



CERRA

ANNUAL REPORT

2018-19

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center. For over 30 years, CERRA has worked to assure a strong pipeline of teachers to serve the public school students of South Carolina (SC).

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of SC educators.

Our Vision, Mission, and Strategic Goals

The CERRA Board of Directors completed a strategic planning process to guide CERRA's efforts over five years, from July 1, 2017 through June 30, 2022. As a result, the Board adopted a Vision Statement and revised CERRA's Mission Statement and Strategic Goals.

CERRA's Vision Statement: Teaching is a respected, influential profession, and every student in South Carolina is served by effective educators

CERRA's Mission Statement: Recruiting, Retaining, and Advancing South Carolina Educators

CERRA's Strategic Goals:

- 1) Recruitment: Teacher supply needs of SC public school districts are met.
- 2) Retention: Every SC public school district implements a quality induction program, and teachers continue teaching in a SC public school classroom for at least five years.
- 3) Advancement: Every teacher has multiple opportunities to develop as a teacher leader and utilized as such.



From the Executive Director, Jane Turner

It comes as no surprise that the growing teacher shortage continued to be the focus of much attention during the 2018-19 school year. CERRA's fall 2018 *Annual Educator Supply and Demand Report* revealed that enrollment in SC's teacher education programs continues to decline and the number of teachers leaving the profession continues to rise, particularly in the early years of teaching. The FY19 Legislatively-created Recruitment and Retention Study Committee (RR Committee) concluded its work and submitted a report to the Legislature in December 2018. The Legislature then began work on comprehensive education reform bills that included some provisions to address the teacher shortage. No bill was passed during the 2019 session but the RR Committee's recommendations related to starting teacher salaries and teacher pay increases were addressed to some extent through the Legislative budget process. The Legislature continues to work on refining the reform bills and will carry on those efforts through the 2020 Legislative session.

Work is underway to address several of the other recommendations in the RR Committee's Report, including enhancing the Teacher Loan Program (TLP). The Commission on Higher Education (CHE) oversees the TLP, but I continue to serve as the Chair of the TLP Advisory Committee. That Advisory Committee, which is made up of representatives from school districts, colleges, and other educational entities, recommended a number of changes be made to the TLP. These changes included an increase in the loan amount, greater loan forgiveness options, and revised eligibility criteria. CHE approved the recommendations, but the only change that has been implemented to date is the increase in the loan amount for juniors, seniors and graduate students from \$5,000 to \$7,500 per year. CHE is currently working on revisions to the TLP regulations that would change the eligibility requirements to make the loan program available to a broader population of students.

The Committee's Report also included a recommendation that a state-wide working conditions/school climate teacher survey be conducted. The proposed reform bills included a provision directing CERRA to conduct such a survey, using State Report Card survey questions as a starting point with additional topics to be included. In 2004, CERRA conducted a state-wide working conditions teacher survey, in conjunction with the State Department of Education. In recent years, there has been much discussion about the need for such a survey to be conducted again, especially in view of the growing number of teachers who leave the profession each year. CERRA has explored funding and collaboration possibilities with a number of other educational entities. It remains to be seen if the survey provisions in the proposed reform bills eventually pass, and if funding to complete the project is allocated.

Another area of responsibility for CERRA is the continued implementation of the Rural Recruitment Initiative (RRI), first enacted through Proviso in 2015. While the RRI Proviso requires CERRA to produce an implementation report each July, this year the Education Oversight Committee (EOC) provided funds to engage the University of South Carolina to conduct a preliminary RRI effectiveness study. The study was based on a review of the 2017-18 school year, the second full year of RRI implementation. A summary report will be finalized and submitted to the EOC in November 2019.

As we move forward through the 2019-20 school year, I want to take this opportunity to thank the CERRA staff for their commitment and perseverance. We operate with a small staff, on a limited budget, but accomplish great things - CERRA is a well-oiled machine!



ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the ProTeam curriculum, was revised in 2014 and is currently in its 8th edition. Revisions for the 9th edition will begin in the 2019-20 school year. The curriculum, which has been implemented in schools in seven other states, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of *Making Middle Grades Work*, an initiative of the Southern Regional Education Board. Since its inception in 1990, the Program has served more than 20,500 SC students.

Effectiveness

During 2018-19, 1,554 students completed the ProTeam Program. This number increased by 25% from last year and has grown by more than 900 students since 2014-15. Thirty-six percent of these students are non-white and 40% are male. The Program was offered in 50 SC middle schools, compared to 40 last year and 22 during the 2014-15 school year. In just five years, the number of ProTeam sites has more than doubled. Twenty-three of the 50 sites offered more than one class section, resulting in 87 ProTeam classes during 2018-19. Twenty of the 50 sites are located in a district identified as having excessive teacher turnover rates under the FY19 Rural Teacher Recruiting Incentive (RRI) Proviso.

Eight new sites and three re-established sites have been added for 2019-20; of these schools, three are located in a district identified as having excessive teacher turnover rates under the FY20 RRI Proviso. CERRA's marketing efforts continue to focus on rural, underserved schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Sites in 2018-19

Alice Drive Middle (Sumter), Bates Middle (Sumter), Belton Middle (Anderson 2), Berkeley Middle (Berkeley), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Castle Heights Middle (York 3), Chapin Middle (Lexington-Richland 5), Charleston Charter School for Math & Science (Charleston), Clinton Middle (Laurens 56), Conway Middle (Horry), Corbett Middle (Aiken), Dent Middle (Richland 2), Dillon Christian School (no district affiliation), Ebenezer Middle (Sumter), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Gilbert Middle (Lexington 1), Greenville Middle Academy (Greenville), Guinyard-Butler Middle (Barnwell 45), H.E. McCracken Middle (Beaufort), Hardeeville-Ridgeland Middle (Jasper), Hughes Academy of Science & Technology (Greenville), Irmo Middle (Lexington-Richland 5), Jackson Middle (Aiken), Jerry Zucker Middle (Charleston), Kelly Mill Middle (Richland 2), Langley Bath Clearwater Middle (Aiken), Latta Middle (Dillon 3), Laurens Middle (Laurens 55), Lewisville Middle (Chester), Loris Middle (Horry), McCormick Middle (McCormick), Merriwether Middle (Edgefield), New Ellenton Middle (Aiken), North District Middle (Hampton 1), North Myrtle Beach Middle (Horry), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Paul Knox Middle (Aiken), Pleasant Hill Middle (Lexington 1), R.E. Davis College Preparatory Academy (Sumter), River Ridge Academy (Beaufort), Schofield Middle (Aiken), Socastee Middle (Horry), South Middle (Lancaster), Ten Oaks Middle (Horry), Thomas C. Cario Middle (Charleston), Williston-Elko Middle (Barnwell 29), and Wren Middle (Anderson 1)



Teacher Cadet Program

Overview

The Teacher Cadet Program encourages high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become civic advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets earn transferable college credit hours upon successful completion of the course.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 additional high schools had agreed to begin the Program. In its 34-year history, the Teacher Cadet Program has served more than 71,500 SC students.

The Teacher Cadet curriculum, *Experiencing Education*, is divided into three units: Experiencing Learning, Experiencing the Classroom, and Experiencing the Teaching Profession. It is now in its 11th Edition and is updated every five years by a revision team consisting primarily of SC Teacher Cadet instructors. To date, schools in 39 other states have implemented the curriculum.

Teacher Cadet instructors and the 22 College Partners have access to the Interactive Technology Hub. It provides users with access to information and resources such as demonstration lessons, "how to" educational videos, efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

The Teacher Cadet National Honor Society inducted its third cohort of 80 honor society members in March 2019. This pre-collegiate education honor society, founded in 2016, recognizes the stellar accomplishments of Teacher Cadets across SC and honors their scholarship, character, leadership, and service, the four pillars of the organization. Membership selection and invitations for acceptance are conducted by a statewide teacher leadership committee.

Effectiveness

During 2018-19, 2,991 SC students completed the Teacher Cadet Program. Although this number increased by only 18 students compared to last year, it has grown by 25% (nearly 600 students) since 2012-13. Thirty-four percent of Cadets from 2018-19 are non-white and 23% are male. The Program was offered in three-quarters of all traditional SC public high schools, in 76 of the state's school districts. Only six SC districts lack a Teacher Cadet Program. Additionally, the Program was offered in five career/technology and STEM schools and four private schools for a total of 188 sites during the 2018-19 school year. Of these sites, 63 are located in a district identified as having excessive teacher turnover rates under the FY19 Rural Teacher Recruiting Incentive (RRI) Proviso. Four new sites and seven re-established sites have been added for 2019-20; of these, three are located in a district identified as having excessive teacher turnover rates under the FY20 RRI Proviso.

After completing the Teacher Cadet course, 35% of Cadets identified teaching as the career they plan to pursue after college. Another 11% were undecided about their career choice, meaning that teaching may still be a possibility. Of the Cadets who now plan to teach, nearly one out of every four (24%) was undecided or had planned to pursue a different career before taking the course. Of those who changed their minds to want to become a teacher, 68% indicated that the field experience in SC classrooms was the aspect of the Program that encouraged their decision.



Teacher Cadet College Partners and Affiliated High Schools

Anderson University

Crescent
Easley
Hillcrest
Liberty
Mauldin
Palmetto^
Pendleton
Powdersville^
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Woodmont
Wren

Charleston Southern University

Ashley Ridge%
Berkeley%
Cane Bay^
Dorchester Academy
Fort Dorchester
Goose Creek
Hanahan
North Charleston
Pinewood Prep
R.B. Stall
Stratford
Summerville^
Timberland
Woodland

Clafflin University

Calhoun County
Cope Area Career Center
Lake Marion
The Technology Center^

Clemson University

D.W. Daniel
Greenville Technical Charter
J.L. Mann
Southside

Coastal Carolina University

Academy for the Arts,
Science, & Technology
Andrews
Aynor
Carolina Forest
Carvers Bay
Conway^
Georgetown
Johnsonville
Loris
Myrtle Beach^
North Myrtle Beach^
Socastee
St. James

Waccamaw

Coker College

Darlington
Lake View
Lee County Career &
Technology Center
McBee^

College of Charleston

Academic Magnet
Burke
Charleston Charter School
for Math & Science
Cross
Garrett Academy of
Technology
Wando^
West Ashley^

Columbia College

C.A. Johnson
Camden
North Central
Pelion
River Bluff^
Spring Hill
White Knoll

Erskine College

Belton-Honea Path^
Dixie

Francis Marion University

Crestwood
Dillon Christian School
Dillon
East Clarendon
Hannah-Pamplico
Hartsville
Kingstree
Lakewood
Lamar
Latta
Marion
Marlboro County
Mayo High School for Math,
Science, & Technology
Mullins
Scott's Branch
South Florence
Sumter
The King's Academy
Timmonsville
West Florence
Wilson

Lander University

Abbeville
G. Frank Russell Technology
Center
Ninety Six

Ware Shoals

Limestone College

Blacksburg
Gaffney

Newberry College

Airport
Brookland-Cayce^
Chapin^
Columbia
Eau Claire
Lexington%
Lugoff-Elgin
Mid-Carolina
Newberry
W.J. Keenan

North Greenville University

Berea
Blue Ridge
Eastside
Greer Middle College
Charter
Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)

Presbyterian College

Clinton
Greenville High Academy
Greer^
Laurens District 55
NEXT

The Citadel

James Island Charter^
St. John's

USC Aiken

Aiken
Batesburg-Leesville
Fox Cree
Midland Valley^
North Augusta
Ridge Spring-Monetta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Beaufort

Battery Creek
Beaufort
Bluffton^
Hilton Head Island^
May River^
Ridgeland-Hardeeville
Whale Branch Early College

USC Columbia

A.C. Flora
Blythewood^
Dreher
Dutch Fork^
Gilbert^
Irmo
Lower Richland
Richland Northeast
Ridge View
Spring Valley%
Swansea
Westwood

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Colleton County
Denmark-Olar
Estill

USC Upstate

Boiling Springs
Broome
Chapman
Chesnee
Dorman^
James F. Byrnes
Landrum
Spartanburg

Winthrop University

Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill+
Great Falls
Indian Land^
Lancaster
Lewisville^
Nation Ford^
Northwestern^
Rock Hill%
South Pointe
Union County
York Comprehensive
York Preparatory Academy

^ Offers two sections of
Teacher Cadet
% Offers three sections of
Teacher Cadet
+ Offers four sections of
Teacher Cadet.



Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit academically talented high school seniors into the teaching profession and to help them develop leadership qualities. Fellows receive a forgivable loan totaling up to \$24,000 over four years, while they attend an approved Teaching Fellows Institution (TFI). Each TFI has a unique program that provides professional development opportunities above and beyond its regular teacher education program. Critical to the success of each TFI's program is the Campus Director. This institution-appointed individual is responsible for recruiting potential Fellows to the TFI, monitoring student progress, and facilitating student seminars and enrichment experiences.

The selection process for Teaching Fellows is rigorous and occurs in two phases throughout the academic year. The first phase consists of an online application that focuses on academic achievement, school and community involvement, employment history, and leadership potential. Students also must submit contact information for two individuals who will serve as references for the applicant. Students who are invited to the second phase of the identification process, the regional screening, will: be interviewed by a panel of three educators, prepare and deliver a short presentation on an assigned topic, and write an essay in response to a prompt.

Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness. These students are required to submit documentation to CERRA confirming their employment in a SC public school district each year until the loan is satisfied. Students who do not complete the Program or do not teach in a SC public school for the required number of years must repay the funds they received, plus interest.

History

The Teaching Fellows Program, established in 1999 by the SC General Assembly to attract more students into the teaching profession, provides fellowships for those who are working toward a degree leading to initial teacher certification. Twelve institutions of higher education hosted a Teaching Fellows program during the 2018-19 academic year. In fall 2018, a request for proposals was sent to public institutions without a Teaching Fellows program. Two institutions submitted proposals that were reviewed by an external evaluation team. One proposal was recommended to the CERRA Board of Directors who then approved the institution as a TFI. Clemson University will accept its first cohort of Teaching Fellows in fall 2020.

Effectiveness

Seventy-eight percent (1,954) of Teaching Fellows from the 2000-2014 cohorts have graduated from a TFI and successfully completed the Program; 71% (1,392) of graduates were employed in 72 of 82 SC public school districts, as well as the Charter Institute at Erskine and the Department of Juvenile Justice, during the 2018-19 academic year. Ninety-two percent (1,795) of Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Specifically, 57% (1,119) of graduates have satisfied their loan through teaching service; 8% (155) have satisfied their loan through repayment or a combination of repayment plus some teaching service; and 27% (521) are currently teaching for loan forgiveness. Of the Teaching Fellows who are loan-satisfied through teaching service, 77% (861) are still employed in a SC public school district.

Site evaluations are conducted at each TFI on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assess a TFI's ability to meet CERRA's requirements and provide data to drive improvements in the overall quality of the statewide Teaching Fellows Program. In spring 2018, the evaluation process was revised based on consistent feedback from students and evaluation team members. CERRA provided additional support to Campus Directors the following academic year to help prepare them for the new program requirements. The first TFI to be evaluated under the updated system will be Anderson University in fall 2019.



Teaching Fellows Institutions



Notes:

- Newberry College and Columbia College are no longer accepting new students into their Teaching Fellows program.

Induction and Mentoring

Overview

In SC, educators who wish to serve as mentors to beginning teachers must complete the two-day SC Mentor Training. This training can be hosted by CERRA, an individual school district, or other educational entities. CERRA also conducts the SC Mentor Trainer Certification for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Knowing the importance of school-level administrative support, CERRA now offers The Administrator's Role in Induction and Mentoring Training.

History

In 2006, the State Board of Education adopted State Induction and Mentoring Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result, a three-day Initial Mentor Training was developed and offered in the state. Nearly ten years later, the training was completely redesigned to better meet the needs of SC mentors and beginning teachers.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition, a Mentor Trainer Certification was developed and first offered in December 2015. CERRA then developed a two-hour training for school-level administrators that was first held in February 2018. In March 2018, CERRA shared an overview of the administrator training with induction and mentoring coordinators, enabling them to conduct the training in their own districts. Updates continue to be made to all training curricula as new information becomes available.

CERRA holds meetings with district induction and mentoring coordinators twice a year to discuss best practices in induction and mentoring and to allow for cross-district collaboration. One emerging theme from these meetings is a need to develop resources for mentors who work with international visiting teachers. As a result, CERRA and the SCDE are creating an online training for this particular group of mentors. CERRA also shares a monthly newsletter with coordinators that contains upcoming training dates, general reminders, and any information relevant to supporting beginning teachers.

In response to district requests for additional resources to support both beginning teachers and mentors, CERRA and the SCDE created a pilot program that used micro-credentials to foster new learning opportunities. In this context, micro-credentials are digital badges earned by demonstrating competence in a specific skill or with a specific task. The pilot program was designed to evaluate the effectiveness of using available micro-credentials to support beginning teachers and mentors. Seven district coordinators volunteered to develop and share plans for using these resources in their induction and mentoring programs. During the 2019-20 academic year, districts will implement their plans.

Effectiveness

A total of 2,156 educators completed the SC Mentor Training between July 1, 2018 and June 30, 2019. During this time, 64 educators completed the SC Mentor Trainer Certification and 150 educators completed the Administrator's Role in Induction and Mentoring Training. In an effort to further assess the effectiveness of the SC Mentor Training, a thematic analysis of more than 600 evaluation forms will be conducted in 2019. The evaluation forms were submitted by educators who completed a CERRA-hosted training session between March 2016 and July 2019. CERRA will use results from the analysis to make any necessary updates to the training curriculum.

CERRA held two meetings for induction and mentoring coordinators during the 2018-19 academic year. The first meeting focused primarily on the SCDE's new data management system (SCLead), school-level induction, and mentor forums. The second meeting consisted of multiple panels and presentations that addressed teacher preparation, micro-credentials for mentoring, and beginning teacher resources for topics such as differentiation and formative assessment. Sixty-four school district representatives attended the first meeting, and 70 attended the second meeting.



Teacher Forum

Overview

The SC Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History

Through the efforts of Terry Dozier, the 1985 SC and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities. The State Teacher Forum Conference, as well as two State Teacher Forum Professional Development Meetings, are held annually for the DTOYs. Each year, the SC Teacher Forum focuses on teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues.

For the second year, CERRA offered a virtual book study for DTOYs. Teachers read Brené Brown's *Dare to Lead* and participated in online discussions throughout the year. CERRA also created an online toolkit for DTOYs that includes information about creating a district teacher forum. Additional resources to help districts start and/or sustain teacher forums will be added to the toolkit as they become available.

Effectiveness

The annual State Teacher Forum Conference was held over three days in November 2018. It was attended by 82 DTOYs and included speeches by the 2019 STOY Jeff Maxey, State Superintendent of Education Molly Spearman, and National Teacher of the Year Mandy Manning. Leadership opportunities were provided for the Veteran State Teachers of the Year, the 2018-19 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were asked to create presentations that address the goals of the State Teacher Forum.

The conference also introduced the DTOYs to the Teacher Leadership Competencies, which were developed by the National Education Association, the National Board for Professional Teaching Standards™, and the Center for Teaching Quality. They offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs are encouraged to self-assess and set personal goals using the competencies. Additionally, the conference offered sessions on advocacy, district teacher forums, and other relevant topics. The DTOYs were able to share their perceptions of pertinent issues in education.

The first 2018-19 State Teacher Forum Professional Development Meeting was held in March and was attended by 65 DTOYs. Presentations made during the meeting focused on teacher recruitment and retention, state legislation related to public education, STOY banquet information, and helping DTOYs develop their advocacy platform. The second professional development meeting was held in June 2019 and was attended by 29 DTOYs. They received information about current issues in education from CERRA staff members, as well as representatives from the SC Department of Education and the SC School Boards Association. DTOYs then practiced taking part in critical conversations around these issues. Each participant had an opportunity to schedule an appointment to meet individually with a CERRA staff member to address concerns about their district forums.



National Board Certification®

Overview

National Board Certification® (NBC), is a voluntary professional development opportunity available through the National Board for Professional Teaching Standards™ (NBPTS). The initial NBC process requires educators to successfully complete a computer-based assessment and three portfolio components containing evidence of accomplished practice. Once certified, National Board Certified Teachers (NBCTs) may complete the NBPTS Renewal® process in order to maintain this certification. CERRA recognizes NBC as an effective professional growth experience, a teacher leadership opportunity, and a retention tool.

History

From 2000 to 2010, CERRA administered a forgivable loan program, funded by the General Assembly, for teachers who pursued NBC. CERRA's responsibility for tracking these state-funded loans concluded at the end of the 2014 fiscal year. Although the loan program was eliminated, CERRA maintains an infrastructure of support around awareness for NBC (initial and renewal), the processes involved, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts and several special schools, CERRA-facilitated NBC support, and a Toolkit to aid districts in providing uniform assistance to candidates. CERRA also serves as the state contact for NBC and produces data related to NBCTs and candidates.

CERRA provides guidance to the SC National Board Network (SCNBN), a membership organization that was created by a small group of NBCTs during the 2013-14 academic year. Overall network goals include advocacy for NBC, candidate support, and teacher leadership initiatives. The SCNBN routinely offers renewal workshops for NBCTs and holds an annual Hill Day where NBCTs are recognized by the SC General Assembly and provided opportunities to speak with legislators.

Candidates who applied for NBC before July 1, 2010 are eligible to receive an annual supplement of \$7,500 for the ten years of the certificate and have one opportunity to renew certification and continue receiving the supplement. Candidates who applied after this date are eligible to receive \$5,000 per year for the length of the national certificate with no opportunity to extend the supplement through renewal. Due to recent changes in SC legislation, candidates who apply for NBC after July 1, 2018 are not eligible for the annual supplement. Districts have the option to offer local supplements to NBCTs.

Effectiveness

In November 2018, 79 SC teachers achieved initial NBC; in December 2018, 513 SC teachers renewed their NBC. The number of new NBCTs continues to be significantly lower compared to previous years due to the revisions of the NBC process and changes in state legislation. According to NBPTS, SC ranks fourth in the nation in the total number of NBCTs. During the 2018-19 academic year, 77 of the 82 public school districts, as well as many of the special schools, employed 5,098 NBCTs.

During the 2018-19 academic year, CERRA engaged with approximately 400 NBC initial or renewal candidates through onsite support in districts, cohort meetings, online webinars, and a NBC conference. The NBC Toolkit was revised during the 2019 fiscal year and now includes resources specific to each component completed during the initial process as well as guidelines for effective candidate support via a cohort model. Additionally, materials for renewal candidates are available.

In spring 2018, the SCNBN received a \$25,000 grant from the W.K. Kellogg Foundation and NBPTS. The grant aimed to use the expertise of NBCTs in the state to increase teacher retention in SC public schools. The SCNBN partnered with three SC school districts in this work. Notable grant accomplishments include the creation and facilitation of a NBC-specific SC Mentor Training, a Town Hall meeting with Superintendent Spearman to discuss the state salary supplement for NBCTs, and the development of workshops for induction teachers. Also, two SCNBN leaders were asked to develop and present a five-hour advocacy workshop at the NBPTS boot camp.



Rural Recruitment Initiative

Overview

Under FY19 Proviso 1A.55 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY19 were defined as those experiencing greater than eleven percent average annual teacher turnover, as reported on the district's five most recent District Report Cards. Thirty-six districts were determined to be eligible.

History

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY19 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework/professional development costs; and undergraduate loan forgiveness. As required by the Proviso, an FY19 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2019.

The legislature appropriated \$1,500,000 for implementation of the FY16 Proviso and \$9,700,000 annually for the FY17, FY18, and FY19 Provisos. The Rural Proviso authorizes funds to be carried forward from the prior fiscal year.

To be eligible for funds in FY20, districts must still have a five-year average teacher turnover rate of more than eleven percent but also may not be one of the fifteen wealthiest districts, based on their index of tax-paying ability.

Effectiveness

Of the 36 eligible districts, all requested funds during FY19. A total of \$8,603,903 was disbursed to these districts and/or expended on the districts' behalf. Effectiveness data for incentives used in the 36 districts in FY19 will not be available until after the Supply and Demand Survey data are collected and analyzed for the 2019-20 school year; however, results from FY18 are available through survey data obtained from districts at the beginning of the 2018-19 school year. During FY18, 30 districts were eligible to participate in the rural initiative and all requested Proviso funds to implement recruitment and/or retention incentives. Of the 30 districts that requested funds, 17 reported some recruitment and retention improvements after implementing various available incentives.

Specifically, ten of these 17 districts reported a smaller number of teachers leaving their positions and 12 districts indicated less vacancies. Of the ten districts, three experienced more than a 20% reduction in the number of teachers leaving; one was more than a 60% difference. Of the 12 districts, one went from 52 vacant teaching positions at the beginning of the 2017-18 school year down to 29 vacancies at the beginning of the 2018-19 school year, and another went from 11 to zero vacancies in that same time period. Five of the 17 districts had fewer teacher departures and fewer unfilled teaching positions.

Eligible Districts in FY19

Allendale, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Beaufort, Charleston, Clarendon 1, Clarendon 2, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Hampton 1, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg 3, Orangeburg 4, Orangeburg 5, Richland 1, Richland 2, Saluda, Sumter, Williamsburg



Online Educator Employment System

Overview

CERRA's Online Educator Employment System consists of two separate, interactive tools: the Job Bank and the Employment Application. Together, these tools provide a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application that can be submitted to these locations. The system also enables school districts/entities to post vacancies and search the database of applicants to fill teaching positions.

History

The Job Bank was originally launched in 1988. It was modified in 2012 to allow school districts/entities direct access to post and remove vacancy listings, so as to increase the accuracy of the postings. The Employment Application was activated in October 1999 and redesigned in March 2008 to include a certification piece for those individuals who also needed to apply for SC certification. In 2012, this piece was eliminated after the SC Department of Education developed new application procedures.

The Online Educator Employment System continued to be refined to further automate the application process. In 2017, using feedback from SC district personnel administrators, CERRA began the development of an entirely new system that combines the Job Bank and Employment Application. The new system, launched in July 2018, provides a modern, intuitive platform making it easier for job seekers to apply for positions and districts to post jobs and search for candidates.

Effectiveness

CERRA launched a new Online Educator Employment System in July 2018. Under the new system, application and job bank data are maintained in a real-time format and are not available in cumulative totals. Therefore, data for FY19 cannot be reported at this time.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts/entities that choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The Expos held in 2011 through 2014 were limited to applicants seeking positions in critical need subject areas. Because vacancies began to occur in more than just the critical need areas, the Expos held since 2015 were open to applicants seeking positions in any subject area.

Effectiveness

Fifty-eight SC public school districts/entities participated in the 2019 Expo, which was held in March and attended by 250 candidates. According to Supply and Demand Survey data, a total of 78 teachers who attended the 2018 Expo were hired to fill vacancies in the state for the 2018-19 school year. In the past 15 years, approximately 1,400 teachers have been hired as a result of their participation in the annual Expos. The number of Expo hires is likely much higher than what is reported each year as several districts typically do not provide this information in the survey.

Additionally, CERRA worked with a third-party vendor to host the SC Teacher Virtual Career Fair in June 2019. The event served 37 districts and schools and 421 candidates in its first year.



Research and Program Evaluation

Supply and Demand Survey

CERRA's Annual Educator Supply and Demand Survey is administered to personnel directors in all SC public school districts at the beginning of each school year. The survey is designed to collect data on teachers entering the profession, those leaving their classrooms, and vacant teaching positions. For the 2018-19 school year, districts reported approximately 7,300 teachers who did not return to their positions from the previous year. Twenty-seven percent of these teachers reportedly went to teach in another SC public school, leaving more than 5,300 teachers who are no longer teaching in any SC public school. Of all the teachers who left, 35% taught in a SC public school for five or fewer years, and 13% taught in SC for no more than one year. Twenty-five percent of all first-year teachers hired for the 2017-18 school year left their positions during/at the end of that school year and are no longer teaching in any SC public school.

More than 600 teaching positions were still vacant in SC public schools at the beginning of the 2018-19 school year. These vacancies were in addition to the 7,600 vacancies caused primarily by teacher departures that had been filled by districts prior to the start of the school year. With a growing number of teachers leaving, districts have more vacancies to fill each year. Recruitment can be difficult when fewer students are entering the teaching profession each year. During the 2017-18 academic year, 1,642 SC students graduated with a Bachelor's degree making them eligible for teacher certification. This number has dropped 32% since 2012-13, causing districts to rely more on other hiring sources. For example, districts hired nearly 400 visiting international teachers for the 2018-19 school year; in 2013, roughly 100 were hired. Previous reports are available on the CERRA website.

Research Page

The Coordinator of Research and Program Evaluation serves as a liaison to various stakeholders for purposes of sharing pertinent data and research related to the recruitment, retention, and advancement of SC educators. The CERRA website has a research page that is dedicated to sharing information most commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from partnering agencies and institutions. Additional information is added to the website as it becomes available. SC data that can be found on CERRA's research page include teacher turnover rates, average teacher salaries, teacher demographics, supply and demand reports, and any publications released by CERRA in recent years.

Program Evaluation

CERRA aims to improve the quality of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the relevance and effectiveness of each program and service. Results from each program evaluation are disseminated through reports and publications, which all can be found on the research page of CERRA's website. CERRA is, thus, able to demonstrate how legislative funds are used to support its vision, mission, and programmatic goals. Additionally, CERRA conducts a unique research study each year that typically results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. The topic is typically chosen by CERRA, but it also can be the result of a legislative request or proviso.

This year's study is still ongoing and focuses on teacher departures, specifically the procedures used in districts to gather information on reasons teachers are leaving the classroom each year. In spring 2019, CERRA emailed a survey to personnel directors in all SC public school districts to inquire about exit surveys and/or interviews that may be in place. Most districts are using at least one of these data collection tools, but the exit process itself varies across the state. CERRA has followed up with numerous personnel directors to obtain more detailed information about teacher departure protocols being used in their districts. Ultimately, CERRA will produce a resource guide to be shared with districts that includes effective strategies to collect information from teachers about the reasons they resign.



Communications and Program Development

Overview

CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website

The CERRA website (www.cerra.org) is managed by the Coordinator of Communications and Program Development and provides information regarding the Center's programs and services. From July 1, 2018 to June 30, 2019, the site had a total of 118,741 visitors and 822,651 page views. These visitors come from all 50 states and the District of Columbia, as well as 141 different countries/territories. Included in the overall numbers is the online activity generated from two separate websites (Online Educator Employment System and Teacher Cadet Program), which are both managed by CERRA and linked to its site.

Social Media

CERRA continues to utilize free social media tools – Facebook, Twitter, and YouTube – to broadcast updates and information to individuals participating in its programs and members of the CERRA network. The three applications have a combined following of approximately 10,900 people.

Podcast

CERRA releases a monthly podcast called *CenterPoint*. Each episode features an interview with an educational leader discussing current topics relevant to CERRA's mission. Recent interviews include 2019 SC Teacher of the Year, Jeff Maxey, and Sheila Esposito, an international visiting teacher working in Sumter County. The podcasts can be found in iTunes and on the CERRA website.

Marketing the Profession

As part of its strategic planning process, CERRA launched a marketing and awareness campaign focusing on teacher recruitment. A video highlighting SC's teacher shortage called "Will You Teach?" debuted in September 2018 across diverse social media outlets and aired in SC middle and high schools. In the video, students are encouraged to visit teachsc.org for additional information about becoming a SC public school teacher. CERRA also produced a video that included Teacher Cadets from Ashley Ridge High, emphasizing the state's need for more male and minority teacher recruitment. Two of these Cadets were later featured on the Ellen DeGeneres Show where they were offered full scholarships to the College of Charleston.

College Financial Newsletter

This College Financial Newsletter provides extensive information to assist students in finding scholarship information for college. It is made available to students, teachers, and school counselors throughout the state and can be found on the CERRA website. CERRA also distributes a comprehensive financial aid brochure, *Financially-Speaking: Becoming a South Carolina Teacher*, which provides information on specific scholarship and loan programs available to students who aspire to teach in a SC public school.

Career Fair Resources

CERRA assists public school districts by publicizing information about district career fairs on its website and through its social networks. This resource is intended to build interest and improve attendance for career fairs hosted by individual school districts. CERRA also compiles information about career fairs hosted by colleges, universities, and consortia in SC, the Southeast region, and across the nation. This resource is intended to assist districts in planning efforts to recruit quality teachers. Both resources can be accessed on the CERRA website.



2018 - 2019 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	\$981,693
Travel	\$74,629
Office Support/Printing	\$66,569
Board of Directors	\$2,175
ProTeam	\$9,728
Teacher Cadet	\$68,350
Teaching Fellows	\$4,421,349
Teacher Expo	\$1,890
National Board Certification	\$50,321
Teacher Forum	\$44,790
Induction and Mentoring	\$47,593
Rural Recruitment	\$9,337,904
TOTAL	\$15,106,991

¹Funding sources include Education Improvement Act, Rural Recruitment Proviso, SC Department of Education, Teaching Fellows loan collections, and revenues and fees



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Jan Patterson

Program Specialist for Service Programs

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Program Specialist for Pre-Collegiate Programs

