87	120.12
World Languages								
American Sign Language (ASL)	1	0	0	0	2	1	3	1
Chinese	1	0.8	1	0.25	2.25	3.05	4.25	4.1
French	21	14.2	35.5	22.2	130	114.22	186.5	150.62
German	10.8	6.8	9	5.65	29.66	26.8	49.46	39.25
Japanese	0	0	0	2	1	0.25	1	2.25
Latin	0	0	5.5	6.5	21	15.6	26.5	22.1
Russian	0	0	0	0.5	2	0.5	2	1
Spanish	92.3	61.8	113.5	95.7	444	409.48	649.8	566.98
Other	778.83	381.09	357.33	642.85	348.43	861.78	1,484.59	1,885.72
TOTAL	25,520.58	24,562.5	10,741.64	10,282.19	14,627.47	13,806.53	50,889.69	48,744.71

Table 2A includes the number of teachers hired (by subject area and school level) – including PACE, ABCTE, and Adjunct teachers – in South Carolina for the 2010-2011 school year. Rehired retirees who were employed in the same district during the 2009-2010 school year are not included.

Table 2A Subject Area	Number of Teachers Hired			
	Primary/Elementary	Middle	High	Total
Agriculture		0	7.67	7.67
Art	31.8	18	21.6	71.4
Business and Marketing Technology		12.5	44.25	56.75
Career and Technology		3	52	55
Computer Programming		1	0	1
Dance	3	5	1	9
Driver's Education			4	4
Early Childhood	401			401
Elementary	574.7			574.7
English for Speakers of Other Languages (ESOL)	6.25	5.25	4.25	15.75
English / Language Arts		147.75	148.75	296.5
Family and Consumer Sciences		1.5	6	7.5
Guidance	34	31.5	43	108.5
Health	0	1.5	5	6.5
Industrial Technology		4	1	5
Literacy / Reading	11.5	6	1	18.5
Mathematics		130.25	192.5	322.75

Table 2A continued	Number of Teachers Hired			
Subject Area	Primary/ Elementary	Middle	High	Total
Media Specialist	40.75	16.75	10.5	68
Montessori	3			3
Music (includes Band and Chorus)	41.8	31.75	41	114.55
Physical Education	24.4	26.25	33	83.65
School Psychologist	18	5.5	9.25	34.75
Sciences				
Biology			31.17	31.17
Chemistry			15.5	15.5
Physics			9	9
Science		116.25	85.33	201.58
Social Studies		116.75	105.15	221.9
Special Education				
Deaf & Hard of Hearing	6	0.6	0	6.6
Emotional Disabilities	13	7	18	38
Learning Disabilities	82.25	63.5	72.4	218.15
Mental Disabilities	36	13	28	77
Multicategorical	29	22.75	24.25	76
Severe Disabilities	14	5	10	29
Speech Language Therapist	77.75	4.85	4.65	89.25
Visual Impairment	1	0	0	2
Other Special Education	11	4.5	8.5	24
Theater or Speech and Drama	2.25	4.75	5.25	12.25
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	1	1
French	1	1	9.42	11.42
German	0	1	2	3
Japanese	0	0	0	0
Latin	0	1	3	4
Russian	0	0	0	0
Spanish	14.3	13.25	70.25	97.8
Other	14	27.5	29	73.5
TOTAL	1,491.75	850.2	1,157.64	3,514.59

Table 2B includes the source of each new hire reported for the 2010-2011 school year.

Table 2B Source of Reported New Hires			
Source	#	Source	#
New Teacher Education Program – In State	1,176.67	Retired South Carolina Teacher, Returned to Teaching	91.92
New Teacher Education Program – Out of State	341	Inactive South Carolina Teacher, Returned to Teaching	196.5
PACE	159.75	Teacher from Another South Carolina District	798.25
ABCTE	25.25	Teacher from Another State	482.75
Adjunct Instructor	5	Teacher from Outside the United States	79
Other	114	List the states/countries from where new teachers were hired: All states except: Alaska, Delaware, Maine, New Mexico, North Dakota, South Dakota, Vermont, and Wyoming Other countries (10): Africa (country not specified), Australia, China, Colombia, England, India, Jamaica, Paraguay, Philippines, Romania	
TOTAL: 3,470.09 (difference of 44.5 new hires that were not identified by source)			

Table 2C includes the number of minority teachers and male teachers hired in South Carolina for the 2010-2011 school year.

Table 2C	Number of Teachers Hired
Minority Teachers	702
Male Teachers	725.75

Table 3A includes the number of first-year PACE teachers hired (by subject area and school level) in South Carolina for the 2010-2011 school year.

Table 3A	Number of First-Year PACE Teachers Hired			
Subject Area	Primary/ Elementary	Middle	High	Total
Agriculture		0	1	1
Art	1	1	2	4
Business Education		11	15.75	26.75
Dance	2.5	2	0	4.5
English / Language Arts		8	14	22
Family and Consumer Sciences		1	1	2
Health	0	0	0	0
History			1	1
Industrial Technology		0	0	0
Mathematics		3	9	12
Media Specialist	3	0	1	4
Music	2	0	0	2
Physical Education	2	2	1	5
Sciences				
Biology			5	5
Chemistry			3	3
Physics			1	1
Science		6	14	20
Social Studies		6	4	10
Special Education: Emotional Disabilities	2	6	4	12
Theater	0	1	2	3
World Languages				
French	0	0	0	0
German	0	0	1	1
Latin	0	1	0	1
Spanish	2.3	0.5	7	9.8
TOTAL	14.8	48.5	86.75	150.05

Table 4A includes the number of vacant teacher positions (by subject area and school level) in South Carolina at the beginning of the 2010-2011 school year.

Table 4A	Number of Vacant Teacher Positions			
Subject Area	Elementary/ Primary	Middle	High	Total
Agriculture		0	2.13	2.13
Art	1.8	0	0	1.8
Business and Marketing Technology		0	1	1
Career and Technology		0	6	6
Computer Programming		0	0	0
Dance	0	0	0	0
Driver's Education			2.5	2.5
Early Childhood	13.2			13.2
Elementary	4			4
English for Speakers of Other Languages (ESOL)	1	1	1	3

Table 4A continued	Number of Vacant Teacher Positions			
Subject Area	Elementary/ Primary	Middle	High	Total
English / Language Arts		6	4	10
Family and Consumer Sciences		1	0.09	1.09
Guidance	1.2	1.5	3	5.7
Health	0	0	3	3
Industrial Technology		0	1	1
Literacy / Reading	2	1	1	4
Mathematics		2	4	6
Media Specialist	3.5	1	0	4.5
Montessori	0			0
Music (includes Band and Chorus)	0	2	0	2
Physical Education	1.2	1	0.5	2.7
School Psychologist	1	0	0	1
Sciences				
Biology			0	0
Chemistry			0	0
Physics			1	1
Science		3	5	8
Social Studies		3	3.5	6.5
Special Education				
Deaf & Hard of Hearing	0	0	0	0
Emotional Disabilities	3	2	7.75	12.75
Learning Disabilities	5	5.5	14.5	25
Mental Disabilities	0	1	1	2
Multicategorical	3.5	1	3	7.5
Severe Disabilities	0	1	1	2
Speech Language Therapist	10.5	1	0	11.5
Visual Impairment	2	0	0	2
Other Special Education	3.5	0.25	0.25	4
Theater or Speech and Drama	1	0	0	1
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0
French	0	0	2	2
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	0	2.5	4	6.5
Other	7.38	5	7	19.38
TOTAL	64.78	41.75	79.22	189.75

Table 5A includes the number of teachers (by reason for leaving, school level, and years of teaching experience) who did not return to their classrooms for the 2010-2011 school year.

Reason for Leaving the Classroom	Number of Teachers who Left their Classrooms																		TOTAL
	Primary/Elementary						Middle						High						
	Years of Teaching Experience						Years of Teaching Experience						Years of Teaching Experience						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Retirement (first-time retirees only)	0	0	0	0	0	495.9	0	0	0	0	0	182.1	0	0	0	0	0	284.5	963.5
Leaving profession	5	7	6	6	8	27.5	5	5	9	4	5	15	6.6	6	8	2	1	28	154.1
Teaching position in another SC district	31	19	16.5	15	12	91	17	8	10.5	9	6	59	25	14	19	10	10	117	491
Teaching position in another state	12	12	12	4	7	43.4	4	5	6	8	0	16	4	5	13	10	6	40	207.4
Administration position in same or different SC district	0	0	0	0	1	21	1	0	1	1	1	17	1	0	0	1	0	18	63
Administration position in another state	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	5
Other education position in same or different SC district	0	0	0	0	0	9	2	1	0	0	0	12	1	0	1	0	1	4	31
Other education position in another state	0	0	0	0	1	2	0	0	0	1	0	5	0	0	0	0	0	8	17
Reduction in force (RIF)	17	7	3	3	1	10	13	5	0	0.5	0.5	16.75	11	5	0	1	1.5	31.75	127
Resignation	23	22	25	12	15	105.8	19	9	20	11	14	59	25	13	16	10	15	91	504.8
Retiree from previous year (on letter of agreement) not rehired	0	0	0	0	0	148.5	0	0	0	0	0	90	0	0	0	0	0	127.5	366
Did not qualify for SC certificate	4	0	0	2	0	5	1	3	1	3	1	4	11	4	3	2	3	3	50
Termination or non-renewed contract	24	16	6	3	2	81.5	25	9.5	11.2	7.5	6	43	17	14.5	8.8	6	3	39	323
International teacher returning to country of origin	0	0	14	2	1	8	0	2	15	0	0	13	3	2	33	10	4	39	146
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	18	23	22	27	31	101	14	19	6	12	15	37	8	16	10	6	9	63	437
Returning to school to obtain an advanced degree	6	5	4	1	1	3	5	3	5	1	0	3	2	1	3	2	2	7	54
Moved out of area / Spouse relocation	31	31	22	12	6	85	19	18	21	7	10	40	17	14	6	9	7	36	391
Other	1	2	2	0	0	40	3	0	0	2	0	30	4	1	0	0	1	43	129
Unknown	13	4	9	6	3	21	7	6	4	1	0	21	7	3	3	4	2	39	153
Total	185	148	141.5	94	89	1,302.6	135	93.5	109.7	68	58.5	662.85	142.6	98.5	123.8	73	65.5	1,018.75	4,612.8
TOTAL	1,960.1						1,127.5						1,522.2						4,612.8

Table 5B includes the number of PACE teachers (by reason for leaving) who did not return to their classrooms for the 2010-2011 school year. PACE teachers are also included in question 5A.

Table 5B	Number of PACE Teachers who Left their Classrooms
Reason for Leaving the Classroom	
Retirement (first-time retirees only)	1
Leaving profession	10
Teaching position in another SC district	14
Teaching position in another state	2
Administration position in same or different SC district	0
Administration position in another state	0
Other education position in same or different SC district	2
Other education position in another state	0
Reduction in force (RIF)	14
Resignation	22
Retiree from previous year (on letter of agreement) not rehired	1
Did not qualify for SC certificate	30
Termination or non-renewed contract	19
International teacher returning to country of origin	0
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	3
Returning to school to obtain an advanced degree	4
Moved out of area / Spouse relocation	3
Other	0
Unknown	2
TOTAL	127

Table 6A includes the number of administrators hired and vacant administrator positions for the 2010-2011 school year.

Table 6A	Number of Administrators Hired	Number of Vacant Administrator Positions
Type of Administrator		
District Superintendent	13	0
District Assistant Superintendent	12	1
Other District-Level Administrator	53.9	22
Primary/Elementary School Principal	46.5	2
Primary/Elementary School Assistant Principal	33	1
Middle School Principal	25.5	0
Middle School Assistant Principal	33	1
High School Principal	22	6
High School Assistant Principal	50	1
Other School-Level Administrator	15	3
Other	24	0
TOTAL	327.9	37

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A Report on the Special Education
Mentoring Grant in
South Carolina

June 2011

Center for Educator Recruitment,
Retention, & Advancement (CERRA)

South Carolina Department of Education

Introduction

The following report outlines the three-year Special Education Mentoring Grant awarded to the Center for Educator Recruitment, Retention, and Advancement (CERRA) from July 1, 2008 to June 30, 2011. The main purpose of this grant was to develop an advanced training for mentors who work with new special education teachers in South Carolina. The report provides a detailed overview of the grant including its five objectives, data connected to various grant-related activities, and results from the evaluation period which took place during the last year of the grant. The first section is a review of the literature that supports the need for a grant of this nature, as well as data linked to special education in South Carolina.

Review of the Literature – A National Perspective

A major challenge in public education is retaining highly qualified and effective teachers in every classroom. Growing attrition rates, particularly among beginning teachers, is one of the main contributing factors to the national shortage of successful educators. Despite the reasons teachers leave the profession so early in their careers, their turnover has both economic and academic impact in our schools and districts. Students lose the value of being taught by an experienced teacher, and schools and districts face the challenges of recruiting and training new hires.

While the national teacher turnover rate is about 17%, a number of studies have found that as many as 50% of teachers leave within the first five years of entry into the profession (see Smith & Ingersoll, 2004). These staggering numbers, whether caused by unfavorable working conditions, change in occupation, or other personal reasons, suggest a potentially serious problem in the early years of a teacher's career.

Similarly, more than half of all special education teachers leave the profession or transfer into regular education classes every four years (McLeskey et al., 2004), making special education a field of interest regarding teacher attrition. Over the last decade, researchers have cited special education teacher attrition rates ranging from 10% to 20% each year (Boe & Cook, 2006; McLeskey & Billingsley, 2008; Whitaker, 2000). Although this range is consistent with the previously cited turnover rate of all teachers (17%), researchers concluded that special education teachers were about 2.5 times more likely than other teachers to move from their schools or leave the teaching profession altogether (Smith & Ingersoll, 2004).

One feature in schools that has proven to increase retention is mentoring and induction. Mentoring is one critical aspect of a comprehensive induction program that facilitates the pairing of a beginning teacher with a veteran educator to assist with the transition into the classroom. Research has proven that mentoring, in its various forms, can yield higher retention rates (Parker et al., 2009; Smith & Ingersoll, 2004; see Corbell et al., 2010), one of several goals that teacher induction programs are designed to meet. Without retention, however, other significant outcomes like increasing teacher effectiveness and improving student achievement could not occur.

Mentoring was also found to have a positive impact on new special education teachers' perceived effectiveness and intent to remain in the field (Billingsley et al., 2004; Boe et al., 2008; Whitaker, 2000). In one study, most of the early career special educators indicated that

“informal help from other colleagues” was helpful as it was specific to their needs. Some of the formal mentoring programs available to them, however, were not helpful (Billingsley et al., 2004). While these teachers were not specifically asked to further explain their responses, one can infer that the “formal” programs offered were not customized for a beginning special education teacher. Given the diverse needs of special education teachers and their students, carefully-designed and organized induction support is needed, including a trained mentor who fully understands the needs of a novice special educator.

South Carolina Data

Since 2001, CERRA has administered its annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state’s school districts and special schools, CERRA compiles a statewide report detailing hiring, vacancy, and departure data for widespread use by education decision-makers in South Carolina. For the last ten years, as long as this information has been available, special education (excluding speech therapy) has accounted for the single largest share of vacant teacher positions in the state, ranging from about 14% to more than 30% of all vacancies. For four consecutive years in 2000 to 2004, special education explained approximately 30% of all statewide vacancies. This percentage dropped to a range of 22% to 24% from 2005 through 2008 and fell to just 14% in 2009. The most recent data from the 2010-2011 school year revealed that 29% of all vacant teacher positions in South Carolina were in special education. Although this percentage has fluctuated over time, vacancies in special education consistently outnumber the unfilled teacher positions in other content areas.

A similar trend has occurred in the number of special education teachers hired each year. With the exception of teachers who possess an elementary/early childhood certification, special educators have represented the largest portion of public school teachers hired in South Carolina since this information became available in 2001. Hiring and vacancy data like these signify a serious problem in the field of special education. Despite the reasons, districts continue to have trouble recruiting and retaining teachers in this specialized subject area.

Additional data were collected through another survey administered by CERRA in 2008 and 2009. All public school districts and special schools in the state were asked to submit information related to their special education teachers and students with disabilities. The objective of this data collection effort was to gain a better understanding of special education in South Carolina, particularly focusing on the retention of new special education teachers. Some results from the 2009 survey are highlighted below, and the remaining data are included in Attachment A.

- 62 districts and 3 special schools (South Carolina School for the Deaf and the Blind, South Carolina Department of Juvenile Justice, and Palmetto Unified) submitted a survey.
- The proportion of special education students enrolled in these districts ranged from 8.7% to 26.5%. In DJJ and SCSDB, these percentages were much higher at 32.6% and 100%, respectively.
- The percentage of special education teachers who did not return to their districts in 2009-10 ranged from 0% to 33.3%. Ten districts and special schools had special educator attrition rates of more than 20%.

- Of the special education teachers who left, 28% retired, 20% moved out of the area, and 13% left due to termination, reduction in force, or did not qualify for SC certificate.

As substantiated in the literature, a successful mentoring program can produce many positive results for students, teachers, and entire school communities. CERRA, in partnership with the South Carolina Department of Education (SCDE), provides a comprehensive, three-day initial training for educators who wish to become certified mentors. This training focuses on the needs of all beginning teachers, but does not address the diversity that exists in various certification areas including special education. Because such specialized mentor training did not exist in South Carolina, the Office of Exception Children at the SCDE created an opportunity for CERRA to develop an advanced training for mentors who work with new special education teachers.

Below is a brief description of the grant – its origin and objectives and data produced from numerous grant initiatives.

Grant Overview

In the fall of 2007, a member of the South Carolina Advisory Council on the Education of Students with Disabilities asked CERRA representative, Ann Marie Taylor², to attend one of the group's meetings. During sub-committee work time, Ms. Taylor chose to work with the recruitment and retention group and shared concerns about mentoring new special education teachers. The group discussed the idea that mentor teachers who are assigned to support special educators require additional training and support strategies and concluded that an advanced mentor training for experienced teachers who work with these novices should be developed at the state level.

To turn this idea into a reality, Ms. Taylor requested funds through the Office of Exceptional Children at the SCDE and identified some possible ways a partnership between CERRA and the SCDE could positively affect the special education recruitment and retention issue in South Carolina. Drs. Jim Rex and Gayle Sawyer, State Superintendent of Education and Executive Director of CERRA, respectively, approved a three-year fund allocation plan and created a grant agreement with five objectives:

1. Establish a position at CERRA to develop and establish recruitment and mentoring initiatives for special education teachers;
2. Develop a mentor training component specifically for special education teachers and administrators;
3. Target high need schools/school districts in regard to retention of special education teachers;

² Ann Marie Taylor is the 2008 South Carolina Teacher of the Year and is Nationally Board Certified. She has been a special educator since 2000, teaching students with learning disabilities, moderate mental disabilities, and severe and profound disabilities.

4. Partner with teacher education institutions to provide specialized mentor training; and
5. Assist in the recruitment of special education teachers.

Grant Objective #1: *Establish a position at CERRA to develop and establish recruitment and mentoring initiatives for special education teachers*

In July 2008, CERRA named Ann Marie Taylor the Special Education Mentoring Coordinator (will be referred to as Grant Coordinator) to oversee all activities funded by the grant. The Grant Coordinator remained a member of CERRA's staff for the three years the grant was in progress.

Grant Objective #2: *Develop a mentor training component specifically for special education teachers and administrators*

To assist in the development of the training components, the Grant Coordinator convened a task force in October 2008 that consisted of special education teachers, regular education teachers, pre-service teachers, district mentor coordinators, certified mentors, and special education directors. The group discussed ideas, personal experiences, relevant research, and best practices related to mentoring new special education teachers. After several months of research and planning, the Special Education Advanced Mentor Training was created and piloted in February 2009.

Since its inception, 15 regional and statewide trainings have been held, and nearly 300 educators were in attendance. Representatives from more than 60 percent of all public school districts and special schools, including the South Carolina School for the Deaf and the Blind and the Department of Juvenile Justice, attended the trainings. The participants served in many roles including certified mentors, district mentor coordinators, special education directors, college faculty and staff, principals, assistant principals, special education teachers, regular education teachers, and speech and language pathologists.

This one-day advanced mentor training was designed to provide tools for teachers and administrators to use when working with new special education teachers. It offers a framework for mentors to tailor their support and ensure that it meets the diverse needs of special educators. The training addresses several aspects of mentoring that an educator must recognize in order to effectively support a beginning special education teacher. Training participants must: understand the purpose of mentoring and mentor roles, understand the data in regard to special educator attrition and the implications for South Carolina students with disabilities, gain skills and develop tools to mentor new special educators, and build relationships with other educators passionate about our children with special needs. The prerequisite for this training is the three-day South Carolina Initial Mentor Training, also provided by CERRA in partnership with the SCDE.

At the end of each training session, participants were asked to complete an evaluation and indicate the extent to which the training met four stated outcomes. After completing the Special Education Advanced Mentor Training, participants should be able to:

1. Create and maintain a professional growth environment for new special education teachers grounded in the norms of continuous inquiry, ongoing assessment, and problem-solving;

2. Recognize and practice the attitudes, behaviors, and skills of an effective mentor;
3. Identify the needs of the beginning special education teacher and modify support in response to those needs; and
4. Effectively use various tools that facilitate a comprehensive mentoring program.

Using a scale from 1 to 4, the following data are based on results from 152 completed evaluations:

- Outcome 1 – 96% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 2 – 94% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 3 – 95% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 4 – 95% selected a “4,” indicating that the training met this outcome to a great extent.

Participants also provided open-ended comments about their training experience. They were instructed to describe the impact of the training, if the training met their expectations, and what, if any, information or assistance was missing from the training. While responses were varied, all educators who responded to the question about impact reported that the training was helpful and very much needed. Some participants described the training as one of the most valuable they had received because it was specific to their content area, and they now have the toolkit necessary to better support and meet the needs of their mentees. When asked if the training met their expectations, all participants responded “yes,” and many went on to say that the training exceeded their expectations. Finally, participants admitted that the only information or assistance they needed was additional trainings like this one which should include more tools and strategies to improve their work with beginning special education teachers, involvement in hands-on activities related to mentoring, and ongoing support via blogs, forums, and message boards.

Grant Objective #3: *Target high-need schools/school districts in regard to retention of special education teachers*

The first Special Education Advanced Mentor Training was held in February 2009 at Francis Marion University, located in the most rural area of the state known as the Pee Dee Region. This region was targeted because many of its schools and districts are known for having high levels of poverty and teacher turnover and minimal student performance. This approach was successful as a number of high-need school districts, including Dillon 1 and 2, Florence 1, Marion 2, Marlboro, Sumter 17, Williamsburg, and the South Carolina School for the Deaf and the Blind, attended the first training. Subsequent regional trainings were held in other areas of the state, where needs were identified and/or a school or district representative made a special request.

Based on previous trainings, the number of participants often depended on location. Because some of the trainings did not yield a large number of participants, the final trainings, starting in July 2010, were offered statewide in a more central and convenient location in hopes that more educators would be in attendance. A total of six statewide trainings were held between July

2010 and June 2011 in Rock Hill and Columbia, South Carolina. Nearly 150 educators participated in these statewide trainings.

In addition to hosting trainings, the Grant Coordinator began forming a partnership with Dillon 2 in the fall of 2008, serving as a mentor for four new special education teachers at East Elementary School, Gordon Elementary School, Stewart Heights Elementary School, and JV Martin Junior High School. Each school was labeled as a “geographic critical need school” by meeting one or more of the following criteria: a below average or at-risk absolute rating (based on student achievement), a teacher turnover rate of 20% or higher for the past three years, and a poverty index of 70% or higher (based on the number of students who qualify for Medicaid or subsidized lunch). Relationships with these particular schools were developed so the Grant Coordinator could experience the work of a mentor and more effectively train others in this role.

Grant Objective #4: *Partner with teacher education institutions to provide specialized mentor training*

Colleges and universities are vital players in teacher recruitment and retention. Their faculty and staff are responsible for preparing inexperienced educators to enter the classroom with the necessary knowledge and skills to become effective teachers and leaders. Accordingly, the Grant Coordinator invited faculty and staff from partnering teacher education institutions to attend the advanced mentor trainings. The intent of this collaborative effort was to provide our higher education partners with tools and strategies that enable them to provide support to the pre-service special education teachers they work with at the college level.

The Grant Coordinator also worked with teacher education institutions when she attended College Days on numerous campuses across the state and spoke to Teacher Cadets³, Teaching Fellows⁴, and pre-service teachers about the field of special education. The following South Carolina colleges and universities were represented: Anderson University, Coastal Carolina University, The Citadel, College of Charleston, Columbia College, Erskine College, Francis Marion University, Lander University, Newberry College, North Greenville University, USC-Columbia, USC-Salkehatchie, USC-Upstate, and Winthrop University.

Finally, the Grant Coordinator held a Special Education Teacher Cadet Recruitment Fair at Columbia College. All of CERRA’s College Partners were invited to participate and host a vendor table at the event. More information about the Recruitment Fair is provided below in Grant Objective #5.

Grant Objective #5: *Assist in the recruitment of special education teachers*

As the 2008 South Carolina Teacher of the Year, the Grant Coordinator was asked to speak to many different groups of educators and students across the state. Although the purpose of her travels was to speak about education in general, the focus often turned to special education.

³ CERRA’s Teacher Cadet Program, established in more than 170 South Carolina high schools, encourages academically-talented students with exemplary interpersonal and leadership skills to consider teaching as a career.

⁴ CERRA’s Teaching Fellows Program is designed to recruit high-achieving seniors for the education profession by providing scholarship funding for their attendance at one of the 11 designated teacher preparation institutions in South Carolina. A Fellow agrees to teach in the state one year for every year he/she receives funding.

While visiting many of the Teacher Cadet sites in the state to discuss her experiences as a teacher, the Grant Coordinator found that her role often shifted from presenter to recruiter. Therefore, she continued to work with the Teacher Cadets and their instructors in an attempt to inform students about special education and ultimately generate an interest in the field.

Starting in the fall of 2009, the Grant Coordinator began to track whether or not her presentations were influencing Teacher Cadets' career choices. These students participated in a short, three-question pre- and post-survey to determine what effect, if any, the Grant Coordinator's presentation had on their intentions to pursue a teaching degree in special education. The following results are based on input from 95 Teacher Cadets:

- Because of the nature of the Teacher Cadet Program, a majority (79%) of the students were already considering the teaching profession. After hearing the Grant Coordinator's presentation, however, 87% were considering becoming a teacher.
- Before the presentation, only 32% (30) of the Teacher Cadets were considering becoming a special education teacher; after the presentation, 73% (69) felt this way.
- Of the 53 Teacher Cadets who indicated no desire to teach special education, 39 or 74% changed their minds implying that they were at least considering a career as a special education teacher.

Knowing that exposure to the field of special education made a difference for a significant number of high school students who were thinking about teaching as a career, CERRA held a recruitment fair for Teacher Cadets at Columbia College on March 6, 2010. The day included a motivational message from the Grant Coordinator, as well as several breakout sessions presented by experienced special education teachers and Teacher Cadet instructors. While the content of each session was different, all were aimed to inform the high school students about teaching students with disabilities and the field of special education in general. In attendance were approximately 70 Teacher Cadets, Teacher Cadet instructors, and special education teachers.

The final section of this report addresses the evaluation process of the grant. This process led to pertinent findings associated with the support, quality, and retention of special education teachers and mentors in South Carolina.

Grant Evaluation – Year Three

The third and final year, starting July 1, 2010, served as an evaluation period for the Special Education Mentoring Grant. During this process, the Grant Coordinator and the Coordinator of Research and Program Development (will be referred to as Research Coordinator) at CERRA answered the following research questions:

- How has the Special Education Advanced Mentor Training affected the work of mentors who support special education teachers?
- To mentors who attended the training:
 - After attending the training, were you better equipped to mentor and support special education teachers?
 - Which aspects of the training were most/least helpful to you when working with special education teachers?

- What information, tools, and/or strategies were not covered in the training that would have been helpful when working with special education teachers?
- What are the barriers to keeping special education teachers in the classroom? What are solutions that could remedy these barriers?
- What could be done to enhance your abilities to mentor and support special education teachers?
- In terms of special education in South Carolina, what are recommendations for the future?

In order to answer these research questions, the Grant Coordinator and Research Coordinator implemented two strategic evaluation tools during the third and final year: a survey to all educators who completed the training in a one-year time frame and one-on-one interviews based on those survey results.

Survey

The Grant Coordinator and Research Coordinator administered an online survey in September 2010 to all educators who completed the one-day Special Education Advanced Mentor Training between February 2009 and February 2010. Seventy-two of the 155 training participants submitted a completed survey, resulting in a 46.5% response rate. Questions were designed to generate results that assess the impact of the training, specifically regarding the perceptions, observations, and applied mentoring work of training participants. Participants were also asked to comment on the perceived weaknesses or gaps in the training based on their experiences in the field. This particular time frame was used to make certain the individuals trained had enough time and opportunity to implement in their schools and districts the mentor strategies learned in the training.

Survey respondents are employed in 36 public school districts and one special school; 55 of them are in schools and 17 work in district offices. Those who completed a survey serve in numerous and diverse roles in their respective schools and districts. Nearly half are special education teachers, followed by regular education teachers, district-level administrators, mentor coordinators, speech and language pathologists, and special education directors. Several respondents fill dual roles such as special education director and teacher, mentor coordinator and regular education teacher, and mentor coordinator and human resources director.

Educators who attended the training were asked if, after attending the training, they served as a mentor to a first- or second-year special education teacher. Twenty-seven or 37.5% of them reported that they were the assigned mentor to a new special education teacher. Those who were not officially assigned as mentors were presented with a follow-up question to further gauge their levels of support among colleagues. All but four of them stated that they had provided some type of support to a special education teacher after completing the training. In addition to the tools provided in the training, forms of support included active listening, collaborating, providing resources, and being an advocate.

Survey respondents were instructed to rate the helpfulness of 12 different tools presented to them during the training. If any of the tools had not been utilized since the training, respondents were supposed to select the “did not use tool” category. Tools used by the largest number of training

participants included: ABCs of SPED (acronyms used in special education), Mentor Roles, Mentee Needs Checklist (checklist outlining the mentee's strengths and areas for growth), Attitudinal Phase Chart (chart that depicts attitudes of first-year special education teachers at different times throughout the school year), Special Education Recruitment and Retention Data, and Individual Education Plan (IEP) Meeting Document. Of these frequently used tools, respondents rated the following as most helpful as they mentored and supported special education teachers: Mentor Roles, Mentee Needs Checklist, and Attitudinal Phase Chart.

The Interactive Journal was utilized by the fewest number of educators, and the Collaborative Assessment Logs were rated the lowest as less than 50% of survey respondents who used this tool reported it to be very helpful. Also included in the survey was a question prompting participants to identify any information and/or tools not covered in the training. While most educators declared that the training was beneficial and comprehensive, some felt a few aspects were missing: effective strategies to work with regular education teachers, guidelines for conducting IEP meetings, and implementation of behavior management plans. Although these areas were addressed in the training, participants felt they deserved more attention.

Interviews

The Grant Coordinator and Research Coordinator conducted interviews with educators who submitted a survey and responded that they had mentored or supported a special education teacher after the training. The objective was to further measure the effects of the training related to the mentor's work with new special education teachers. A total of 17 educators were contacted for interviews, and ten agreed to participate in the process.

Included in the group of interviewees were three special education teachers, one speech and language pathologist, three regular education teachers, one special education director, one mentor coordinator, and one principal from public school districts across the state of South Carolina. Their years of experience in the education field ranged from 15 to 34 years; the average among interviewees was 25 years of service. The interviews were conducted to gather more in-depth information about meeting the needs of special educators in the state and to further investigate how mentors can help beginning teachers address any obstacles that may exist in their schools and districts.

Educators who were interviewed are employed in ten very diverse districts in terms of size, location, and student population. Additionally, interviewees represent each of the five regions in the state: Upstate, Savannah River, Midlands, Pee Dee, and Lowcountry. Five interviews were conducted in person, four were completed by telephone, and one participant answered the questions electronically and submitted his responses through email.

The ten educators who agreed to be interviewed were asked several questions regarding their training experience, their mentoring work in the field, and the pressing needs of special education teachers in their districts. All of the teachers and administrators who were interviewed replied that they had mentored, either formally or informally, special education teachers at some point after the training. Some of the mentoring techniques included assistance with writing IEPs, attending IEP meetings, classroom observations, listening and advising, providing moral support, training on policies and procedures, help with classroom setup, instructional strategies, and behavior management tips.

After attending the Special Education Advanced Mentor Training, all ten educators who were interviewed said that they were more equipped to mentor and support special education teachers. The most interesting observation stemmed from the responses of regular education teachers and administrators. Because these educators do not specialize in teaching students with disabilities, they stated that the training helped them better understand the different needs of special education teachers. In particular, they reported a greater appreciation for the numerous requirements of special educators including detailed paperwork, comprehension of policies and procedures, frequent contact with parents, adherence to many safety regulations, and knowledge of diverse learning strategies. A special education director went on to say that she felt more prepared to observe classrooms as the training taught her to recognize instruction not conducive to the students.

Interviewees were also encouraged to discuss any specific information or activities presented in the training that enhanced their abilities to serve as effective mentors. They emphasized several tools learned in the training including the mentee needs checklist, the resource contact list, and the use of journals. Educators also mentioned the attitudinal phase chart, stating that it enabled them to understand the fluctuating emotions felt by teachers during their first year in the classroom. One of these educators is employed as a speech and language pathologist in a district that had the largest number of new special education teachers in the 2010-2011 school year. She described a situation where a special education teacher in her first year appeared to be adjusting well, but because of the chart, she knew her mentee was most likely experiencing a sense of disillusionment that typically sets in right before the mid-year holiday break. Had she not been familiar with the chart, the mentor insisted she would have not recognized the needs of the teacher nor would she have known how to provide support during this stage. This particular attitudinal phase involves novice teachers who work hard but feel as though they are not making any progress. This feeling often leaves them wondering if teaching is the right profession for them.

Hopefully, with the guidance of a good mentor, beginning teachers can overcome these feelings and thrive in their new role as educators. Regardless of their success, teachers will always face barriers that test their desires to remain in the classroom. When asked to identify some of these barriers, interviewees overwhelmingly discussed two topics: lack of support and understanding and paperwork requirements. Special education teachers expressed their concerns that building- and district-level administrators do not recognize the challenges they face on a daily basis and the isolation they feel due to this insufficient level of understanding and support. They went on to say that regular education teachers do not fully understand the needs of diverse learners and are consequently forced to teach these students without the proper training and support. One administrator and one regular education teacher agreed, both commenting that regular education teachers need additional training to better prepare them to work with special education students and teachers.

Nearly all teachers who were interviewed, including those in regular education, asserted that paperwork is a significant concern in special education. Not only is the amount of paperwork unrealistic at times, but the guidelines are changed so often that it is nearly impossible to keep up with requirements and expectations. One of the administrators (a principal) who was interviewed labeled the amount of record keeping as the “greatest reluctance” among special

educators. The two other administrators declared that a lack of parental involvement is the toughest scenario faced by special education teachers.

Once the interviewees identified barriers to retain special education teachers, they were prompted to recommend solutions to remedy these issues. The predominant response was more training for administrators and regular education teachers that enhances their knowledge of special education and, therefore, enables them to provide adequate support to special educators in the field. One regular education teacher mentioned the need for all regular education teachers to take at least one course in special education. The idea would be to gain knowledge in the area of special education as many of the regular education classrooms now include students with special needs. She also suggested the development of short videos produced by special education teachers that focus on the needs of students with disabilities. For example, one video might focus on autism – its characteristics, associated behaviors, learning capabilities, and effective instructional strategies.

Finally, the interviewees were asked what could be done to enhance their abilities to mentor and support special education teachers. Specifically, what would make you a better mentor? Again, most of the educators suggested more training in special education at the school and district levels. Others recommended that CERRA continue to provide advanced mentor trainings that focus on special education teachers. One special education teacher wants her district to mandate CERRA's mentor trainings to any faculty or staff involved with induction teachers. One regular education teacher proposed the creation of a network or forum where mentors from districts around the state could share best practices with one another on how to provide valuable support to special education teachers.

Results generated from the interviews and survey responses indicate that the Special Education Advanced Mentor Training made a positive difference in the work of mentors who support and advise special education teachers in South Carolina. Participants did, however, acknowledge several areas for improvement that should be addressed in future trainings and professional development opportunities. Recommendations directed toward these improvements are described in the final section of this report.

Recommendations and Conclusions

The Special Education Mentoring Grant has provided South Carolina certified mentors with additional tools and strategies to enhance the support they provide to special education teachers. Like with any training, though, there are always opportunities for further development. Listed below are areas for improvement to be considered in future discussions and planning sessions related to mentoring in special education.

1. Create a listserv for certified mentors in the state, offering them a way to keep connected and share ideas with one another, stay abreast of research and trends in mentoring and induction, and to inform them of professional development opportunities and advanced trainings in their areas.
2. Create and post videos or podcasts to address the needs in special education that were identified in the survey results and responses to interview questions. Professional

development topics should: focus on characteristics of the thirteen disability categories and effective instructional strategies associated with each category, showcase successful co-teaching models where special and regular education teachers work together in inclusive environments to meet the needs of students with disabilities, and demonstrate positive behavior interventions that maximize learning opportunities in the classroom.

3. Create a training session for South Carolina administrators that highlights the needs of special education teachers and ways to support and retain these educators. The objectives of this training should be to make administrators more aware of obstacles faced by special educators including extensive amounts of paperwork, feelings of isolation, and lack of administrative understanding and support.
4. Continue CERRA's Special Education Advanced Mentor Training by conducting at least two statewide trainings per year for the next three school years. Based on survey and interview results, trainings should include additional information on the following topics: hands-on instruction so participants better understand how to use the tools and strategies in the field and more emphasis on guidelines for conducting IEP meetings (possibly a simulated IEP meeting). A more concerted effort should be made to include special education directors, principals, and assistant principals in the trainings.
5. Conduct additional research to better understand the needs of special education teachers in South Carolina. Specifically, research should incorporate case studies that examine beginning and veteran special education teachers to gain an in-depth look into their professional lives. Case study research methods should include interviews, classroom observations, faculty/team meeting attendance, and observation of parent-teacher communications. Because the current body of literature associated with the field of special education is "limited and unfocused" and "scattered and thin" (Sindelar et al., 2010), more research in this area is both relevant and necessary.

This grant experience has allowed CERRA to investigate the needs of special education teachers and, more importantly, to create a professional development opportunity that provides mentors with the appropriate tools and information to address these needs. Also, CERRA was able to provide recommendations to be considered when training mentor teachers who work with special educators. The lack of scholarship linked to teacher preparation, mentoring and induction, and professional development in special education suggests that the Special Education Advanced Mentor Training in South Carolina is the first of its kind. This training was just one step in the right direction toward providing much-needed support to new special education teachers.

Professional development opportunities like CERRA's mentor trainings (initial and advanced) are designed to create environments where teachers can grow in their roles as educators and life-long learners. Both beginning and experienced teachers have room for professional growth and can benefit from new strategies that improve their instruction. The quality of their work should improve as they complete various courses and trainings related to their designated positions and areas of specialty. Continued efforts to enhance teacher quality and increase instructional effectiveness should be encouraged as these gains will ultimately improve student achievement. CERRA and other education organizations must lead the way in exploring innovative ways to provide tailored support that meets the individual needs of all teachers in our state.

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2010-2011

Program Reports

ProTeam

Teacher Cadet

Teacher Educators

Teaching Fellows

Teacher Leaders

Job Bank/Online Application/Expo/Supply and Demand

ProTeam

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

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

Teacher Cadet

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

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

Teacher Educators

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

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

Teaching Fellows

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

- ¹Students are allowed to receive Fellows funds for a period of up to four years. In FY10, the Teaching Fellows program was reduced by more than one million dollars, shrinking the 2009 cohort to 62 students. CERRA received 1,168 applications during the 2008-2009 school year and could have placed 175 students, if funds had been available.
- ²Each cell represents the cumulative number of Fellows employed in a SC public school district during each school year.
- ³This row includes all current Fellows, Fellows who graduated in good standing (students who are teaching or in deferment and students who are in repayment), and students who withdrew from the program before completing their degree. Withdrawn students are included because they received a portion of the scholarship funds and are required to pay back those funds. This row does not include Fellows who have satisfied their loan through teaching as they no longer have a financial obligation to the State.
- 75.1% of Teaching Fellows from the 2000-2006 cohorts graduated from the program, and 71.0% of graduating Fellows from these cohorts were employed in a SC public school district during the 2010-2011 school year. Another 139 graduating Fellows were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service.
- ⁴Students receiving fellowship funds each used an average of \$5,861 per year (based on 2010 data).

- The largest group of male Fellows was in the 2008 cohort (36 male students). Males account for 14.3% of the total Fellows (2000-2010 cohorts). The percentage of male students in the 2010 cohort of entering freshmen was 9.0%.
- The percentage of non-white students enrolled in the program since its inception is 10.8% (9.5% Black; 1.3% other minority). The percentage of non-white students in the 2010 cohort of entering freshmen was 4.1%.

Teacher Leaders

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

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

Job Bank/Online Application/Expo/Supply & Demand

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

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