

SOUTH CAROLINA TEACHING FELLOWS INSTITUTION EVALUATION INSTRUMENT



Note: CERRA completed a revision of the formal evaluation process for Teaching Fellows Institutions in May 2018. The 2018-19 academic year will be a program revision year for all institutions. Formal evaluations will resume again in fall 2019. Some leniency will be provided to institutions who are evaluated during the 2019-20 academic year.

Purpose

The Center for Educator Recruitment Retention and Advancement (CERRA) is charged with the responsibility for monitoring the quality of the South Carolina Teaching Fellows Institution (TFI) programs. In order to fulfill that function, CERRA has developed a review and evaluation process for the campus programs. The following pages outline the Teaching Fellows program goals and the guidelines for the review and evaluation process.

Mission

The mission of the South Carolina Teaching Fellows program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities.

Teaching Fellows Institution Commitments

TFIs will demonstrate commitments to the following:

- Providing the release or reassigned time necessary for the Campus Director (CD) to oversee the administration of the TFI's program
- Forming and collaborating with an advisory committee to enhance the TFI's program
- Recruiting a cohort of at least eight freshmen Teaching Fellows each year
- Providing institutional support for the TFI's program to include specialized assistance from the Offices of Admissions and Financial Aid
- Informing the campus community, public school partners, and external stakeholders about the TFI's program and the Teaching Fellows' involvement with these identified groups

Teaching Fellows Institution Program Commitments

TFI programs will demonstrate commitments to the following:

- Developing a system of supportive communication throughout the TFI's program
- Enhancing the image and esteem of the teaching profession through advocacy
- Exposing Teaching Fellows to innovative and effective teaching practices and educational systems
- Working in partnership with public schools, beyond practicum/student teaching/internship experiences, to train pre-service teachers
- Helping Teaching Fellows recognize and develop leadership qualities
- Promoting an understanding of and developing a respect for diversity
- Establishing an inclusive culture among all members of the TFI's program
- Monitoring student progress through both the TFI's program and the institution's teacher preparation program

Program Review and Evaluation Process

1. At a time in the academic year designated by CERRA, each of the TFIs shall submit a written Annual Report describing the status of its program as well as addressing additions/changes to its programs since the last Annual Report. The report should address the areas set forth in policy and be in the format designed by CERRA.
2. After reviewing the Annual Report, CERRA may invite institution representatives to discuss the TFI's program and/or may ask the TFI to provide further information. CERRA may request a site visit.
3. At a time in the academic year designated by CERRA, each of the TFIs shall have a formal evaluation site visit. The site visit will occur once every five years unless deemed otherwise by the Collegiate Recruitment Committee of the CERRA Board of Directors (BOD). The components to be formally reviewed include: Administration, Program, and Teaching Fellows Academic and Financial Records Audit. Mid-cycle records audits will occur every two to three years. **The campus will not provide the written Annual Report during the year when the formal site visit is scheduled;** however, the campus will provide information deemed necessary by the Collegiate Recruitment Committee prior to and during the evaluation visit. The evaluation team also may view the previous years' annual reports, which will be provided by CERRA.
4. During the formal evaluation site visit, the institutions shall be evaluated according to the rating approved by the Collegiate Recruitment Committee of the CERRA BOD. CERRA will conduct interviews with Teaching Fellows and other individuals/groups associated with the TFI's program. The TFI will be responsible for providing interview space, and the CD will be responsible for organizing the interviews (except for the Teaching Fellows), lunch accommodations (paid for by CERRA), and parking for the evaluation team.
5. CERRA will provide the TFI with a written report summarizing the results of the evaluation. If based on the formal site evaluation an institution is denied a freshman class, the institution is entitled, upon written request within 30 days of receipt of notification, to appeal the decision of the Collegiate Recruitment Committee (Policy Manual Section 14). The appeal will be heard by the CERRA Executive Committee. After the appeal, the decision of the CERRA BOD is final.
6. **The Teaching Fellows Minimum Cohort Requirement supersedes the evaluation process.**

Areas to be Formally Reviewed

The evaluation process will determine the strength of specific components in three categories: **ADMINISTRATION, PROGRAM, and TEACHING FELLOWS ACADEMIC AND FINANCIAL RECORDS**. Each evaluated component is divided into subcomponents. This section includes a brief description of CERRA's expectations related to each subcomponent.

Administration

1. Assignment of a Campus Director

The TFI's program is coordinated by a CD who should be, but is not required to be, a full time faculty member. The CD must be given the appropriate amount of release or reassigned time to oversee the administration of the TFI's program. The release time should be commensurate with that required to maintain a quality program for the number of students in the TFI's program. CDs are also expected to attend up to four CERRA meetings per year and all mandatory statewide SC Teaching Fellows activities. It is highly recommended that CERRA be involved with the identification of a new CD. A sample job description for a CD is included in the appendix of the Teaching Fellows Policy Manual.

2. Teaching Fellows Advisory Committee

A Teaching Fellows Advisory Committee assists with the planning and implementation of the TFI's program. Committee representation will include faculty/staff from multiple departments, current Teaching Fellows, local public school teachers and administrators, and other designees as determined by the TFI. The committee meets at least once per semester with the goal of enhancing the TFI's program. The expectation is that the committee meetings are collaborative discussions beyond simple updates on the TFI's program. All minutes of the committee's meetings are on file in the CD's office.

3. Recruitment Efforts

The TFI has a comprehensive plan for the recruitment of prospective Teaching Fellows. The plan contains specific recruitment strategies and involves the TFI's Office of Admissions. There is evidence of cooperation between the campus and high school counselors, Teacher Cadet instructors, and other organizations/groups to recruit freshmen Teaching Fellows each year. **A satisfactory rating in the area of recruitment efforts does not negate the Teaching Fellows Minimum Cohort Requirements.**

4. Recruitment Results

The TFI is successful in recruiting at least eight (8) freshmen Teaching Fellows each year. In fall 2017, the CERRA BOD identified eight (8) students as the minimal size for an effective cohort.

5. Institutional Support from the Offices of Admissions & Financial Aid

The TFI's Office of Admissions is knowledgeable about the TFI's program and has a plan to routinely share information with prospective education majors. The Office of Admissions also works with students who have been named a SC Teaching Fellow but have not been admitted to the TFI.

The TFI's Office of Financial Aid is responsive to the needs of Teaching Fellows. Appropriate measures are in place to disburse the fellowship funds to students and accurate records are maintained. Financial counseling to assist Teaching Fellows in receiving supplemental funding is evident. If a student is determined to have an overage in funding after the disbursement has been received, the Office of Financial Aid is responsible for notifying CERRA and returning those funds to CERRA before the end of the current semester.

6. Public Relations

The TFI has identified procedures to routinely share information with the campus community, public school partners, and external stakeholders. The information shared should include news about the TFI's program and the Teaching Fellows' involvement with the previously identified groups.

Program

1. Inclusive Culture

The CD is intentional in his/her efforts to establish an inclusive culture wherein all members of the TFI's program know and support one another. Ultimately this culture promotes a sense of belonging and commitment to the SC Teaching Fellows program and to the teaching profession.

2. Supportive Communication

The CD has created a system of supportive communication throughout the TFI's program. Supportive communication consists of regular and meaningful interactions among the various individuals/groups affiliated with the TFI's program. The CD is expected to communicate with the following individuals/groups: CERRA, Teaching Fellows, TFI faculty/administration, and the advisory committee. Communications with these groups are timely and reflect appropriate information.

A. The interaction between the CD and CERRA regarding probations, withdrawals, resignations and appeals, funding disbursements and other student monitoring requirements is timely and accurate.

B. The CD's communication with Teaching Fellows occurs on a regular basis and includes clear expectations related to the TFI's program requirements.

C. The CD works with the College/School of Education administration to determine procedures by which information about the TFI's program is shared with the education department.

D. The CD develops a plan for communicating relevant information to the Advisory Committee in between regularly scheduled meetings.

3. Student Seminars

The campus has a formalized plan for student development for each cohort. Through student seminars, the plan provides for some differentiation by major/level and is non-repetitive. Seminars are designed to: enhance the image and esteem of the teaching profession through advocacy; expose the Teaching Fellows to innovative and effective teaching practices; help the Teaching Fellows recognize and develop leadership qualities; and promote an understanding of and develop a respect for diversity. A system to monitor student attendance at seminars and procedures for Teaching Fellows to expiate for missed meetings is in place. Seminar schedules are provided to Teaching Fellows at the beginning of each semester and copies of these are on file in the CD's office. Every effort is made to adhere to the seminar schedule after it has been shared with the Teaching Fellows.

- A. Seminars are designed to enhance the image and esteem of the teaching profession through advocacy. In order for the Teaching Fellows to be prepared to advocate for the profession, they must understand how systemic decisions, including budgetary decisions, are made at both the state and local levels. Teaching Fellows also must understand proper procedures for communicating with legislators and any limitations related to their advocacy efforts as a school employee. Teaching Fellows should be informed of relevant legislative discussions and upcoming decisions that affect public education in SC and be prepared to make informed decisions during elections.
- B. Seminars are designed to expose the Teaching Fellows to innovative and effective teaching practices. The Teaching Fellows should have opportunities to learn from practicing teachers in their area of certification/developmental level. Topics to be addressed by the practicing teachers should include, but are not limited to, curriculum development, classroom management, pedagogy, organizational systems, and other real-world, daily educational concerns.
- C. Seminars are designed to help Teaching Fellows recognize and develop leadership qualities. Stephen Covey's *7 Habits of Highly Effective People* serves as the language of leadership, and students are provided with instruction on each of the habits. Through the various leadership seminars, Teaching Fellows are encouraged to view leadership as more than a position or a title. The Teaching Fellows are involved in program planning, service, and self-governance within the TFI's program.
- D. Seminars are designed to promote an understanding of and develop a respect for diversity. Diversity can include socioeconomic status, race, ethnicity, gender, sexual orientation, religion, family makeup, mental/physical health, etc. CERRA recognizes the increasing diversity of SC's public schools and wants to prepare Teaching Fellows to positively interact with the diverse population they will encounter in school settings (parents, teachers, students, etc.). The goal of these seminars is, therefore, to help the Teaching Fellows recognize and respect the diversity of our state.

4. Enrichment Experiences

Each Teaching Fellows cohort is provided with a specific enrichment experience. Freshmen Teaching Fellows participate in TFI orientation sessions and activities before and during their first year on campus. The focus of freshmen orientation activities should be to build relationships and introduce the students to the TFI's program. Sophomore Teaching Fellows typically participate in a CERRA sponsored conference. Students who receive permission to miss the CERRA experience must identify and attend another conference during their sophomore year or the summer before junior year. Each TFI will develop a junior experience based on its identified area of focus or on the Teaching Fellows commitments, which are found at the beginning of this instrument. Senior Teaching Fellows do not participate in a formal experience. A system to monitor attendance and document spending of experience funds is on file.

5. Student Monitoring and Support

A system is in place for monitoring student progress through both the TFI's program and the institution's teacher preparation program. This system includes advising Teaching Fellows academically and providing intervention for any Teaching Fellow who is struggling to meet program requirements (GPA, hours, etc.). This advisement includes information about obligations and requirements noted in the Teaching Fellows Policy Manual and the student's signed Master Promissory Note and Loan Agreement. Systems are in place for long-range planning for Teaching Fellows regarding their coursework and sequences of courses. Information is provided, at the appropriate time, regarding requirements for SC teacher certification, including Praxis testing. Support should be provided for any Teaching Fellow who is having difficulty passing the Praxis, and this support may be provided by faculty and/or student mentors. When appropriate, CDs counsel Teaching Fellows about the financial implications of decisions to continue or resign from the program.

6. Partnerships with Public Schools

TFIs work in partnership with public schools, beyond practicum/student teaching/internship experiences, to train pre-service teachers. Teaching Fellows are given extra opportunities to gain exposure in school settings, work with students and families, tutor, and/or observe experienced teachers. Evidence of opportunities for Teaching Fellows to interact in meaningful ways with students, teachers, and families in the public schools is available.

Teaching Fellows Academic and Financial Records

1. Academic Transcripts

Copies of student transcripts are available. Records indicate that students who started the program prior to 2017 maintained a GPA of at least 2.75, were enrolled as a full-time student each semester, and successfully completed 30 semester hours per academic year (or completed enough hours to be appropriately classified as a freshman, sophomore, junior, or senior). Records indicate that students who started the program in 2017 or later maintained a GPA of at least 2.80, were enrolled as a full-time student each semester, and successfully completed 30 semester hours per academic year (or completed enough hours to be appropriately classified as a freshman, sophomore, junior, or senior).

Documentation showing that Teaching Fellows who failed to maintain the minimum requirements, as described in the Teaching Fellows Policy Manual and the Master Promissory Note and Loan Agreement, were reported to CERRA by the CD in the semester when the infraction occurred. CDs maintain copies of all probation and appeal documents dating back to the last formal TFI evaluation.

2. Student Account Transaction Report and Cost of Attendance

The TFI's financial records, for the receipt and deposit of all Teaching Fellows disbursements, are accurate. Funds from the SC Teaching Fellows program are credited to each individual student's financial aid account, and this credit matches the amount in CERRA's disbursement records. The Office of Financial Aid at each TFI considers the individual Teaching Fellow's actual cost of attendance and makes any necessary adjustments. The Office of Financial Aid at each TFI then communicates these adjustments to CERRA immediately and returns the resulting overage funds to CERRA by the end of the current semester.

3. Teaching Fellow Departmental Records

The CD is responsible for maintaining accurate records for all former and current Teaching Fellows to include transfer, resignation/withdrawal, experience verification, and/or probation information, as necessary. CDs maintain copies of all documents dating back to the last formal TFI evaluation.

4. Enrichment Experiences

The CD is responsible for maintaining accurate records for all enrichment experiences not facilitated by CERRA. This includes the TFI's freshmen orientation, sophomore conference for any students who do not attend the CERRA conference, junior experience, and senior money. Records should include copies of the CD's request for funds for each cohort, sophomore verification forms for those students who attend the CERRA conference, reporting forms for sophomores (who do not attend the CERRA conference), juniors, and seniors. Records also should include evidence of attendance monitoring for all experiences, a detailed expenditure for trips and events, and documentation of any unused funds returned to CERRA. TFIs may not carry experience funds forward from one fiscal year to the next. It is strongly recommended that each TFI has a Teaching Fellows budget/account within the institution's education department rather than experience funds flowing through the Office of Financial Aid.

Evaluation Report

Each CD is responsible for submitting a report to the Teaching Fellows Program Director by the determined date, which will be prior to the formal evaluation site visit. The evaluation report should be prepared according to the following criteria:

- The requested information should be presented in the format described here.
- Please use the same numbering system described in this instrument.
- Include a cover page with the name of the TFI.
- Include a Table of Contents.
- All pages should be numbered sequentially.
- An electronic copy of the evaluation report should be sent to the Teaching Fellows Program Director by the determined date. CERRA will make copies of the evaluation report for all SC Teaching Fellows evaluation team members (hereby referred to as the evaluation team).
- An Excel file containing the names of all current Teaching Fellows, cohort years, office(s) or leadership role(s) held with the TFI's program, and email addresses should be sent to the Teaching Fellows Program director by the determined date.
- Any additional exhibits determined necessary by either the Campus Director or the Teaching Fellows Program Director should be available for review when the evaluation team is on campus. It is not necessary to mail the exhibits to CERRA prior to the evaluation.

The report should include information on all three components that are to be reviewed during the formal evaluation process – Administration, Program, and Teaching Fellows Academic and Financial Records. Please provide the following information for each component:

Administration

1. Teaching Fellows Staff

Provide the following information for each person currently involved with the Teaching Fellows Program (i.e., campus director, assistant director, graduate assistant, clerical assistants and others deemed appropriate).

Name:

Academic rank:

Position within the TFI's program:

Time allocated for the TFI's program:

Length of time in position with the TFI's program:

2. Teaching Fellows Advisory Committee

Provide the following information:

- A. Composition of the current academic year's Teaching Fellows Advisory committee: provide names, academic rank, positions and department (if applicable)

- B. Description of the current academic year's meeting schedule
- C. Examples of committee actions, since the last evaluation, which have enhanced the TFI's program
- D. A sample of minutes from one meeting held during the current academic year (Those TFIs being evaluated in the fall can submit information from the previous academic year, if necessary.)

3. Recruitment Efforts

Provide the following information:

- A. The TFI's current academic year's recruitment plan for prospective Teaching Fellows which includes, but is not limited to, the following:
 - A description of any specific recruitment strategies and materials, such as brochures, videos, etc.
 - Evidence of collaboration with the TFI's Office of Admission
 - Evidence of collaboration with high school counselors, Teacher Cadet instructors, and other organizations/groups
- B. Current academic year's resources assigned to recruitment efforts: staff, time and funds
- C. Campus assessment of recruitment efforts (since the last evaluation), which includes a description of successful tactics and any potential improvements (Any TFI that does not meet the Teaching Fellows Minimum Cohort Requirements must address how recruitment efforts have changed.)

4. Recruitment Results

Recruitment results will be determined using the official cohort numbers reported by CERRA.

5. Institutional Support from the Offices of Admission and Financial Aid

CERRA will provide the CD with an electronic copy of the survey for the Office of Admission and a copy of the survey for the Office of Financial Aid. The CD should send the survey to the appropriate person in each office, who will then return the completed survey to the CD. Completed surveys should be included in this section. No other information is required.

6. Public Relations

Provide the following information:

- A. Description of the TFI's efforts (since the last evaluation) to inform the campus community, public school partners, and the external stakeholders about the TFI's program
- B. Description of the TFI's efforts (since the last evaluation) to inform the campus community, public school partners, and the external stakeholders of the Teaching Fellows' involvement with these groups

Program

1. Inclusive Culture

Provide the following information:

- A. Description of CD's efforts, during the current academic year, to establish an inclusive culture wherein all members of the TFI's program know and support one another.

2. Supportive Communication

Provide the following information:

- A. Description and current academic year's samples of the supportive communication that occurs between the CD and the following individuals/groups:
 - CERRA
 - Teaching Fellows
 - College/School of Education administration
 - Advisory Committee

3. Teaching Fellows Activities

Provide the following information based on the current academic year:

Note: Those TFIs being evaluated in the fall can submit information from the previous academic year, if necessary.

- A. **Seminars:** Chronological list of all seminars by cohort. Provide date, cohort(s) participating, number of Teaching Fellows who participated and a concise description of the activities. Provide evidence that the schedule was shared with Teaching Fellows at the beginning of each semester.

Note: Seminars should provide for some differentiation by major/level and be non-repetitive. Seminars should be designed to: enhance the image and esteem of the teaching profession through advocacy; expose the Teaching Fellows to innovative and effective teaching practices; help the Teaching Fellows recognize and develop leadership qualities; and

promote an understanding of and develop a respect for diversity. If the TFI's program is being evaluated in the fall and seminars related to the above described topics have not yet occurred in this academic year, the report also should include information from the previous academic year. In other words, the evaluation team will look for evidence that all topics are being addressed each year.

- B. **Enrichment Experiences:** List of enrichment experiences by cohort. Provide the date(s) of the experience, number of Teaching Fellows who participated, a description of the activities, and documentation related to the spending of experience funds.

4. Student Monitoring and Support

Provide the following information:

- A. Description of plans to advise Teaching Fellows academically and provide intervention for any Teaching Fellow who is struggling to meet program requirements (GPA, hours, etc.)
- B. Description of plans to inform Teaching Fellows of their obligations and requirements as noted in the Teaching Fellows Policy Manual and their signed Master Promissory Note and Loan Agreement
- C. Description of long-range planning for Teaching Fellows regarding their coursework and sequence of courses
- D. Description of plans to inform Teaching Fellows of all requirements for SC teacher certification, including Praxis and plans to assist any Teaching Fellow who is having difficulty passing the Praxis
- E. Description of plans to counsel Teaching Fellows about the financial implications of decisions to continue or resign from the program

5. Partnerships with Public Schools

Provide the following information:

- A. Description of the partnership between the TFI's program and the public schools (beyond practicum/student teaching/internship experiences) that allow Teaching Fellows to gain exposure in school settings and interact in meaningful ways with students, teachers, and families

Teaching Fellows Academic and Financial Records

CERRA will provide the evaluation team with an audit report on the TFI's academic and financial records submitted by CERRA's Account Analyst prior to the scheduled visit. It will be a separate document from the evaluation report. The audit report will include information from both the mid-cycle and the evaluation audit.

A. Data Collection:

- Collection of data will be conducted by CERRA's Account Analyst prior to the scheduled visit
- CERRA's Account Analyst will contact the CD and arrange to collect and review the data

B. Report:

- The report will be submitted in writing to CERRA no later than two weeks prior to the visit
- The report will be entered into the evaluation team's packet
- The report will note any infractions and actions taken/suggested to address these infractions

TFI Site Visits

The formal evaluation of any TFI's program will include a site visit. Campus visits will be made in the year of the formal evaluation. Prior to the campus visit, data will be collected in the form of the evaluation report. CERRA will provide this report to the evaluation team, who will be responsible for reviewing the information prior to the site visit.

Evaluation Team: The evaluation team is comprised of the following members:

- Teaching Fellows Program Director
- Teaching Fellows Program Facilitator
- CERRA BOD Collegiate Recruitment Committee or Executive Committee member
- Teacher Cadet Instructor
- CERRA Network Representative
- Practicing teacher who is a graduate of the SC Teaching Fellows program

The chair of the evaluation team will be the Teaching Fellows Program Director and he/she will be responsible for training the team on the evaluation procedures. The Program Specialist for the SC Teaching Fellows program and/or CERRA's Account Analyst may assist the evaluation team.

Interviews: During the site visit, the evaluation team will conduct interviews with the following individuals/groups associated with the TFI's program:

- Teaching Fellows Campus Director
- TFI's Education Dean, Assistant Dean, or Department Chair
- Teaching Fellows (randomly selected by CERRA)
- TFI's Advisory Committee Members

The purpose of the interviews is to confirm the information included in the evaluation report and gather additional data on the TFI's program. CERRA's Coordinator for Research and Program Evaluation and the Teaching Fellows Program Director have created standard interview questions for each group/individual. CERRA reserves the right to arrange additional interviews as necessary.

The TFI will be responsible for providing interview space, and the CD will be responsible for organizing the interviews (except for the Teaching Fellows), lunch accommodations (paid for by CERRA), and parking for the evaluation team. The CD will provide CERRA with an Excel file containing the names of all current Teaching Fellows, cohort years, office(s) or leadership role(s) held with the TFI's program, and email addresses by the determined date. CERRA will contact a random sample of Teaching Fellows from each cohort to interview.

Additional Exhibits: Any additional exhibits determined necessary by either the CD or the Teaching Fellows Program Director should be available for review when the evaluation team is on campus. It is not necessary to mail the exhibits to CERRA prior to the evaluation.

The items listed below are samples of additional exhibits the CD may wish to have available during the site visit:

- TFI conducted program evaluations, surveys with students
- Sample syllabi for Teaching Fellows classes
- Governing documents for the TFI's program
- Teaching Fellows committee assignments
- Pictures of Teaching Fellows
- News reports that mention the TFI's program or individual Teaching Fellows
- Teaching Fellows enrichment experience planning documents

TFI Site Visit Schedule

*Note: **This schedule is provided as an example.** The evaluation team must meet with each individual/group as outlined on the schedule in order to obtain all of the needed information. The actual meeting times may be adjusted to fit the schedules of the representatives.*

9:00 AM – 9:45 AM

The **evaluation team** will hold its orientation session. This session will take place in the room designated for the evaluation team and is only for team members.

9:45 AM – 10:15 AM

The evaluation team will hold a preliminary meeting with the **CD**.

10:20 AM – 11:00 AM

The evaluation team will meet with the **TFI School of Education Dean/Assistant Dean or Department Chair**.

11:10 AM – 11:50 AM

The evaluation team will meet with the **Advisory Committee**.

12:00 PM – 1:00 PM

The evaluation team will have lunch with the **Teaching Fellows**. Arrangements for the luncheon will be made by the Campus Director and should allow privacy for conversation. It is very helpful if the menu is pre-set. CERRA is responsible for the cost of the meal.

1:00 PM – 1:15 PM

The **evaluation team** will meet to identify any follow-up questions for the CD.

1:15 PM – 2:00 PM

The evaluation team will conduct a final interview with the **CD**. The evaluation team also may share overall impressions of the visit.

After the site visit:

The evaluation team will draft a written report summarizing the results of the evaluation. The Collegiate Recruitment Committee of the CERRA BOD must approve the report before it can be shared with the CD or other TFI staff. In most cases the Collegiate Recruitment Committee will review the report at the next scheduled BOD meeting. In the event the next scheduled BOD meeting is more than one month after the site visit, the Teaching Fellows Program Director will ask the Collegiate Recruitment Committee to review the report electronically. The final report and any required follow-up meetings will be determined by the CERRA BOD. Once the report is finalized, the Teaching Fellows Program Director and Program Facilitator will schedule a meeting with the CD and the Dean of the TFI's College of Education. All parties must sign the final report.

Teaching Fellows Institutions Audit and Evaluation Schedule

Institution	Mid-Cycle Audit	Formal Evaluation
Anderson University	Spring 2022	Fall 2019√
Charleston Southern University	Spring 2023	Fall 2020
Clemson University	Fall 2022	Spring 2025
Coastal Carolina University	Fall 2023	Spring 2021
College of Charleston	Spring 2023	Fall 2020
Columbia College	Spring 2021	
Francis Marion University	Fall 2022	Spring 2020√
Lander University	Spring 2019√	Fall 2021
USC – Aiken	Fall 2023	Spring 2021
USC- Columbia	Fall 2018√	Spring 2022
USC – Upstate	Spring 2022	Fall 2024
Winthrop University	Fall 2023	Fall 2021

Evaluations consist of an audit, an evaluation report, and interviews on campus.

An annual report is not required in the year of a formal evaluation.