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ABSTRACT

The South Carolina Center for Teacher Recruitment (SCCTR) was created by the South Carolina Commission on Higher Education to provide leadership in identifying, attracting, placing, and retaining well-qualified teachers. Its primary target groups are middle and high school students, college students, and adults. The SCCTR has developed into a model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs nationwide. The annual report includes an overview of the SCCTR, and descriptions of the center's programs, including: (1) minority recruitment; (2) ProTeam Middle School Program; (3) Crossroads Summer Institute; (4) Summer Teaching Careers Institute; (5) Teacher Cadet Program; (5) College Partnerships; (6) College Helpline; (7) Teacher Job Bank; (8) South Carolina Expo for Teacher Recruitment; (9) Teacher Forum/Professional Development; and (10) the newsletter. Also included are the year-end financial report, the 1996-97 budget, the SCCTR Governance Chart, Teacher Recruitment Task Force, and Policy Board. (ND)

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ED 402 290

South Carolina Center for Teacher Recruitment

1995-1996
Annual Report

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1995-1996 Annual Report



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For Teacher Recruitment

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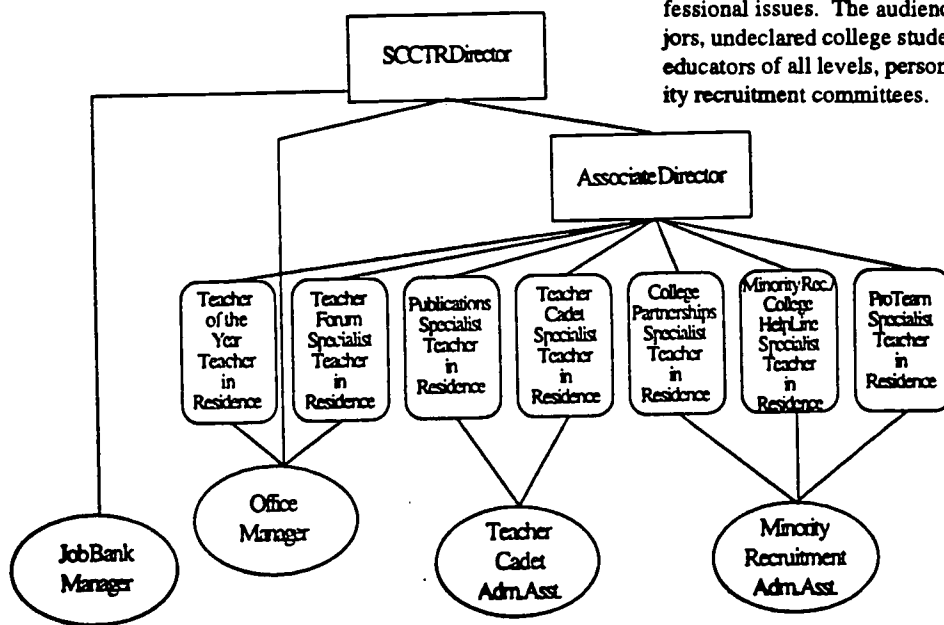
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The purpose of the Teacher in Residence Program is to identify outstanding teachers and provide them with a fellowship to work in teacher recruitment for the SCCTR, to develop teacher leadership and to provide support for recruitment programs. The SCCTR's Teacher in Residence Program has become the model for numerous other agencies and organizations.

In addition to offering site support for the Teacher Cadet classes, college partnerships, ProTeam classes and local Teacher Forums, teachers in residence make presentations and serve as facilitators in numerous activities dealing with teacher recruitment and other professional issues. The audiences include pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators and district minority recruitment committees.



August 1996



Contents

SCCTR Staff	inside front cover
Contents	1
Introduction	2
Executive Summary	3-5
SCCTR Overview	6-9
1996-97 Goals	10
Programmatic Evaluation	11
External Evaluation	12
Minority Recruitment	13
ProTeam Program	14-16
Crossroads Institute	17-18
Summer Teaching Careers Institute	19-20
Teacher Cadet Program	21-25
College Partnerships	26-27
College HelpLine	28-30
Job Bank	31-32
EXPO	33
Teacher Forum/Professional Development	34-35
Newsletter	36
Year End Financial Report	37
1996-97 Budget	38-41
SCCTR Governance Chart	42
Task Force	43
Policy Board	44

**“Our job is not to make up anybody’s mind,
but to open minds and to make the agony
of the decision-making so intense
you can escape only by thinking.”**

**–Fred Friendly,
recalling a quote seen
on a blackboard years earlier
when he was teaching**



“Blessed is he who has found his work;
let him ask no other blessedness.”

—Thomas Carlyle

Thoughts from the Director

A year of reflection; a decade of success. The 10-year anniversary of the South Carolina Center for Teacher Recruitment gave us an opportunity to reflect upon the accomplishments that have been achieved and the fulfillment of the mission upon which we were founded. The Center is helping to provide an infrastructure for South Carolina's schools with almost 1,000 former Teacher Cadets teaching in South Carolina. The celebration of the SCCTR's 10th anniversary at the Megaconference was rewarding and thrilling and gave us a chance to show appreciation to many who have helped make our success story possible.

I've had the opportunity to work more closely with minority teacher recruitment this year. A study conducted by Southern Regional Education Board (SREB) found that South Carolina is the only state in the southeast with an increase in the percentage and number of minority teachers. Furthermore, school personnel administrators have confirmed the increase of the availability of minority teachers.

After completing the revisions and additions to the Teacher Cadet curriculum, we faced the challenge of getting the new curriculum into the hands of the Teacher Cadet teachers so that it could be implemented. We started the year with a series of training sessions held in different locations on different days of the week. We were pleasantly surprised that 62 Cadet sites wanted to implement the SAY (Science and Youth) Program. The Teachers in Residence have done an excellent job in modeling lessons from the SAY curriculum and assisting teachers in its implementation. I feel confident that we have institutionalized the program by infusing the program and the methodology into the Cadet curriculum. I am proud of the impact we are making on the underrepresented areas of certification through programs like SAY.

The Center staff and our network of teachers and college partners “put our money where our mouth is” this year

when we established a scholarship fund for two prospective teachers. Through the Silent Auction held at the Megaconference, we raised enough money to give \$1,275 scholarships to two current Teacher Cadets who plan to pursue teaching as a career. We hope to have an annual fund raiser so that we can continue to help aspiring teachers attend college and fulfill their dream of becoming a teacher.

As far as goals for 1996-97 are concerned, I still feel the need to find solutions to some programmatic issues. For example, the change to block scheduling has created challenges for providing quality instruction in the Teacher Cadet Program. The component most often cut back due to the decreased amount of time is the field experience. Our research has shown year after year that the field experience is one of the most critical elements of the program. I also think that we must continue to look for the best “fit” for the ProTeam Program that is consistent with the middle school philosophy and maintains the integrity of the Program.

I'm looking forward to the results of our external and programmatic evaluations. The external evaluator is reviewing simultaneously all three teacher recruitment programs funded by the EIA. We also have a new firm conducting our program evaluations. I think a “new set of eyes” looking at the Center and its programs will be helpful and will give us some suggestions for additional areas of improvement and goals to work towards.

I do feel blessed to have found work that I enjoy doing and that is rewarding. I'm reminded often that I am fortunate to have such an outstanding group of people with which to work. Each year I find working with a relatively new staff exciting and challenging. I still get the opportunity to watch “my students” grow and succeed while creating and nurturing strategies and content that help to strengthen my profession. As my sixth year as the Director of SCCTR comes to a close, I remain thankful for the opportunity to lead a great organization and an outstanding group of people. Thank you.

Janice Poda

Janice Poda
August 1996



Executive Summary

SCCTR's Mission Statement: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

Top 10 Accomplishments for 1995-96

1. Over 1,000 former Teacher Cadets teaching in South Carolina
2. South Carolina is the only southeastern state with an increase in the percentage of minority teachers entering teaching
3. Implemented the SAY (Science and Youth) Program in 62 sites
4. Established a scholarship fund and provided \$1,275 scholarships to two Teacher Cadets who plan to pursue teaching as a career
5. Established/strengthened relationships with policy makers
6. Developed brochures to promote the ProTeam Program and Teacher Forum
7. Developed Parent Workshop Kits for ProTeam teachers
8. Eighty former ProTeam students participated in the 1995-96 Teacher Cadet Program
9. Other states continue to replicate the Teacher Cadet and ProTeam Programs
10. Granted a five percent increase in budget due to accomplishments of SCCTR

Accomplishments Over the Years

1. Percent of teaching certificates issued to individuals with out-of-state bachelor's degrees:

1984-1990	42% to 50% average
1995-1996	31%
2. SAT average scores of Teacher Cadets from 1986 through 1995 range 13% to 21% above the state average
3. Job Banks contacts have increased

contacts in 1989:	4191
contacts in 1995:	10,634
4. Teacher EXPO applicants have increased

applicants in 1989:	282
applicants in 1996:	752

Overview

The South Carolina Center for Teacher Recruitment, established by the Commission on Higher Education in December 1985, has just completed its tenth year of operation. Created out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, the SCCTR has an operating budget of \$967,686 for 1996-97— an increase of 5.4% from 1995-96.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from 26 colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, the SCCTR is housed at Winthrop University which provides financial services and fiscal accountability for the Center. The Center's financial records are audited as part of Winthrop University's, and all purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The SCCTR reports annually to the SC Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the SCCTR and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Select Committee on the Education Improvement Act.

The SCCTR's primary target groups are middle and high school students, college students and adults. The Center for Teacher Recruitment is staffed by a director, an associ-



ate director, seven teachers in residence (including the SC Teacher of the Year) and four administrative assistants. The SCCTR has developed into a national model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs in the country. Summaries of the major programs of the Center are provided below.

Minority Recruitment

Activities undertaken by the Center to increase the number of minorities entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites; expanding the ProTeam Program; and supporting the College HelpLine Program. The SCCTR continues to work cooperatively with the Minority Teacher Recruitment Partnership.

Crossroads Summer Institute

The Crossroads Summer Institute, a week-long summer institute for rising black male high school freshmen, was held at Claflin College during the summer of 1996. The week-long session provided information about preparation for high school and college and opportunities for careers in teaching. Experiences designed to develop leadership, human relations, study skills, higher order thinking and problem-solving skills were also included. The Institute encourages young, black males to consider teaching.

ProTeam Middle School Program

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

During the 1995-96 academic year, 38 middle/junior high schools in 23 school districts offered the ProTeam course to 785 students. Fourteen were semester programs (four schools offered classes both semesters) and 24 programs were year-long (two schools offered two year-long classes). Sixty-four percent were students of color, and they were served along with 33 percent non-minority students (the ethnicity of three percent of the participants was not known). African American females (323) represented the largest participant group (41 percent) with combined male participation reaching 280 (approximately 36 percent of the total group).

By the end of the 1995-96 school year, over 4,300

middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploration course. Approximately 72 percent of these students have been minority students. In 1995-96, 80 former ProTeam students participated in the Teacher Cadet Program. This is the second year that the SCCTR has been able to track former ProTeam students' participation in the Cadet Program.

Summer Teaching Careers Institute

An intensive, week-long program for rising high school seniors who have expressed an interest in teaching was sponsored by the SCCTR and held at the University of South Carolina at Spartanburg in the summer of 1996. The Institute is designed to stimulate student interest in teaching through the development of a school of the future.

In 1996, 45 students attended the Institute which provides information about career opportunities, teacher certification, and financial aid as well as a series of educational experiences designed to develop leadership, time management, human relations, higher order thinking and problem-solving skills. Experience has shown that through the development of cooperative projects such as designing schools of the future, the students, in fact, recruit themselves to teaching.

Teacher Cadet Program

The Teacher Cadet Program (TCP) is an innovative approach designed to attract talented young people to the teaching profession through a challenging year-long introduction to teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools. Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 145 high schools serving 2,354 academically able high school juniors and seniors during 1995-96. To be eligible to participate in the Teacher Cadet Program, a student must have at least a "B" average in a college preparatory curriculum and be recommended by five teachers, along with meeting other criteria.

By the end of the 1995-96 school year, almost 16,000 academically talented high school students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Assessment Test (SAT). In 1994-95, for example, there were 121 TCP schools for which SAT data were available. In 118 of those 121 (98%), the mean SAT score of Teacher Cadet Program participants was higher, in most cases appreciably higher, than the school mean score. The average SAT score of 1995-96 TCP participants was 1056; the average SAT score of respondents citing a preference for teaching as a career was 1028, which is 10 percent above the state average score.



Teacher Job Bank

The Center sponsors the only statewide education job placement service available in South Carolina. During fiscal year 1995-96, 2,646 teachers listed with the Job Bank. Another 9,988 additional teachers requested job listings without formally enrolling in the Job Bank. Eighty-three of the 91 school districts and several special schools used the service to list openings or to obtain the names of available teachers. The Job Bank is the initial point of contact for many interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas.

S.C. EXPO for Teacher Recruitment

For the past eight years, the Center has co-sponsored the annual teacher recruitment job fair which was attended in 1996 by over 750 teacher candidates from 34 states and five foreign countries. Fifty-four South Carolina school districts participated in the 1996 EXPO. Approximately 31% of teachers hired in South Carolina come from out of state. This job fair helps expedite the recruitment of teachers and helps defray travel costs of districts going to out-of-state recruitment fairs.

Teacher Forum

The Center sponsors meetings and other activities designed to recognize and involve state and district "Teachers of the Year," to develop teacher leadership and to give teachers a voice in educational issues in an effort to retain the best and brightest teachers in the workforce through increased involvement and networking. Teachers throughout the state are in leadership roles as a result of the Teacher Forum. In 1995-96, the Teacher Forum responded to the General Assembly's request for input on the Accountability Act.

Teacher in Residence Program

This program identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in one or more of its programs and develop teacher leadership. During 1995-96, seven teachers in residence, including the South Carolina Teacher of the Year, served in this capacity.

Evaluation

An overall evaluation of the Center is conducted by an outside evaluator every three years. This study was undertaken by Horizon Research during the spring of 1996. Annual program evaluations of the Teacher Cadet and ProTeam programs were conducted by Patricia K. Burns, Inc. consulting firm.



**Teacher Cadet average SAT test scores
rank above national, state averages**

Year	# of Cadets	S.C. average SAT score	National average SAT score	Ed. major average SAT score	TC average SAT score
*1995-96	2,354	954	1013	927	1056
1994-95	2,297	844	910	817	978
1993-94	2,168	838	902	817	969
1992-93	1,928	838	902	814	982
1991-92	1,814	831	899	808	n/a
1990-91	1,654	832	896	812	1012
1989-90	1,472	834	900	815	1015
1988-89	1,046	838	903	809	1009
1987-88	720	832	904	808	941
1986-87	404	826	906	792	955

* SAT scores were re-centered in 1996



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Leadership

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Teacher of the Year) and four administrative assistants. The SCCTR has developed into a national model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs in the country. Summaries of the major programs offered by the Center for Teacher Recruitment and highlights from the 1995-96 school year follow.

Impact

One measure of the supply of teacher candidates who have not previously taught in the State's public schools is the number of academic certificates issued annually. Between 1984 and 1990, the percentage of certificates issued to individuals with out-of-state Bachelor's degrees ranged between 42 percent and 50 percent. In the last six years, South Carolina's institutions have provided a much higher percentage of the new supply of teachers. In 1995-96, only 31 percent of the certificates issued were to out-of-state applicants.

Quality

The image of the teaching profession has resulted in a decrease in the overall qualifications of individuals choosing to pursue a teaching career and an increase in the number of individuals leaving the profession. Despite a significant increase of points in the average SAT score of entering teacher education majors in South Carolina, the average SAT score for education majors in 1995 was still only 27 points below the average for all South Carolina students who took the SAT.

Fortunately, the students attracted to the teaching profession through the Teacher Cadet Program have significantly higher SAT scores. The 1995-96 cohort of Teacher Cadets had an average SAT score of 1056 while the average SAT score for those who indicated they planned to major in education was 1028.

Underrepresented Populations

The South Carolina Center for Teacher Recruitment recognizes the need to address underrepresented populations in the teaching workforce. The recruitment of people of color is a common thread that runs through all of the programs and services provided by the SCCTR. The 1996-97 legislative proviso continues to earmark \$200,000 of the Center's budget for minority teacher recruitment. These funds are used primarily to operate the ProTeam and College HelpLine Programs and the Crossroads Summer Institute. The Center also has a Teacher in Residence who specializes in minority teacher recruitment.

The legislative proviso also maintains a partnership between the SCCTR, the Minority Access to Teacher Education Program at Benedict College and the South

Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University. The SCCTR supports the programs and services of the partnership members without duplicating their efforts.

According to the most recent statistics available, nationally in 1993-94 there were 2.6 million teachers; 13 percent were teachers of color while 34 percent of all students were minorities. In South Carolina in 1995-96, there were 39,447 teachers; just under 17 percent were teachers of color while just under 44 percent of all students were minorities. On a more positive note, the percentage of minorities who received initial certification from the State Board of Education increased in 1994-95 to 14 percent from a low of nine percent in 1988-89. These figures represent 60 new black male teachers and 248 new black female teachers. A total of 770 males (24 percent) became certified in 1995-96. In 1995-96, 16.51 percent of all teachers in South Carolina were male.

Critical Subject Fields

In the spring of 1996 a survey of the 1990-91 cohort of former Teacher Cadets was conducted, and 62 percent of those survey respondents who indicated they were teaching also indicated that they were teaching in a critical subject field as identified by the State Board of Education. Specifically, the former Cadets were employed in the following areas:

- Science 9%
- Mathematics 23%
- Special Education 17%
- Foreign Language 8%
- Industrial Technology 1%
- Library Science 4%

Sixty-two Teacher Cadet sites implemented the SAY (Science and Youth) component of the Teacher Cadet curriculum in 1995-96. The program was developed at the University of California with funding from a National Science Foundation grant. The Center agreed to participate in the program by incorporating SAY into the Teacher Cadet curriculum and field experiences. The goal of the program is to get more high school students interested in teaching science by giving them opportunities to teach hands-on science lessons to 9-14 year-olds.

Strategies on how to implement the SAY Program were added to the Teacher Cadet curriculum, and training sessions for Teacher Cadet teachers were held across the state during the summer of 1995. The implementation of the SAY Program in South Carolina is funded by an Eisenhower grant received by the Center. An evaluation of the implementation of the pilot sites was conducted by Dr. Charles Fisher of the University of Michigan, and the

results indicate that the Cadets' interest in teaching science increased significantly after participating in the SAY Program.

Using materials and information supplied by the National Clearinghouse for Professions in Special Education, the teachers in residence emphasized the need for special education teachers during their site visits to the Teacher Cadet classes.

In the fall of 1995, a survey of all school district personnel contacts was conducted by the SCCTR. They were asked to list the critical subject areas for their school districts. A focus group of personnel administrators validated the survey results. The results were plotted on a map of South Carolina to determine if the shortages were geographical.

An analysis of the survey results indicated that the subject area shortages are more likely to occur in areas where there is not a teacher preparation program offered. For example, the shortage of media specialists appears to be concentrated in the lower part of the state. The only media specialist degree programs are offered at Winthrop University and the University of South Carolina.

The shortage of speech pathologists is directly related to the fact that there are only three small programs in existence in the State. According to the number of applicants for these programs, there is not a shortage of individuals who aspire to become speech pathologists. Additional programs that lead to degrees in speech pathology are needed.

Underserved Geographical Areas

During 1995-96, 83 out of 91 school districts used the services of the Job Bank. Ironically, some of the districts with the greatest perceived needs are the ones that don't take advantage of the free service the Job Bank provides. Repeated efforts have been made by the Center to let these districts know that the services are available and to provide numerous ways to communicate vacancies and to access information on available candidates.

Janice Poda chaired a committee for the State Board of Education that determined criteria to be used in designating rural schools where persons can teach and receive repayment credit for the Teacher Loan. Through this process the Center has gained valuable information on the schools and school districts who are having the greatest need in recruiting and retaining teachers. This committee also studied the factors and barriers that impact the recruiting efforts made by these schools and school districts. The most crucial factors were determined to be 1) degree of wealth; 2) distance from shopping and entertainment centers; 3) turnover rate of faculty.



Collaboration

During the 1995-96 school year, the Center worked collaboratively to submit a grant application with the York County Minority Teacher Recruitment Partnership. During 1995-96, the Center staff provided services to schools, school districts, and statewide collaboratives in Massachusetts, Oklahoma, California and Texas.

The Center has a large collaborative program between higher education and K-12 with 26 (93 percent) schools of education partnered with 132 Teacher Cadet sites. Seventy-five percent of the high schools in the state are now offering the Teacher Cadet Program. In addition, linkages between Teacher Cadet and ProTeam sites have been established.

Number of Black Graduates from S.C. Schools Receiving Bachelor's Degrees in Education

Year	Total	Black	Percent
1994-95	2,202	308	14%
1993-94	2,108	242	11%
1992-93	2,004	257	13%
1991-92	1,779	194	11%
1990-91	1,596	157	10%
1989-90	1,532	155	10%
1988-89	1,433	132	9%
1987-88	1,358	169	12%
1986-87	1,424	187	13%

1996-97 Goals

1. To provide leadership in the field of teacher recruitment and retention for South Carolina, and, when appropriate, the nation
2. To enhance the quality of the teaching workforce
3. To address the need for teachers in underrepresented populations, in critical subject areas and in underserved geographical areas
4. To continue the marketing campaign that focuses on improving the image of teaching in South Carolina
5. To enhance communication and networking among SCCTR staff, college partners, Teacher Cadet teachers and students, ProTeam teachers and students, Teacher Forum members, oversight agencies and the public at large



1995-96 Programmatic Evaluation

A Request for Proposals (RFP) for a vendor to conduct the 1995-96 study was let in the summer of 1995. The contract was awarded to Patricia K. Burns, Inc. of Greer, SC for one year with the possibility of renewing the contract for an additional year.

The year's evaluation used written surveys and focus groups to gather data from current ProTeam and Teacher Cadet students, former Cadets who participated in the 1990-91 cohort, personnel administrators and clients who utilized the Job Bank service.

Teacher Cadet

The 1995-96 study focused on addressing the following questions of the Teacher Cadet Program:

1. Is the Teacher Cadet Program attracting bright capable students into the teaching profession?
2. Is the Teacher Cadet Program an effective tool for recruiting males and minorities into a career in education?
3. Is the Teacher Cadet Program an effective tool for recruiting teachers in critical subject and geographic areas?
4. Do former Cadets become certified teachers in South Carolina?
5. Is the Teacher Cadet Program instrumental in former Cadets becoming teachers?
6. Do former Teacher Cadets become civic advocates for education?

All students who participated at each of the 145 TCP sites in 1995-96 (over 2,300 students) were administered a pre- and post-survey. The pre-survey was conducted during the first week of the Teacher Cadet class. The pre-survey collected name, school, social security number, gender, date of birth, ethnic origin and career choice. The post-survey was conducted the last week of class for block-scheduled semester sites and during the first week of May for year-long sites. The post-survey collected career choice; class rank, subject/grade level if planning to teach, SAT scores, college choice (using SAT college codes) and whether the Cadet had been in the ProTeam Program.

The 1995-96 study focused on addressing the following questions of the ProTeam Program:

1. Does ProTeam increase the number of students wanting to go to college?
2. Does ProTeam increase the number of students interested in considering teaching as a career option?
3. Does the self-esteem of ProTeam students improve?

All students who participated in the 38 ProTeam sites (about 800 students) during the 1995-96 school year were administered a pre-survey during the first week of class; a post-survey was administered during the final week of class for 18-week sites and during the first week of May for year-long sites.

Teacher Job Bank

A study of the Teacher Job Bank addressed the following questions:

1. To what extent do the school districts of South Carolina utilize the services of the Teacher Job Bank?
2. To what extent are the services helpful to the districts?
3. What recommendations do the districts have for improvements?
4. How helpful do teacher applicants find the services of the Teacher Job Bank?
5. What recommendations do teacher applicants have for improving the Job Bank?

Highlights of the Teacher Cadet, ProTeam and Job Bank studies appear in their respective sections that follow.

External Evaluation

An External Evaluation of all programs and operations of SCCTR is conducted every three years. Sally Bond of Horizon Research, Inc. of Chapel Hill, NC was selected and hired by the Commission on Higher Education to conduct the study in 1995-96. Results of the study had not been received at press time for the 1995-96 Annual Report.

Plans for 1996-97

Programmatic evaluations for 1996-97 will include pre and post surveys of all Teacher Cadet and ProTeam participants, in order to continue the collection of longitudinal data as outlined above for the 1995-96 study. The 1996-97 study will include focus groups and interviews with students, teachers, parents and/or administrators.

Teacher Cadet

The 1996-97 Teacher Cadet study will focus on addressing the following questions:

1. Is the Teacher Cadet Program attracting bright, capable students into the teaching profession?
2. Is the Teacher Cadet Program an effective tool for recruiting males and minorities into a career in education?
3. Is the Teacher Cadet Program an effective tool for recruiting teachers in critical subject and geographic areas?
4. Do former Cadets become certified teachers in South Carolina?
5. Is the Teacher Cadet Program instrumental in former Cadets becoming teachers?
6. Is the Teacher Cadet Program working effectively because of the components of the program? (e.g., College Partnership Program, regional support model, newsletter, curriculum, ongoing professional development)
7. Is the SAY (Science and Youth) component of the Teacher Cadet Program encouraging young people to consider teaching science?
8. Is the implementation of the Teacher Cadet Program, including recruitment initiatives, being carried out according to SCCTR guidelines?
9. Does the Teacher Cadet Program positively impact the perception of teaching possessed by its students and teachers?

10. Do former Teacher Cadets become civic advocates for education?
11. How helpful are the various services offered by SCCTR?

A representative sample of the 1991-92 Teacher Cadet cohort group will be included in the survey. The impact of block scheduling on the implementation of the Teacher Cadet Program will also be addressed in the evaluation.

ProTeam

The 1996-97 ProTeam study will focus on addressing the following questions:

1. Does ProTeam increase the number of students wanting to go to college?
2. Does the ProTeam Program increase students' awareness of what steps they must take to successfully complete high school and go to college?
3. Do ProTeam students' grades and behavior improve?
4. Does ProTeam increase the number of students interested in considering teaching as a career option?
5. Are students' perceptions of teaching changed?
6. Does the self-esteem of ProTeam students in relation to peers, family and school improve?
7. Do ProTeam students work together cooperatively?
8. Do ProTeam students engage in service learning activities?
9. To what extent are parents involved in the Program?
10. Do the students selected to be in ProTeam possess the characteristics sought by the Program?
11. Is the Program being implemented according to the guidelines established by SCCTR in terms of time allotted for the class, teacher and student selection and curriculum activities?
12. How is the program perceived by teachers, students and other people in the community?
13. To what extent is the family workshop component helpful in providing information on strengthening the family, course selection for high school and preparing to go to college?
14. To what extent are the family involvement activities in the curriculum being implemented?
15. To what extent are teachers selected to teach ProTeam experienced teachers with exemplary teaching skills and high student rapport?



Minority Recruitment

Mission: The purpose of the minority recruitment efforts at the South Carolina Center for Teacher Recruitment is to increase the number of minority students entering college and choosing teaching as a career.

In 1995-96, the SCCTR continued to set high minority enrollment as a priority for all Teacher Cadet sites. The percentage of minority students in the Teacher Cadet Program was approximately 30 percent of the students participating in the 1995-96 Program. Twenty-one percent of those students indicating an interest in pursuing teaching as a career were minority students.

ProTeam Program

Parent activities were written and incorporated throughout the ProTeam curriculum and shared with the ProTeam teachers during the 1995-96 school year. Eighty former ProTeam students participated in the 1995-96 Teacher Cadet Program.

College HelpLine

In 1995-96, over 1000 students were provided follow-up services from the College HelpLine Specialist. All Teacher Cadets as well as a number of other potential teachers received information through the College HelpLine Program.

Minority Recruitment Partnership

The Center worked cooperatively with Benedict College and South Carolina State University in their minority recruitment efforts.

Other Activities

During 1995-96 the SCCTR has continued to assist and share the handbook, "Increasing the Diversity of Your Teacher Workforce," with school districts as they develop plans to diversify their teaching staff.

In September 1995, the entire SCCTR staff attended the Fourth Annual Minority Teacher Recruitment Symposium in Savannah, Georgia. The theme for the conference was "Linkages To Minority Teacher Recruitment."

In November 1995, the Center's Minority Recruitment Specialist, Angela Brown, and the Teacher Cadet Specialist,

Pamela Liely-Brown, attended the National Alliance of Black School Educators' Conference. The focus of this conference was "Effective Pedagogy For Learners of African Descent."

In November 1995, Angela Brown also attended the National Black Caucus of State Legislators Conference in Birmingham, Alabama. There, Ms. Brown submitted a resolution addressing the minority and male teacher shortage. The resolution focused on the caucus placing this issue on their national agenda and exploring and developing programs to address this shortage.

In January 1996, Janice Poda was invited to attend the conference "Recruiting, Preparing, and Retaining Persons of Color in the Teaching Profession" in Washington, DC. Alvarez Anderson, a former Teacher Cadet, served on a panel. Secretary of Education Richard Riley addressed the group and cited the SC Center for Teacher Recruitment as an effective model for recruiting persons of color to the teaching profession.

In the spring of 1996, Angela Brown also made a presentation at Winthrop University during a pizza party for minorities interested in education. Ms. Brown also addressed several minority youth groups from churches and the Columbia Urban League during the summer. Her presentations focused on interesting minority students in attending college and considering the teaching profession. The minority teacher shortage, especially males, was stressed to them.

The Center staff will continue to network with other minority organizations in an effort to get our message to the young people of color that there is a great need for minority teachers.



ProTeam Program

Mission: The mission of ProTeam, a middle level recruitment program, is 1) to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option and 2) to expand the pool of minority and male teachers available to the public schools of South Carolina.

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

During the 1995-96 academic year, 38 middle/junior high schools in 23 school districts offered the ProTeam course to 785 students. Fourteen were semester programs (four schools offered classes both semesters) and 24 programs were year-long (two schools offered two year-long classes). Sixty-four percent were students of color, and they were served along with 33 percent non-minority students (the ethnicity of 3 percent of the participants was not known). African American females (323) represented the largest participant group (41 percent) with combined male participation reaching 280 (approximately 36 percent of the total group).

By the end of the 1995-96 school year, over 4,300 middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploration course. Approximately 72 percent of these students have been minority students. In 1995-96, 80 former ProTeam students participated in the Teacher Cadet Program. This is the second year that SCCTR has been able to track former ProTeam students' participation in the Cadet Program.

The 18-week (semester) or year-long implementation models followed by an optional club were the only sanctioned models.

Funding

The Center for Teacher Recruitment provides each semester-long class a \$125 grant to purchase supplies,

curriculum materials, provide additional activities, etc. Year-long classes receive \$250. Additional funding is set aside for each site to cover training and materials costs incurred by the SCCTR.

Family Involvement

In the fall of 1995, Libby Ortmann, ProTeam Specialist, designed a "Ready, Set, Go" ProTeam Parent Workshop Kit, a more streamlined approach to the parent workshops that have been held since the inception of ProTeam. The kits were produced and packaged for all ProTeam teachers and distributed at Regional College Days. Feedback has been positive from the ProTeam teachers.

In 1995-96, 23 family workshops were held around the state. During the 1995-96 school year, the *DreamQuest* curriculum continued to infuse family involvement activities. These family involvement activities accompany the lessons in the curriculum. In this way, family members can also be involved as members of the ProTeam student's educational support team. These activities are also useful because they give families the opportunities to be a part of and be aware of the skills being taught in ProTeam.

Choices Club

Two high schools have started a Choices Club, a bridge experience between the ProTeam and Teacher Cadet Programs, based on activities in the ProTeam curriculum and the curriculum written for a Choices Club.

Brochure

In an attempt to address the recommendation from the 1994-95 program evaluation to publicize the ProTeam Program, a brochure was developed. The brochure features the highlights of the program and is used in all correspondence and presentations about ProTeam.

Principals' Focus Group

SCCTR invited all ProTeam principals who attended the Summer Leadership Conference sponsored by the SC Association of School Administrators to attend a breakfast meeting to discuss the ProTeam Program. Successful components of ProTeam were shared by the six principals who attended. The group confirmed some of the Center staffs' beliefs about the program and its "quests" and helped staff members develop a strategy to more closely involve principals in the program.

These expressions of their "quests" are no more clearly stated than in this poem inspired by a ProTeam student's experiences:

I am me
I am Bhagee Sethu
I am 13
I am from India



I am proud of my heritage
 I like reading, playing badminton, and whistling
 In school, I make the best grades I can
 I have a few friends who like me the way I am
 People who don't like me I don't let it get to me
 I look at myself in the mirror, and I look at a
 persistent, annoying, and talkative, short girl
 Some say I am too tense but tension is something I
 cannot control
 Sometimes I fear about my future but my fears are
 destroyed when my self-esteem has risen
 It seems sometimes that I hope too many hopes
 One of them is to go to a good college
 another, to be a pharmacologist
 But in a sense, these are not hopes
 They are things I "am" to be
 I have to be. That is me.
 It will always be me.

95-96 Developments Newscast

This year ProTeam was featured on WSPA, Channel 7 TV news in Spartanburg. The news clip featured Palmetto Middle School, a new site in Anderson One.

Articles

Articles describing the ProTeam Program have appeared in *The Anderson News*, *The Charleston News and Courier* and numerous other newspapers across the state.

Presentations

Presentations describing the ProTeam Program were made in 1995-96 at the South Carolina Middle School Conference in Myrtle Beach, South Carolina and at the South Carolina Center For Teacher Recruitment during Open House for the Winthrop College of Education faculty and staff members.

New Teacher Training

The SCCTR staff conducted a two-day training for new ProTeam teachers in August 1996.

Fall Curriculum Training

Teachers from all of the Center's programs gathered in Rock Hill for a two and one-half day conference. The conference theme was "Who Will Fill These Teacher's Shoes?" and included concurrent sessions and dynamic guest speakers. This cross-program conference provided teachers in all of the Center's programs the opportunity to gain awareness of other programs and network with teachers in their specific programs.

Regional College Days

In the spring, three regional college days were held across the state for all ProTeam students. They were held on the campuses of Coker College, Benedict College and South Carolina State University. Students had the opportunity to tour the college campuses, participate in concurrent sessions and meet college education majors and Cadets.

Program Evaluation

The seventh annual program evaluation of the ProTeam Program was completed by Patricia K. Burns, Inc. The data collection method for this study consisted of pre- and post-surveys including a self-esteem instrument. The study survey consisted of questions regarding the student's future plan, including post-high school and career plans, and 30 items related to student self-esteem.

Conclusions

In light of the mission of ProTeam to heighten student awareness of the skills and attitudes needed for college success, to increase interest among middle level students in education as a career, and to promote the recruitment of minorities and males to the teaching profession, student findings are encouraging. Particularly notable are the following:

- An appreciable number of ProTeam participants are African-American and/or male.
- One-third of ProTeam participants indicated an interest in education as a profession of choice.
- Students indicated significantly more positive attitudes about their relationships with peers at the conclusion of the program than at the beginning.
- The decline in the percentage of students planning to attend a four-year college may reflect the program's emphasis on looking at alternatives and making appropriate and realistic choices.
- The significant decline in a students' attitudes about their school experiences is an issue which warrants further study.

Recommendations

- Explore further the reasons behind students' responses with regard to their future plans. Two questions are of particular interest:
 - To what extent are students aware of what it takes to be successful in post-secondary education?
 - To what extent do students understand the relationship between their present actions and choices and later academic success?
- Explore further the reasons behind the decline in students' attitudes about their school experiences. Address the selection, preparation and role of ProTeam teachers in conjunction with this issue. Consider eliciting the views of parents about the program.

ProTeam sites 1996-97 (35 Old/5 New)

<u>School</u>	<u>District</u>
Alcorn Middle	Richland District One
Alice Drive Middle*	Sumter District 17
Allendale-Fairfax Middle	Allendale County Schools
Andrew Jackson Middle *	Lancaster County Schools
Bates Middle School	Sumter District Seventeen
Bishopville Jr. High	Lee County Schools
Carver-Edisto Middle	Orangeburg District Four
C.E. Williams Middle	Charleston-St. Andrews District
Chavis Middle	Williamsburg County Schools
Choppee Middle	Georgetown County Schools
Denmark-Olar Middle	Bamberg District Two
Dent Middle*	Richland District Two
DuBose Middle	Dorchester District Two
E.L. Wright Middle	Richland District Two
Estill Middle	Hampton District Two
Fort Johnson Middle	Charleston City School District

<u>School</u>	<u>District</u>
Heyward Gibbes Middle	Richland District One
James Island Middle	Charleston City School District
J.B. Beck Middle	Georgetown County Schools
J.V. Martin Jr. High	Dillon District Three
Kingstree Jr. High	Williamsburg County Schools
Lakeside Middle*	Anderson District Five
Latta Middle	Dillon District Three
Long Jr. High	Chesterfield County Schools
McCants Middle	Anderson District Five
McClellanville Middle	Charleston County Schools
North District Middle	Hampton District One
North Myrtle Beach Middle	Horry County Schools
Pageland Middle	Chesterfield School District
Palmetto Middle	Anderson District One
Ronald E. McNair Jr. High *	Florence District Three
Robert E. Howard Middle	Orangeburg District Five
Sandhills Middle	Lexington District Four
South Middle	Lancaster County Schools
Southwood Middle	Anderson District Five
Terrell's Bay High	Marion District Three
W.A. Perry Middle	Richland District One
Ware Shoals High	Greenwood District Fifty-One
Whittemore Park Middle	Horry County Schools
William J. Clark Middle	Orangeburg District Five

* Indicates new 96-97 site



Crossroads Institute

Mission: To provide an intensive, one-week institute giving information about preparation for high school and college and the opportunities available in teaching careers.

The institute is targeted at African American male middle school students but is open to other students.

Because of the need for minority teachers in the state and the critical need to attract men to the ranks of classroom teachers, the Crossroads Institute was launched by the SCCTR during 1991-92. The idea for a summer institute targeted at African American middle school male students grew out of the success of the Summer Institute for high school seniors sponsored by the Center as well as the need for African American male teachers in the classrooms of South Carolina. The Claflin College proposal, developed under the leadership of Ms. Miriam Jones, Coordinator and Director of the Second Chance Program at Claflin, was awarded a grant for \$12,500 by the SCCTR. Claflin conducted the 1995 and 1996 Institutes.

Matching funds or in-kind services of \$5,000 from Claflin were used for the week-long, on-campus experience for rising ninth grade African American men. These young men of promise were recommended by their schools to apply for the summer Institute. The application included an essay written by the student titled "Why It Is Important to Have Minority Teachers in Our Classrooms."

A record number of students (over 250) were nominated by their schools for the 1996 Institute. Fifty students and ten alternates were chosen for participation by a selection committee. The committee was composed of David Loope, representing the South Carolina Commission on Higher Education; Dr. Charles Gadsden, Assistant Superintendent for Laurens School District 55; Dr. Cindy Stewart, Assistant Professor of Elementary Education at SC State University; Dr. Albertha Krakue, Director of Clinical Experiences at Claflin College; Angela Brown, Teacher in Residence with SCCTR; and Miriam Jones, Coordinator of the Minority Male Institute.

Objectives

The Crossroads provides the following:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with

students from other areas of the state with similar education and career interests

- Educational experiences that portray teaching as an attractive profession for African American male students
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, human relations and study skills
- Information on selecting high school courses to prepare for a college education
- Information about college life
- Information on financing a college education
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina

Some important factors that influenced the success of the Crossroads Summer Institute as a teacher recruitment tool are the development of a strategy to maintain enthusiasm and interest in teaching as a career; to encourage adequate academic preparation; and to provide support, guidance and information to the Institute's participants as well as their parents. The use of interactive collaborative learning experiences provided a highly motivational format for the participants.

During the week, each day began with ROTC drills and ended with journal writing. Using drama to teach across the curriculum under the leadership of Alyce Caulder, students "surf" the Internet, explored rites of passage, conflict resolution, methods of teaching, careers in education and media development. The students worked throughout the week in groups to research, write and produce infomercials portraying positive messages for young black males, challenging them to get an education and avoid the negative forces of today's society.

At the culminating ceremony on the final day, participants presented a program for their parents made up of an original "step" routine, poems and a dramatization of a historic speech. A rites of passage ceremony with the presentation of medals to each participant challenged each young man to claim himself for a positive future.

Staff for the Institute consisted of outstanding public

school teachers, Claflin College instructors, and Claflin college students who are majoring in education. Pre- and post-survey results indicate the participants gained a great deal of knowledge about all of the areas explored during the week-long Institute.

Quotes

Crossroads Institute participants were asked to make comments about their week-long experiences. The following quotes provide a glimpse of their experience:

"We went to drill before breakfast, then went to learn about teaching young children, wrote an infomercial ...filmed our infomercial .. then we got ready for the talent show. My group was doing stepping. Everyone loved it"

"For our last day at Claflin, I don't want to leave and I don't think anyone else wants to either. This has been a good home away from home We have all become a big family."

"I had a ball making designs on my t-shirt. Also, I had a wonderful talk with a high school science teacher and another woman."

"I really enjoyed this program We got to play games with teachers ... I want to come back next year ... Mrs. Jones says it's only for ninth graders."

"We played a fun focusing game in one class. It was verbal and by symbols, and that was pretty fat!"



Summer Teaching Careers Institute

Mission: The Summer Teaching Careers Institute is designed to give outstanding rising high school seniors the opportunity to participate in a week-long program to interest them in the teaching profession.

The Summer Teaching Careers Institute is an effort to interest high school students in careers in education. The Institute is an intensive, week-long summer program for rising high school seniors. USC-Spartanburg was selected as the host site for the 1995 and 1996 Institutes under the leadership of Mrs. Carol Smith. The Teaching Careers Institute serves approximately 50 high school students who have an expressed interest in teaching as a possible career goal. A \$12,500 grant to be matched with a \$5,000 in-kind contribution by the host institution was awarded by the SCCTR.

This year 50 rising seniors and 10 alternates were selected from among 120 nominees proposed by South Carolina high school principals. The selection panel was made up of Carol Smith, professor at USC-Spartanburg; Janie Putnam, Teacher Cadet teacher at Boiling Springs High; Jim Littlejohn, Teacher in Residence, SCCTR; and Timothy Hopkins, principal of Pine Tree Hill Elementary School. This year's participants included nine males, 17 African Americans, one Asian and one Hispanic student. All students selected for the Institute are of high academic caliber. This year's group was especially creative.

In addition to Carol Smith who served as the director of the Teaching Careers Institute, the staff for the Institute included Damian Coleman, a black male junior high school teacher and three outstanding 1996 college graduates who majored in education.

Objectives

The objectives of the program are to provide those experiences, opportunities and information listed below:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar career interests
- Information about opportunities available in the

field of education and future trends in education

- Information about the educational preparation necessary for becoming a teacher in South Carolina
- Information about the teacher certification process
- Information about college financial aid, with particular emphasis on South Carolina teaching scholarship/loan programs
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, time-management and human relations skills
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities

The Institute is built around team problem-solving with the focus on the creation of an ideal school for the future. Student sessions include creativity, team building and a master teacher panel. Student teams are required to provide an information sheet describing the demographics of their ideal school, one marketing mechanism (brochure, TV spot or video), a written rationale explaining the design features of the school and a scale model of the school. A highlight of the week is on-going journal writing. Students were given journal topics daily. At the end of the week, each student received a bound copy of his/her personal journal.

The program has been well received in the schools, is highly regarded by student participants and highly productive in that (a) creative problem solving and an expanded knowledge base about the future of education are developed, (b) participants are exposed to a college campus, (c) participants have extensive experience interacting with mentor teachers and engaging in cooperative learning with fellow students and (d) participants explore in-depth educational careers and opportunities.

On the last day of the Institute, the participants present their ideal future school to a panel of judges. This year's distinguished panel of judges included: Ann Seegars, Teacher in Residence, SCCTR; Dr. Anne Shelly, USC-Spartanburg, School of Education; Cheryl Pouder, public school teacher; Tyrone Gilmore, Superintendent Spartanburg District 7; and Stan Davis, USC-Spartanburg, Director of Quality Improvement.



Kylie Victoria McBride, an Institute participant, wrote the following poem in her journal:

People often ask me why I want to teach.
Why spend your days with other people's children
when better things are at your reach?

To teach, I tell them, is the calling upon my soul.
To reach a hurting child is my ultimate goal.

To break down the walls that surround their minds
To free them from the pain of another place, another
time

To help them rise above it all
To let them see that they can get up--
Even after the hardest fall

To let them know that I'm there for them
And if they let me I'll be their friend

To let them know that life is hard out there
To help them realize;
It is by no means fair

To let them know that no one will give them anything
To help them see;
They must be the wind beneath their own wings.

After reading "I Remember" by Charlie Daniels, students were asked to write a poem using images of classrooms, students, teaching and instructional methods from their past. Marijami Draper responded with this original verse:

I remember my eighth grade year at Brentwood
Middle School
Located in North Charleston off of Leeds Avenue
My hardest class without a doubt was Mr.
Richardson's
He was my English teacher and everyone's friend
I remember his ways of teaching
How he always made learning fun
How he'd smile when I'd done something right
or congratulated me on a job well done
When springtime rolled around I was in the county
spelling bee
I had let my teacher down but he only encouraged me
So I said, "Mr. Rich, I promise before my high school
years are through I'll win a county spelling bee
especially for you . . ."
Some years passed and time went on
Tenth grade came
But before too long
On Christmas Eve while watching the news
I learned of a death but I wasn't sure who
Then they said Mr. Richardson from Brentwood
Middle School
Had passed away that morning
I thought could this be true?
The man who challenged me to reach for my goals
To never accept less than my best
To strive for excellence at all times, for the chance of
greater success
Then springtime rolled around again and I was in the
spelling bee
I finally won first place which meant a lot to me
So Mr. Rich I hope that you're proud of me, too
See Mr. Rich I won this one especially for you.

*In Memory of
David Sylvester Richardson
September 16, 1945 - December 24, 1994*



Teacher Cadet Program

Mission: The primary goal of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the Program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

The Teacher Cadet Program is an innovative approach designed to attract talented young people to the teaching profession through a challenging year-long introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 145 high schools serving 2,354 academically able high school juniors and seniors. To be eligible to participate in the Teacher Cadet Program, a student must have at least a "B" average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why he/she wants to participate in the class.

By the end of the 1995-96 school year, almost 16,000 academically talented high school students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). In 1994-95, for example, there were 121 TCP schools for which SAT data were available. In 118 of those 121 (98 percent), the mean SAT score of Teacher Cadet Program participants was higher, in most cases appreciably higher, than the school mean score. The average SAT score of 1995-96 TCP participants was 1056; the average SAT score of respondents citing a preference for teaching as a career was 1028.

College Partnerships

Twenty-six of South Carolina's 28 colleges and universities with teacher education programs provided faculty support to the 133 Teacher Cadet sites which elected to participate in a college partnership.

Plans to Teach

External evaluations of the Teacher Cadet Program have confirmed that the Program has made significant inroads in recruiting into the teaching profession young people who are high academic achievers. An average of 35 percent of all students who have taken part in the Teacher Cadet Program indicated plans to pursue teaching credentials when they reached college. Of the 1995-96 Cadet class, 32 percent indicated plans to enter teaching on the post-course survey.

Funding

In 1995-96, each Teacher Cadet class received a grant of \$250 to purchase supplies, develop curriculum materials and provide additional activities. College partners received \$500 per site to support the partnership by providing activities such as speakers, college campus receptions and conferences. Approximately \$500 was set aside for each site to cover costs of training and materials incurred by the SCCTR.

In an attempt to make funding more equitable, beginning in 1996-97, sites with 15 or more students participating in the Teacher Cadet class will receive grants of \$250.00. Other sites will receive grants based on a per student amount of \$16.67 with a minimum of \$100.00.

Teacher's Manual

One of the projects undertaken this year was the revision of a Teacher's Manual for Teacher Cadet teachers that was developed a number of years ago to accompany the Teacher Cadet curriculum, *Experiencing Education*. The manual has been updated to reflect changes made in the curriculum as well as changes in policies and additional resources available. The manual has also been streamlined in an attempt to make it more user-friendly.

Teacher Cadet Personnel

Pamelia Liely-Brown served as the Teacher Cadet Specialist for the SCCTR during the 1995-96 year. The following activities were accomplished under Liely-Brown's leadership:

- revised portfolio assessment document for curriculum
- developed strategies to promote legislative involvement in Teacher Cadet classrooms
- disseminated information to the TC teachers and Cadets on careers in education and special education
- promoted the new curriculum activities
- reviewed the percentage of male and minority teachers in the Teacher Cadet Program

1995-96 Teacher Cadet Activities Make-up Training

Make-up training was conducted August 8 and 9, 1995. In addition to training new Teacher Cadet teachers and college partners in the use of the Teacher Cadet curriculum, strategies were shared for promoting networking and implementing activities between the ProTeam and Teacher Cadet students. Major emphasis was placed on the curriculum revisions made during the 1994-95 school year.

Curriculum Update Training

During the 1994-95 school year the TC curriculum, *Experiencing Education*, went through an extensive revision. Believing that it was important to provide the TC teachers an opportunity to explore the new material and process the information prior to the beginning of the school year, three one-day curriculum update sessions were held in locations around the state: August 5 in Charleston; August 10 in Columbia; August 19 in Spartanburg.

The major purpose of the TC curriculum update sessions was to provide TC teachers with a means of sharing strategies and ideas, to allow teachers to participate in the new activities and to acquaint teachers with the SAY (Science and Youth) Program.

SAY (Science and Youth)

The growth in the number of SAY sites has been exciting. We now have 62 of our 145 Teacher Cadet sites implementing SAY into their Programs. To meet their individual needs, Teacher Cadet teachers have chosen to implement SAY in a variety of ways including peer lessons, field experiences and "Science Extravaganzas."

A study by Dr. Charles Fisher of the University of Michigan of the 1994-95 pilot implementation of the SAY Program found the following:

- SAY was introduced into all six pilot sites without major problems.
- SAY was well received by Cadets.
- SAY activities apparently were easily transported to the more structured context of formal education.

Fall Conference

For the ninth year, teachers from all of the Teacher Cadet Programs throughout the state gathered for the annual fall professional development conference. The TCP conference, held November 7-10, 1995, at the Baxter Hood Conference Center in Rock Hill, SC was held in conjunc-

tion with all of the other SCCTR programs. The theme for the conference, "Who Will Fill These Teacher's Shoes?" was a celebration of the 10th anniversary of the SCCTR and the Teacher Cadet Program. The conference included concurrent sessions on the following topics:

- conflict resolution
- legal issues for teachers
- innovative teaching
- diversity
- test data
- minority recruitment
- portfolio assessment

Participants enjoyed hearing inspiring messages from nationally-known presenter Connie Podesta; Debra Templin, 1996 SC Teacher of the Year and Rosanne Bacon of Recruiting New Teachers.

At this conference the TCP teachers and college partners enjoyed some joint sessions and planning time with the Teacher Forum and ProTeam teachers, as well as separate time to work specifically on TC curriculum issues and strategies. The conference provided inspiration, professional development and networking opportunities for all of the SCCTR's programs.

New Teacher Training

New Teacher Cadet Training was held on May 2 and 3, 1996. Of the 19 participants, six were from Buffalo, New York and one was from Houston, Texas.

Out-of-state Training

At the request of Teach Boston in Boston, Massachusetts, Teachers in Residence Pamela Liely-Brown and Ann Seegars conducted two Teacher Cadet curriculum training sessions in March for the teachers and administrators who are implementing the South Carolina TCP model in their schools. Ann Seegars also conducted Teacher Cadet curriculum training in California in March.

Regional Activities

For the second year, the Teacher Cadets and their teachers participated in special regional activities and conferences sponsored by their college partners. Lander University, Coker College, Presbyterian College, Coastal Carolina, the University of South Carolina, Francis Marion University, Winthrop University, The Citadel, Charleston Southern University, Greenville Tech, Columbia College, USC-Aiken, USC-Sumter, and South Carolina State University, along with the SCCTR, hosted conferences with keynote speakers, concurrent sessions and opportunities to share ideas, projects and activities with other Cadets in the



colleges' network. Several colleges held receptions for Cadets and their parents as well as extended library privileges and college ID cards to Teacher Cadets.

Program Evaluation

In order to determine the effectiveness of the TCP, the SCCTR commissioned Patricia K. Burns, Inc. to conduct a study of the 1995-96 Cadet cohort and the 1990-91 cohort of former Cadets.

A short survey was administered to the current Cadets in their TCP classes at the beginning and end of the 1995-96 school year. Surveys were mailed to the 1990-91 cohort of 1480 former Teacher Cadets. Based on information received from the surveys, a number of observations, conclusions and recommendations can be formed about the Teacher Cadet Program.

Conclusions

- In view of the Center's emphasis on the recruitment of minorities and males, it is encouraging that one-fourth of the TCP participants are male and one-fourth are minority.
- The program appears to have a positive impact on students' choice of teaching as a career in that an appreciable number of students who were not interested in teaching prior to TCP indicated an interest in teaching at the conclusion of the program.
- The program appears to have a positive impact on students' choice of "critical needs" teaching areas in that, of those who plan to teach, almost four in 10 indicated interest in teaching mathematics, while over one-fourth prefer to teach science.

Survey findings of former Cadets from the 1990-91 cohort appear to be encouraging but, because of the limited response rate, should be interpreted cautiously.

- One of every four former Cadets are employed as teachers; another one of every four is either preparing to teach or is employed as a teaching assistant or aide.
- Three of every four TCP participants who enter the teaching profession remain in South Carolina to teach.
- One in every four TCP participants who enters the teaching profession works in a "critical needs" teaching area.
- It is highly encouraging that the percentage of minorities preparing to teach represents almost one-fourth of that group.

- The major factors in former Cadets' decisions to leave the state to accept a teaching position vary; this issue needs additional exploration.
- The Teacher Cadet Program is perceived by those who enter the teaching profession and by those who do not as highly beneficial in preparing them for their subsequent careers.

Recommendations

- Continue to maintain rigorous program entry requirements so as to attract academically able students to the program.
- Continue to emphasize the recruitment of minorities and males into TCP.
- Continue to promote interest in "critical needs" teaching areas of mathematics, science, special education, foreign languages, industrial technology and library science.
- Consider replicating the former Cadet study in 1996-97, using the 1991-92 Teacher Cadet cohort as the study population. Take steps to update mailing information prior to the mailing.
- Further explore the reasons former Cadets give for accepting teaching positions in states other than South Carolina. While data gathered here were helpful, additional study would elucidate the issue more fully.

Teacher Cadet Sites

Aiken High
 Allendale-Fairfax High
 Aynor High
 Baptist Hill High
 Berea High
 Belton-Honea Path
 Bishopville High
 Blue Ridge High
 Brookland Cayce High
 Burke High
 Chapin High
 Cheraw High
 Chester High
 Choppee High
 Columbia High
 Darlington High
 Dillon High
 Dreher High
 Easley High
 Eastside High
 Eau Claire High
 Estill High
 Flora (A.C.) High
 Fort Mill High
 Garrett Academy of Tech.
 Gilbert High
 Green Sea Floyds High
 Greenwood High*
 Hanahan High
 Hartsville High*
 Hillcrest High
 James Island High
 Johnson (C.A.) High
 Kingstree High
 Lake View High
 Lancaster High
 Laurens High
 Lexington High*
 Lockhart High***
 Lower Richland High
 Mann (J.L.) High*
 Marion High
 McCormick High
 Middleton High

Airport High
 Andrews High
 Bamberg-Ehrhardt High
 Barnwell High
 Beaufort High
 Berkeley High
 Blackville-Hilda High
 Boiling Springs High
 Broome High
 Byrnes High
 Chapman High
 Chesnee High
 Chesterfield High
 Clover High
 Conway High
 Denmark-Olar High
 Dorman High
 Dutch Fork High
 East Clarendon High
 Edisto High
 Emerald High
 Fairfield Central High
 Fort Dorchester High
 Gaffney High
 Georgetown High
 Goose Creek High
 Greenville High
 Greer High
 Hannah-Pamplico High
 Hemingway High
 Irmo High
 Jasper County High
 Jonesville High***
 Lake City High
 Lamar High
 Landrum High
 Latta High
 Lincoln High
 Lorris High
 Lugoff-Elgin High
 Manning High
 Marlboro High
 Mid Carolina High
 Midland Valley High

Mullins High
 Myrtle Beach High
 Ninety Six High
 North Charleston High
 Northwestern High*
 Palmetto High*
 Pickens High
 Richland Northeast High
 Rock Hill High*
 St. Andrews High
 St. John's High (John's Is.)
 Seneca High
 Socastee High
 South Florence High
 Spartanburg High
 Stratford High*
 Summerville High*
 Swansea High
Timberland High
 Waccamaw High
 Wade Hampton High (Greenville)
 Walhalla High
 Walterboro High
 West Florence High
 Wilson High
 Wren High*

Murray (C. E.) High
 Newberry High
 North Augusta High
 N. Myrtle Beach High
 Orangeburg Wilkinson High
 Pelion High
 Pleasant Hill High
 Riverside High*
 Ruffin High
 St. George High
 Saluda High
 Silver Bluff High
 South Aiken High
 Southside High
 Stall High (R.B.)
 Strom Thurmond High
 Sumter High*
 Terrell's Bay High
 Union High
 Wade Hampton High (Hampton)
 Wagener Salley High
 Ware Shoals High
 Wando High
 Westside High
 Williston Elko High
 York Comprehensive High

* two classes of TCP at this site
 *** program meets at Union Vocational Center

High schools listed in bold type will begin implementing the program in the fall of 1996.

Total of 140 high schools

Out of state

The SC Teacher Cadet Program has been implemented in the following states:

Arkansas	Georgia
California	Oklahoma
Maryland	Texas
Massachusetts	Tennessee
Michigan	Virginia
New York	Washington
North Carolina	



**Former Teacher Cadets
now certified to teach**

Year Certified	Year in TC Program/ Number Certified	Total Number Cadets Certified
Before 1991-92	1986-87 - 8	8
July 1, 1991- June 30, 1992	1986-87 - 29 1987-88 - 28 1988-89 - 1	58
July 1, 1992- June 30, 1993	1986-87 - 7 1987-88 - 59 1988-89 - 26 Unknown - 2	94
July 1, 1993- June 30, 1994	1986-87 - 1 1987-88 - 24 1988-89 - 135 1989-90 - 17 1991-92 - 2 Unknown - 1	180
July 1, 1994- June 30, 1995	1986-87 - 3 1987-88 - 4 1988-89 - 52 1989-90 - 188 1990-91 - 32 1991-92 - 13 Unknown 3	295
July 1, 1995- June 30, 1996	1986-87 - 1 1987-88 - 5 1988-89 - 16 1989-90 - 57 1990-91 - 216 1991-92 - 43 1992-93 - 3 Unknown 2	343
July 1, 1996- July 15, 1996	1987-88 - 1 1989-90 - 4 1990-91 - 7 1991-92 - 35 1993-94 - 1	48
TOTAL		1,026

**Longitudinal data
on former Cadets**

Year in TC Program	Number of Teacher Cadets	% - No. Indicating Plans to Teach	% - No. Certified
1986-87	404	44% 178	12% 49
1987-88	720	35% 252	17% 121
1988-89	1048	35% 367	22% 230
1989-90	1472	42% 618	18% 266
1990-91	1654	47% 777	15% 255
1991-92	1914	35% 670	93
1992-93	1928	38% 733	3
1993-94			1
Unknown			8
TOTAL			1026

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College Partnerships

Mission: The purpose of the College Partnerships is to provide a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.

Historical Background

College partnerships have been an integral part of the Teacher Cadet Program from its inception. The number of college partners has grown steadily, and during the 1995-96 year 132 Teacher Cadet classes worked collaboratively with 26 College Partners. Thirteen Teacher Cadet sites operated independently (without a College Partner).

Service Delivery Models

The types of collaboration between College Partners and Teacher Cadet Programs differ based on the individual needs of the TC sites and the resources of the College Partner. Some TC sites use their College Partners extensively in planning and implementing the Teacher Cadet curriculum; others use their College Partners for securing materials and procuring speakers for the Teacher Cadet classes. Each Teacher Cadet teacher is encouraged to meet and plan with his/her College Partner in outlining goals and college involvement for the year.

College Credit

The issue over college credit for the Teacher Cadet class continues to be one of the most difficult issues with which the colleges and universities must grapple. For the 1995-96 school year, 12 of the 26 colleges and universities granted college credit ranging from one hour to three hours of college credit. Twelve colleges grant no credit; two colleges are undecided at this time as to how to award credit for the Program. For a summary of college credit awarded by the Partners, refer to the chart on the next page.

In the fall the SCCTR prepared the College Credit Summary Sheet which identifies the college credit, tuition reductions and other benefits offered by the various colleges to former Cadets enrolling at the institution. This summary was distributed to all Teacher Cadet sites and college partners.

Funding

College Partners may apply for a \$500 maximum grant for each site in their partnership. The College Partners fill

out a grant application form at the beginning of the year explaining how they plan to spend the grant money and another form at the end of the year documenting their actual expenditures.

1995-96 Activities and Services

The College Partners planned an array of activities and offered many services to the Teacher Cadet classes this year. Sixteen of the 26 colleges and universities serving as College Partners offered a visitation day or special program for Cadets to visit the college campus. Several colleges invited Cadets to visit their campuses more than once. College Partners taught lessons in Cadet classes as well as arranged for other college representatives to attend the TC class. The College Partners networked with the Cadet teachers and facilitated planning meetings. Services provided by the College Partners included newsletters for Cadets, an anthology of Cadet works, library services, and the distribution of videos, books and other materials.

New/Re-established Partnerships

Over the year, the Center arranged for Clemson University, South Carolina State University, and the College of Charleston to re-enter our network as College Partners. Anderson College joined the SCCTR network and worked with six Teacher Cadet sites.

Meeting

On September 26, 1995, the Center hosted a College Partners' Meeting in Columbia to welcome several new contact persons and discuss goals for the year. At this meeting copies of the newly revised Teacher Cadet curriculum were given out to College Partners who had not received one. Ten college partners were present for this meeting. Early in the school year, the TIRs contacted all of their College Partners, introduced themselves and offered their services to the partnerships.

Professional Development Conference

The Center hosted the third joint conference for all of its programs in November, and College Partners were invited. The 11 College Partners who attended had the opportunity to network with Cadet teachers. In the College Partners' meeting, the group helped generate and rank a list of services that the College Partners could provide to the Teacher Cadet sites. This list of ranked services was compiled and later sent to the Teacher Cadet teachers and their College Partners. At the conference, the College Partners and the Teacher Cadet teachers had time to discuss plans for the upcoming year.



Training

At the new teacher training in May, Laura Moody, College Partnerships Specialist, discussed college partnerships. Also in March, Ann Seegars, Teacher in Residence from the Center, teamed with Dr. Deborah Priddy of Sonoma State University in California to conduct Teacher Cadet training, and the role of College Partners was presented. Teachers in Residence Pamela Liely-Brown and Ann Seegars also conducted Teacher Cadet training in Boston, Massachusetts where the role of College Partners was discussed with the group of educators.

Newsletter

College Partners received copies of *Center Point*, the Center's newsletter for all programs. Laura Moody and other staff members wrote articles about the college partnership component and highlighted special activities sponsored by the colleges.

College Partners

Anderson College	Benedict College
Charleston Southern University	Clemson University
Coastal Carolina University	Coker College
College of Charleston	Columbia College
Converse College	Francis Marion University
Furman University	Greenville Tech
Lander University	Newberry College
Presbyterian College	SC State University
The Citadel	USC - Aiken
USC - Beaufort	USC - Columbia
USC - Salkehatchie	USC - Spartanburg
USC - Sumter	USC - Union
Winthrop University	Wofford College

Total of 26 College Partners

College Credit Summary

College Credit	College	Number of Sites
*	Anderson College	6
•	Benedict College	1
***	Charleston Southern	7
**	Clemson University	
***	Coastal Carolina	14
•	Coker College	9
TBA	College of Charleston	3
****	The Citadel	5
•	Columbia College	1
•	Converse College	2
**	Francis Marion	11
•	Furman University	5
•	Greenville Tech College	1
**	Lander University	7
•	Newberry College	1
•	Presbyterian College	1
TBA	SC State University	3
***	USC-Aiken	8
•	USC-Beaufort	1
•	USC-Columbia	14
****	USC-Salkehatchie	10
•	USC-Spartanburg	6
***	USC-Sumter	1
***	USC-Union	2
****	Winthrop University	9
•	Wofford College	2

- * indicates one-hour credit
- ** two-hours credit
- *** three-hours credit
- no credit
- TBA To be announced



College HelpLine

Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program as well as others who need help getting into college. Priority is given to minorities, first generation college-bound students and those planning to teach. The two basic goals in the program are to assist students with the college admission process and to provide them with information on financial aid.

The College HelpLine, established primarily as a minority initiative for teacher recruitment, completed its seventh year of service. Many students with an interest in attending college do not receive the necessary advice and support needed to enroll in higher education. College HelpLine directs its support to those especially in need of help— people of color, first generation college bound students and low-income students who are least likely to receive help from guidance counselors, parents or college admissions offices.

The Center's program serves as a liaison between the high schools and the college admission and financial aid representatives. College HelpLine tries to get students past the roadblocks that may discourage the prospective college student, as well as his or her parents, from pursuing a college education. College HelpLine has an established network of college admissions and financial aid administrators to facilitate students and parents in gaining college admission.

1995-96 Clients

Over 1200 individuals contacted the HelpLine during the 1995-96 school year. This number reflects students or parents seeking materials that were mailed from the Center. Of the 1200 students who were mailed information, 1182 returned a completed student information form that was used to develop a database. All the students who participated in the Teacher Cadet Program received College HelpLine information from their respective teacher in residence. Many more calls that were of an inquiring nature and required the College HelpLine Specialist's time and consultation were answered. Most of these calls were not counted in the 1200 previously mentioned.

During 1995-96, the single largest group seeking assistance was high school seniors. This group comprised approximately 95 percent of the total contacts. Many other individuals called the HelpLine, including guidance counselors, individuals looking to enter the teaching profession from other careers, parents seeking funds for their child's education, former Teacher Cadets seeking to become education majors from other career majors, high school juniors seeking to get an early start on the college admission process, present teachers looking for other opportunities in the field of education, ProTeam students inquiring about information on various colleges and universities and grant writers seeking statistical data.

1995-96 Activities

College HelpLine inquiries were usually related to financial aid. The Center has become a clearinghouse for the following items: Free Application for Federal Student Aid (FAFSA), the Teacher Loan Program, the Federal Stafford Loan Program, the Federal PLUS Program, and the Tuition Grants Program. Brochures, applications and manuals relating to the programs mentioned above were made available to all who requested them. Other requests included information on scholarships for individual schools (both public and private), scholarship agencies and guidance on how to complete scholarship applications, financial aid forms and help in completing admissions applications.

There are, in extreme hardship cases, specific funds made available by the SCCTR to facilitate the transition from high school to college. During 1995-96 school year, the SCCTR provided seven students in such circumstances an average of \$137.00 each to help with expenses incurred during the college application and admissions process. Funds were approved for such costs as application fees, tuition advancements and room deposits.

1995-96 Accomplishments

- Produced a College HelpLine Teleconference through ETV titled "Making The Right Moves For College: The College Admission Process"
- Shared information on financial aid and college issues with all 145 Teacher Cadet sites and ProTeam students. This information was provided by the teachers in residence during site visits which resulted in Teacher Cadet and ProTeam students gaining valuable information in a timely manner
- Expanded the College HelpLine computer database and developed a College HelpLine grid to improve tracking of students assisted and to provide more useful statistical information for evaluation purposes



- Developed contacts with the colleges and universities in South Carolina to include not only admissions and financial aid officials but also housing and scholarship officials
 - Worked with the Talent Search and TRIO organizations by presenting financial aid workshops to high school students and parents
 - Informed all Teacher Cadets about the process to apply for the Teacher Loan Program and distributed 50 applications that were sent to the SCCTR by the Student Loan Corporation
 - Distributed almost 1200 Federal Student Aid Guides and FAFSA forms
 - Mailed almost 1200 packets of information on many aspects of teacher education, college admissions, financial aid, etc. to interested individuals
 - Offered computer-based scholarship searches through Winthrop University's Fund Finder Program. Over 450 students received scholarship information based on their personal data.
 - Presented College HelpLine information at high school and college career days
 - Participated in financial aid workshops and seminars
 - Distributed "Funding Your Education" booklet from the U.S. Department of Education
 - Secured "Cookbook of Program Ideas," booklets from the College Board for use with the 1996-97 ProTeam Program. The book focuses on a college scholarship early awareness initiative. The purpose of the book is to help historically underrepresented and underserved students and their families prepare to manage the cost of post-secondary education.
 - Secured "College Credit," folders from the College Board for use with the 1996-97 Teacher Cadet Program. The folder contains several tip sheets about various aspects of personal financial planning and management, as well as the Advisor, a biannual newsletter for Federal Stafford Loan borrowers. There is also an information sheet about LineSS, a new electronic loan management/processing system.
 - Logged into SFA BBS, an interactive on-line service that the U.S. Department of Education has developed to assist the education community in receiving important documents via the Internet
- such as Federal Regulations (DL and FFEL), Dear Colleague/Guaranty Agency Letters, SFAP Training, Closed School Information and Campus Based Programs
- Developed a College HelpLine Scholarship Reference Guide for the Center to provide individuals with information about specific scholarships
 - Distributed a number of scholarship manuals to TIRs for use during site visits

The College HelpLine has been especially successful in reaching students in the Teacher Cadet Program. Reaching students who are not enrolled in or who do not have access to a Teacher Cadet Program will be an area of emphasis next year. The Teacher Cadet teachers have been an invaluable resource in communicating information about the College HelpLine to students.

Distribution of Teacher Loans by South Carolina Institutions

Public Institutions	1995 # of loans	1995 Amount of loans	1996 # of loans	1996 Amount of loans
Clemson University	131	\$552,014	140	\$570,284
Coastal Carolina	19	\$ 74,679	23	\$ 90,609
College of Charleston	61	\$273,500	53	\$225,000
Francis Marion University	57	\$242,604	59	\$261,456
Lander University	38	\$149,460	51	\$233,941
S.C. State University	29	\$125,861	28	\$118,336
The Citadel	13	\$ 57,112	19	\$ 74,110
USC-Aiken	32	\$130,500	34	\$122,219
USC-Columbia	155	\$704,221	148	\$663,307
USC-Lancaster	0	\$ -0-	3	\$ 7,500
USC-Salkehatchie	1	\$ 4,000	0	\$ -0-
USC-Spartanburg	22	\$ 92,000	18	\$ 64,584
USC-Sumter	4	\$ 12,500	1	\$ 8,500
USC-Union	0	\$ -0-	1	\$ 2,500
Winthrop University	137	\$598,000	139	\$558,658
Private Institutions	1995 # of loans	1995 Amount of loans	1996 # of loans	1996 Amount of loans
Anderson College	22	\$ 99,011	17	\$ 76,500
Benedict College	3	\$ 14,500	5	\$ 21,500
Charleston Southern Univ.	12	\$ 53,000	6	\$ 27,267
Central Wesleyan	0	\$ -0-	0	\$ -0-
Coker College	10	\$ 45,000	19	\$ 85,500
Columbia Int'l. Univ.	1	\$ 5,000	0	\$ -0-
Columbia College	89	\$420,000	98	\$422,500
Converse College	46	\$213,000	48	\$222,026
Erskine College	40	\$185,000	17	\$ 84,000
Furman University	14	\$ 62,000	17	\$ 56,078
Limestone College	9	\$ 42,400	3	\$ 11,000
Newberry College	14	\$ 65,000	23	\$101,500
North Greenville	1	\$ 5,000	2	\$ 7,500
Presbyterian College	11	\$ 52,500	11	\$ 47,500
Wofford College	5	\$ 22,500	9	\$ 37,500



Job Bank

Mission: The purpose of the Teacher Job Bank is to provide the public school districts of South Carolina with qualified teaching applicants when needed; to facilitate teachers in their search for positions within the public school districts and to help meet the need for teachers in South Carolina's critical need areas, both subject and geographic.

The SCCTR operates a 24-hour per day, seven day a week voice response system in order for teacher applicants to use the Job Bank. The Teacher Job Bank is designed to respond to frequent inquiries from in-state and out-of-state teachers seeking job placement services. Similar inquiries are received from school district administrators and principals looking for teachers in hard-to-find certification areas. Job Bank application packets are distributed free of charge to any individual, school or organization requesting them and include information about South Carolina's teaching shortages as well as surpluses. Also included is the current South Carolina Teaching Vacancies List, published on the 1st and 15th of each month.

The Teacher Job Bank is often the first contact for individuals seeking a teaching position. The Job Bank gives some basic information about South Carolina certification, and directs the teacher to the proper sources for more details. It also provides names, addresses and phone numbers for all 91 districts' personnel contacts.

The Teacher Job Bank helps small rural districts by providing them access to the many teaching candidates listed on the Job Bank. Some teachers specify on their application a preference to work in a rural area.

In the fall of 1996, the SCCTR will have a "home-page" on the World Wide Web to allow all users to access the job vacancy information via the Internet. The Center has also distributed the Job Bank Manager's e-mail address to all South Carolina personnel administrators in hopes they will use that means of communication to send and update information about job vacancies and to request information on candidates looking for teaching positions.

The SCCTR advertises in three state daily newspapers every other Sunday, inviting teachers to list their availability for openings. The Job Bank is supported by the State Department of Education's teacher certification office which sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. Thousands of teachers across the nation who receive information about the annual South Carolina EXPO for Teacher Recruitment also receive an invitation to list in the

SCCTR Job Bank.

During fiscal year 1995-96, 2,646 teachers listed with the Job Bank. Another 9,988 additional teachers requested job listings without formally enrolling in the Job Bank. Nearly 1000 job openings were listed by school districts during FY 95-96. Eighty-three of the 91 school districts and several special schools used the service to list openings or to obtain the names of available teachers.

In the fall of 1995 the Center contracted with Patricia K. Burns, Inc. of Greer, SC to conduct a survey of school districts and clients to determine the effectiveness of the Job Bank and to recommend improvements. The report found the following of the 232 client survey respondents:

- 59 percent are female; 41 percent are male
- 10 percent are African-American; 84 percent are Caucasian; 5 percent are of other ethnic origins
- almost two-thirds are currently employed as teachers or teaching assistants/aides; six percent learned of their current position through the Teacher Job Bank
- one-third have taught between one and three years; 20 percent have between four and 10 years of experience; another 20 percent have taught 11 or more years
- respondents learned about the Teacher Job Bank primarily from the college/university they attended and from newspaper ads
- slightly more than two-thirds of respondents reported having contacted the Teacher Job Bank three or fewer times; five percent made contact at least nine times
- one-third of respondents used only direct telephone contact to obtain information from the Teacher Job Bank; another one-third used both direct telephone contact and the automated voice response system
- approximately three-fourths of respondents report having inquired about four or fewer positions listed in the Teacher Job Bank; approximately 15 percent inquired about more than six
- one-third of respondents estimated that fewer than five percent of the listed positions had been filled when they inquired about them; another one-third estimated the percentage of filled positions to be between 26 and 50
- slightly more than four respondents in 10 believe the Teacher Job Bank includes as many desirable as less desirable positions

Conclusions

- The Teacher Job Bank is a significant resource for school districts throughout South Carolina, particularly those located in rural areas.
- Ease of use is a significant Teacher Job Bank asset, as are the accuracy of information and timeliness with which it is provided.
- The semimonthly job vacancy listing has been a beneficial system enhancement.
- Clearly, the Teacher Job Bank is perceived as a highly valuable service by both teacher applicants and school district personnel administrators.

- Explore varied means of marketing the SCCTR and its services so that policy makers at both the state and local levels gain greater awareness and appreciation for the scope and quality of SCCTR services

Approximately 752 teachers from 34 states and five foreign countries attended the 8th annual EXPO where Job Bank applications were distributed. Many teachers listed their names with the Job Bank as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical areas.

The Job Bank will become increasingly important as we assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The Job Bank application has recently been revised to request information about involvement in the Teacher Cadet Program. This year former Teacher Cadets used the Job Bank.

Recommendations

- Explore the desirability of adding an administrative component to the system
- Explore a means of tracking applicants as they progress through their careers
- Explore the feasibility and cost-benefit of providing the Teacher Job Bank on-line

Job Bank Statistics 1995-96 Mail and Telephone Inquiries

Month/Year	Total	Out-of-state	Critical Needs Certification Program	EXPO
July 1995	689	339	57	
August 1995	536	224	44	
Sept. 1995	318	143	31	
October 1995	300	128	22	
Nov. 1995	281	123	19	
Dec. 1995	279	120	22	
January 1996	487	233	32	33
Feb. 1996	530	323	41	73
March 1996	667	389	47	72
April 1996	2,096	1,787	97	476
May 1996	2,429	1,688	125	644
June 1996	1,376	867	82	366
TOTAL	9,988	6,364	619	1,664

Longitudinal Job Bank Statistics

Month	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
1996	487	530	667	2096	2429	1376	723						
1995	505	647	694	2298	2505	1572	689	536	318	300	281	279	10,624
1994	536	447	612	1979	1691	1368	824	563	303	316	280	162	9,081
1993	436	455	555	2040	1430	1116	843	749	341	331	268	211	8,775
1992	610	485	733	2088	1572	1199	844	676	404	299	320	239	9,469
1991	408	375	541	2696	1021	904	897	661	343	328	287	255	8,716
1990	522	442	346	505	746	577	487	471	210	224	228	158	4,916
1989	313	353	179	347	818	452	376	360	473	262	139	119	4,191



EXPO

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs. Since South Carolina is currently providing about 69 percent of its own teachers, this effort is an important one.

This eighth annual job fair was held in Rock Hill, June 25-27, 1996. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Personnel Administrators, and the State Department of Education's Office of Teacher Certification. Janice Poda of the SCCTR was co-chair of the 1995-96 EXPO Steering Committee along with Shirley Holland of Rock Hill School District Three. Members of the steering committee were Patricia Buckner, Mattie Dillon, Naomi Dreher, Albert Eads, Jr., Pam Jenkins-Walker, Robert Scarborough, Ray Wilson, Cheryl Warren, Lillian Flemming, Alisa Mosley, James Turner, Beryl Brooks-Goines, J. Corbett Gibson, Don O. Hendrix and Gay Coleman.

The Center assumed responsibility for all state and national publicity, including media contacts and answering over 4,000 mail and telephone inquiries. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers could sign up for the SCCTR Teacher Job Bank. Staff members provided general staff support for the conference and on-site registration and published an EXPO Teaching Vacancy list. A list of all applicants who registered for the EXPO was made available to personnel administrators before they left the event.

Fifty-four South Carolina school districts took part in the EXPO, with 752 teachers attending from 34 states and five foreign countries. An evaluation by participating school districts gave this year's EXPO high marks.

Phone Responses to Newspaper Ads

Year	1996	1995	1994
Totals	2536	3996	1888

Participation Rates of School Districts

Eight out of eight EXPOs	30 districts (33%)
Seven out of seven EXPOs	9 districts (10%)
Six out of seven EXPOs	7 districts (8%)
Five out of seven EXPOs	3 districts (3%)
Four out of seven EXPOs	7 districts (8%)
Three out of seven EXPOs	3 districts (3%)
Two out of seven EXPOs	10 districts (11%)
One out of seven EXPOs	10 districts (11%)
Never participated	12 districts (13%)

Responses by Location in Cities Where Newspaper Ads Were Placed

Hartford, CT	107
Portland, ME	46
Detroit, MI	40
Manchester, NH	15
Cleveland, OH	90
Providence, RI	73
Chicago, IL	36
Boston, MA	59
New York, NY	231
Buffalo, NY	318
Philadelphia, PA	153
Birmingham, AL	9
Atlanta, GA	64
Jackson, MS	28
Columbia, SC	151
Richmond, VA	72
Washington, DC	68
Miami, FL	92
Louisville, KY	26
Charlotte, NC	47
Memphis, TN	30
Charleston, WV	7

EXPO Participation-eight-year comparison

	1996	1995	1994	1993	1992	1991	1990	1989
Number of Districts Participating	54	49	43	52	55	64	59	49
Number of Applicants	752	721	870	791	1,119	848	371	282

Teacher Forum and Professional Development

Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, to give teachers a voice in educational issues that face teachers today at all levels and to impact the professional development of other teachers by encouraging its members to facilitate the development of leadership skills among their peers. The Teacher Forum serves as a recruitment resource in supporting the SCCTR's other programs in an effort to retain the best and brightest teachers in the classrooms of South Carolina.

Established by the SCCTR as part of its mission to improve teacher retention, the South Carolina Teacher Forum offers the outstanding teachers from across South Carolina experiences in professional development, discussions on national, state, and local educational issues and dialogue with key leaders and policymakers about a variety of topics affecting the educational system.

The South Carolina Teacher Forum is a voluntary, non-partisan organization unaffiliated with any other teacher organization in the state. Membership in the South Carolina Teacher Forum is limited to teachers of the year from all South Carolina school districts which select such an individual. Since the Forum was organized in April 1986, membership has grown to over 500, with approximately 60 new members added each year.

The South Carolina Teacher Forum is chaired by the current South Carolina Teacher of the Year who heads a 15-member Leadership Council elected annually by Forum members. Each year the Leadership Council determines the issues for exploration at upcoming conferences and invites speakers and conference presenters with expertise in those issues for conference functions. The successes of the South Carolina Teacher Forum and its positive, constructive format have resulted in the formation of 18 local and regional teacher forums representing approximately 44 school districts, with other districts and regions requesting information on starting their own local forums.

In 1995-96, the SCCTR restructured the Teacher in Residence program so that one TIR would be primarily responsible for working with issues related to professional development for SCCTR staff members and members of the SCCTR network. The other major responsibility is to work with the State Teacher of the Year as a facilitator for the South Carolina Teacher Forum and to work with local Teacher Forums.

Through this state-wide network of South Carolina's most outstanding teachers, the South Carolina Teacher Forum seeks further professional development opportunities for these teachers to impact on South Carolina's educational systems through interaction with policy makers, business leaders and most importantly, other teachers.

Accomplishments of Teacher Forum

- Continued networking of the local forums by distributing information related to the Teacher Forum Leadership Council meetings
- Coordinated efforts to give teachers and Teacher Cadets the opportunity to participate in a National Education Goals 2000 Teleconference that was held in conjunction with the State Teacher of the Year conference in Washington, DC. Five sites were established throughout the state
- The State Teacher of the Year participated in focus groups at the National Teacher Forum in Washington, DC
- Coordinated dialogue between the Leadership Council members and district superintendents about key educational issues
- Coordinated the three-day Teacher Forum Megaconference in November
 - Panel discussions included state policy makers, education experts and education lobbyists.
 - Reviewed issues impacting education
- Coordinated a one day Teacher Forum conference in March which consisted of
 - Panel discussion led by representatives of the business community dialoguing with teachers
 - Question and answer period with the State Superintendent of Education
- Participated in the development of a new local Teacher Forum and the re-establishment of another



- Developed a response to the *Accountability Bill* and distributed it to policy makers and educational organizations throughout the state
- Developed a brochure for the Teacher Forum
- Developed a script for a Teacher Forum video
- Represented the Teacher of the Year program at the Superintendents' and Principals' Conferences over the summer
- Presented *Preservice* document written by the SC Teacher Forum to the annual conference of SCATE
- Facilitated discussion about the SCCTR and key educational issues to the SC Business Education Partnership
- The State Teacher of the Year gave the keynote address to SCASA's winter conference participants
- Represented the Teacher Forum and the State Teacher of the Year programs at the State Department of Education's Educational Showcase
- State Teacher of the Year was chosen to participate as a steering committee member of the Teacher Licensure Task Force by the State Board of Education
- Held dialogue sessions with key members of the Legislature and the State Superintendent of Education at Teacher Forum Leadership Council meetings
- State Teacher of the Year was part of a review team for a district listed as "in greatest need." Recommendations were made for the improvement of curriculum and teaching methods for the district.
- The State Teacher of the Year met with state senators, house members and their educational advisors in Washington, DC about ways teachers can collaborate with them on key educational issues.
- Teacher Forum invited State Teachers of the Year from the SERVE Teacher Advisory Committee to attend our Megaconference. The Mississippi Teacher of the Year was able to participate, and she used our conference as a model to host a conference for Mississippi Teachers of the Year.
- The Teacher Forum Leadership Council was responsible for reading and selecting teacher grants provided by Bell South.
- State Teacher of the Year worked very closely with preservice teachers at colleges and universities across the state.
- TSC Teacher Forum began a scholarship program for future teachers and was able to present two \$1,275 scholarships to Teacher Cadets.

Accomplishments of Professional Development

- Disseminated materials on the National Board for Professional Teaching Standards
- Researched, developed and disseminated a survey about teacher induction and its impact on new teachers
- Presented to SC Personnel Administrators about the induction survey
- Presented conflict resolution strategies to participants of the Megaconference
- Presented on psycho-geometrics and conflict resolution to SCCTR staff
- Provided training and consultative service to Georgia state and district Teachers of the Year in initiating a state Teacher Forum
- Presented to teacher education majors at USC about requirements to become a certified teacher

Newsletter

Mission: The purpose of the newsletter is to recognize outstanding programs and individuals, while informing readers about issues relevant to the SCCTR.

Each issue of the newsletter consists of an "outer shell" plus program inserts. Program inserts contain more specific information for individual programs including Teacher Cadet, ProTeam and Teacher Forum.

Articles are selected to serve a variety of purposes:

- To announce (upcoming events, winners of awards, etc.)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)
- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condensed content from articles, productions, conferences)
- To persuade (evidence that a technique is worthy of support)
- To entertain (humorous anecdotes, captions)
- To request (information or suggestions pertaining to Center's activities)

The newsletter is mailed quarterly. Articles are written by the SCCTR staff, including teachers in residence, as well as Teacher Forum members, Teacher Cadet and ProTeam instructors and their students. Recipients of the newsletter are encouraged to share or post each issue to benefit fellow faculty members within schools and colleges.

Issues of the 1995-96 newsletter were distributed in October, February and April. Center personnel solicited information from both Cadets and instructors through questionnaires, news forms and by personal contact with prospective contributors. Instructors, students and teachers in residence published various activities and achievements through the ProTeam "Braggin' Board" and Teacher Cadet "News From Y'all" sections.

Copies of newsletters were often provided as handouts in folders when teacher trainings and conference presentations were given both in state and out of state. The newsletters have promoted positive public relations on behalf of the Center throughout the state and the nation.



**SC Center for Teacher Recruitment
Year End Financial Report
1995-96**

Budget Categories	Total Budget for Year	Total Expended Funds	Total Remaining Funds	Percentage Remaining
Salaries	\$232,573.00	\$232,573.00	\$0.00	0.00%
Office Support	\$58,524.00	\$58,524.00	\$0.00	0.00%
Staff and Director Travel	\$12,256.00	\$12,256.00	\$0.00	0.00%
Policy Board/Task Force	\$6,425.00	\$6,425.00	\$0.00	0.00%
Teacher Forum	\$62,638.00	\$62,638.00	\$0.00	0.00%
Teacher Job Bank	\$26,650.00	\$26,650.00	\$0.00	0.00%
Teacher Cadet Program	\$287,679.00	\$287,679.00	\$0.00	0.00%
ProTeam Program	\$91,333.00	\$91,333.00	\$0.00	0.00%
Minority Recruitment/ College HelpLine	\$51,435.00	\$51,435.00	\$0.00	0.00%
Summer Institutes	\$25,000.00	\$25,000.00	\$0.00	0.00%
TOTALS	\$917,736.00	\$917,736.00	\$0.00	0.00%

SCCTR 1996-97 Budget

	1995 - 96 Budget	Change	1996 - 97 Budget
Office Salaries & Fringes	\$146,178	\$11,312	\$157,490
Office Support			
Winthrop Direct Costs	\$8,250	\$250	\$8,500
Phone	\$5,000	\$5,500	\$10,500
Postage	\$4,000	\$14,000	\$18,000
Printing	\$7,410	\$5,590	\$13,000
Furniture and equipment	\$4,372	\$2,128	\$6,500
Newspaper clipping service	\$350	\$75	\$425
Temporary salaries	\$3,250	\$5,750	\$9,000
Hourly wages	\$1,000	\$3,000	\$4,000
Subscription, dues	\$1,000	\$0	\$1,000
Office supplies	\$6,532	\$196	\$7,532
Maintenance Contracts	\$550	\$300	\$850
Center External Evaluation	\$5,000	(\$5,000)	\$0
Newsletter Printing	\$3,000	\$0	\$3,000
Total	\$46,714	\$31,789	\$82,307
Staff and Director Travel			
Out of state	\$2,000	0	\$2,000
In state	\$10,256	0	\$10,256
Total	\$12,256	0	\$12,256
Policy Board/Task Force			
Policy Board Travel	\$375	\$2,625	\$3,000
P/B Postage, Print, Materials	\$3,900	(\$3,400)	\$500
Task Force Travel	\$250	\$650	\$900
TF Postage, Print, Materials	\$1,900	(\$1,750)	\$150
Total	\$6,425	(\$1,875)	\$4,550



SCCTR 1996-97 Budget

	1995 - 96	Change	1996 - 97
	Budget		Budget
Teacher Forum/Teacher of the Year			
TIR Salary & Fringes	\$43,788	\$34,931	\$78,719
Travel	\$5,000	\$7,000	\$12,000
Phone	\$1,000	\$1,000	\$2,000
Program Activities	\$8,500	\$0	\$8,500
Leadership Council	\$3,000	\$0	\$3,000
Printing, Mailing, Video Costs	\$1,350	\$500	\$1,850
Office Staff Salaries	\$14,530	\$2,689	\$17,219
Office Staff Fringes	\$2,648	\$2,173	\$4,821
Total	\$79,816	\$48,293	\$128,109
Teacher Job Bank			
Mailing, printing	\$8,000	\$4,000	\$12,000
Advertising	\$1,150	(\$500)	\$650
Expo Job Fair ¹⁵	\$10,000	\$0	\$10,000
WATS line service ¹²	\$8,500	\$3,500	\$12,000
Office Staff Salaries ⁴	\$15,159	\$1,069	\$16,228
Office Staff Fringes ⁵	\$2,728	\$1,816	\$4,544
Total	\$45,537	\$9,885	\$55,422
Teacher Cadet Program			
TIR Salaries & Fringes (2)	\$72,935	\$17,818	\$90,753
Travel (For 2 TIR's)	\$10,000	\$2,000	\$12,000
Phone	\$2,000	\$0	\$2,000
High school grants	\$39,500	\$1,250	\$40,750
Teacher training-new teachers	\$4,000	\$1,000	\$5,000
Professional Development	\$12,927	\$18,748	\$31,675
Material, supplies, printing	\$13,723	(\$723)	\$13,000
Student conferences	\$9,000	(\$5,000)	\$4,000
Program Evaluation	\$12,500	\$0	\$12,500
Office Staff Salaries	\$17,411	(\$1,514)	\$15,897
Office Staff Fringes	\$3,134	\$1,318	\$4,452
Total	\$197,130	\$34,897	\$232,027

SCCTR 1996-97 Budget

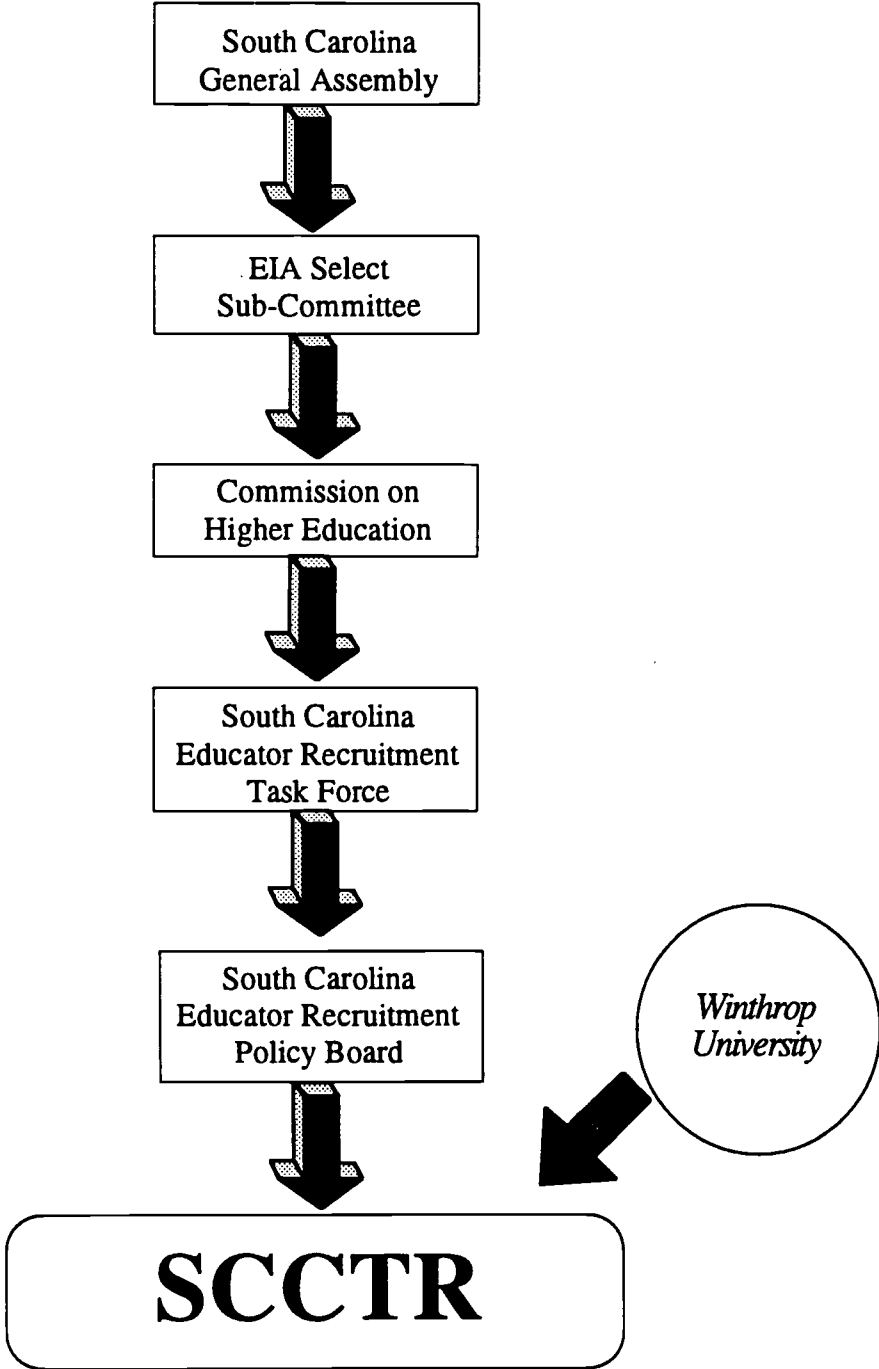
	1995 - 96 Budget	Change	1996 - 97 Budget
College Partnerships			
TIR Salary & Fringes	\$53,619	(\$5,199)	\$48,420
Travel	\$5,000	\$1,000	\$6,000
Phone	\$1,000	\$0	\$1,000
College Grants	\$59,050	\$4,500	\$63,550
Training-new partners	\$0	\$1,000	\$1,000
Professional Development	\$0	\$2,056	\$2,056
Materials, supplies, printing	\$0	\$2,428	\$2,428
Office Staff Salaries	\$8,705	(\$4,927)	\$3,778
Office Staff Fringes	\$1,567	(\$509)	\$1,058
Total	\$128,941	\$349	\$129,290
ProTeam Program			
TIR Salary & Fringes	\$38,570	\$2,083	\$40,653
Travel	\$5,000	\$1,000	\$6,000
Phone	\$1,000	\$0	\$1,000
Middle school grants 10	\$8,000	\$3,250	\$11,250
Teacher training-new teachers	\$0	\$4,000	\$4,000
Professional Development	\$16,013	(\$3,413)	\$12,600
Material, supplies, printing	\$8,000	\$1,000	\$9,000
Regional Student conferences	\$7,750	(\$2,750)	\$5,000
Program Evaluation	\$7,000	\$0	\$7,000
Office Staff Salaries	\$15,091	(\$7,535)	\$7,556
Office Staff Fringes	\$2,717	(\$601)	\$2,116
Total	\$109,141	(\$2,966)	\$106,175
Minority Recruit/College Helpline			
TIR Salary & Fringes	\$41,810	\$1,672	\$43,482
Travel	\$5,000	\$1,000	\$6,000
Phone	\$1,000	\$0	\$1,000
Partnership Newsletter	\$600	\$0	\$600
Printing & Materials	\$2,025	(\$25)	\$2,000
Student Services	\$1,000	\$1,000	\$2,000
Office Staff Salaries	\$2,257	\$1,521	\$3,778
Office Staff Fringes	\$411	\$647	\$1,058
Total	\$54,103	\$5,815	\$59,918



SCCTR 1996-97 Budget

	1995-96		1996-97
	Budget	Change	Budget
Summer Institutes			
Teaching Careers Institute	\$12,500	\$0	\$12,500
Crossroads	\$12,500	\$0	\$12,500
Total	\$25,000	\$0	\$25,000
TOTAL EXPENDITURES	\$917,686	\$49,950	\$967,686

Governance of SCCTR



1995-96 SC Teacher Recruitment Task Force

In 1995-96 the South Carolina Educator Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, state education agencies, professional education associations, the Legislature, and private businesses and industry. Changes in the

by-laws in 1991 now allow the Task Force to elect a Policy Board of 15 members to direct the Center's activities. Five legislators, a representative from the governor's office, and a representative from the Commission on Higher Education serve as *ex-officio* members of this Policy Board.

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 South Carolina Center
 for Teacher Recruitment

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