



**CERRA**

## GROWING TEACHERS FOR SOUTH CAROLINA

### OUR MISSION

CERRA's vision is that teaching is a respected, influential profession, and every student in South Carolina is served by effective educators. As a result, CERRA's mission is recruiting, retaining and advancing South Carolina educators.

### OUR SERVICES & PROGRAMS

CERRA offers an array of services and programs that impact the recruitment, retention, and advancement of teachers from middle school through their professional careers. Our services are designed to support our mission and help public schools locate high quality educators to lead classrooms. In addition to these services, CERRA provides a number of programs that serve as a national model for teacher recruitment and teacher leadership initiatives. CERRA segments its program and service offerings into three areas: Pre-Collegiate, Collegiate, and Service.

#### Online Educator Employment System

The South Carolina Online Educator Employment System, hosted by CERRA, allows individuals to locate job vacancies in South Carolina public school districts and special schools and complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a streamlined process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

#### Teacher Expo

The South Carolina Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state jobseekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

#### Research

CERRA performs consistent evaluation and modification of its programs and services. Reports related to program effectiveness and relevant education research are disseminated at various times throughout the year. Since 2001, CERRA has conducted an annual Supply and Demand Survey that collects data from each public school district in South Carolina on rates of teachers and administrators being hired, teachers leaving their classrooms, and the number of vacant teacher/administrator positions. CERRA also shares up-to-date data on its website and by request.

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## Pre-Collegiate Programs



The ProTeam Program seeks to attract academically talented, minority middle school students to the teaching profession before they become “turned off” to the possibility of a career in education. Positive learning experiences and role models are essential to the Program’s success. Students take part in a semester or year-long, hands-on course with student-driven activities that create opportunities for students to grow as learners.



Winner of the 2015 Dick and Tunky Riley WhatWorksSC Award for Excellence in Education, the nationally-recognized Teacher Cadet Program is an innovative, curriculum-based college level course designed to attract talented young people to the education profession through a challenging introduction to teaching. The Teacher Cadet Program seeks to provide high school students insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America’s schools.



Teacher Cadet College Partners are post-secondary institutions with teacher education programs that commit to nurturing the next generation of exemplary teachers. This network of collegiate faculty, along with their institutions, provides enrichment experiences for high school students as they explore the field of education. College Partners work in a collaborative relationship with Teacher Cadet instructors and provide the opportunity for Cadets to earn transferable college credit in their dual credit accrual, AP weighted course.

## Collegiate Programs



Winner of the 2011 Dick and Tunky Riley WhatWorksSC Award for Excellence in Education, The South Carolina Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to \$6,000 in annual funding for their participation in a Teaching Fellows program at one of the designated Teaching Fellows Institutions. Each of these institutions has a unique Teaching Fellows program that provides professional development opportunities above and beyond its regular teacher education program.

## Service Programs



CERRA conducts mentor training for experienced teachers and administrators to become effective mentors to beginning teachers, believing that, with effective mentoring and support, beginning teachers can thrive in their development as quality teachers. CERRA’s work with mentoring spans several years of collaboration with other state and national agencies. CERRA partnered with the State Department of Education to develop and implement the State Mentoring and Induction Guidelines.



CERRA recognizes the state and district teachers of the year and works to develop their leadership skills, provide a voice in the education policy and decision-making process, encourage advocacy, and impact the professional development of these teachers. The State Teacher Forum provides a leadership model that is replicated on the local district level. The State Teacher of the Year serves as a Teacher-in-Residence while serving as the state’s ambassador for the teaching profession.



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VISIT [WWW.CERRA.ORG](http://WWW.CERRA.ORG) FOR MORE INFORMATION

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## A MIDDLE SCHOOL LEVEL TEACHER RECRUITMENT INITIATIVE

### FACT!

The nation faces an acute shortage of minority and male teachers, as well as academically talented students who are interested in teaching as a career. The **Center for Educator Recruitment, Retention, & Advancement's** ProTeam Program can help your school, district, and state establish a program that is certain to impact the recruitment of middle school students into the teaching profession.

### OVERVIEW

The ProTeam Program seeks to attract academically talented, minority middle school students to the teaching profession before they become “turned off” to the possibility of a career in education. Positive learning experiences and role models are essential to the Program’s success. Students take part in a semester or year-long hands-on course with student-driven activities that create opportunities for students to grow as learners.

Eligibility requirements for participation in the ProTeam Program:

- 7th and/or 8th graders
- Top 40% of current grade level
- Positive recommendations from current teachers
- Disposition or potential for post-secondary education

ProTeam encourages students, who exhibit the potential for success, to become aware of the skills needed to complete college and consider education as a viable career option. By doing so, the Program helps to expand the pool of minority and male teachers available to your school, district, and state through this homegrown teacher recruitment program.

### WHY DOES MY SCHOOL NEED PROTEAM?

Young people need to see “folks like them” in professional positions...whether they are doctors, lawyers, accountants, or TEACHERS.

- Many minority teens are turned off to teaching by the time they reach their senior year in high school.
- Many other talented minority youths never make it to the senior year prepared to enter college and pursue a professional career.
- Many teachers and parents/guardians actively discourage minority youngsters from considering teaching.



# DreamQuest Curriculum Core Standards

The *DreamQuest* curriculum, available from CERRA, is designed to help students set realistic goals for the future that include the steps to prepare for successful completion of high school and college. The ProTeam Program can be considered the beginning course in the education and training career cluster model and is comprised of seven modules and 51 descriptors with an emphasis on character development, career readiness skills, and an exploration of teaching and education professions. Each module has required components as well as optional ones and family involvement activities are infused throughout the curriculum.

## Module 1: I Can Self-Reflect

Provides the opportunity for students to begin reflecting on who they are and learn how to be reflective young adults

## Module 2: I Can Communicate

Stresses the importance of effective communication and the role of social skills in various settings

## Module 3: I Can Be Different

Explores the dynamics of living and working in diverse groups

## Module 4: I Can Think Positively

Encourages students to develop a positive attitude in their personal relationships and toward education goals and their future

## Module 5: I Can Teach Others

Explores the characteristics of effective teaching and provides experiences for students in teacher-like roles

## Module 6: I Can Make Decisions

Teaches students how to make wise decisions in their personal and professional lives

## Module 7: I Can Plan for a Successful Future

Encourages students to establish the goal of attending and graduating from college and setting realistic goals for their future

## ProTeam Clubs

Middle schools are encouraged to offer a ProTeam Club as a follow-up to the class as a means of keeping students involved in teacher-like activities and on the right path to success in high school and college. Club sponsors are encouraged to use the optional activities from the curriculum at the club meetings.

Visit [proteamsc.com](http://proteamsc.com) for more info.

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# TC TEACHER CADETS

## CULTIVATING TOMORROW'S TEACHERS

### FACT

The nation faces an acute shortage of minority and male teachers, as well as academically talented students who are interested in teaching as a career. The Center for Educator Recruitment, Retention, & Advancement's Teacher Cadet Program can help your school, district, and state establish a program that is certain to impact the recruitment of high school students into the teaching profession.

### OVERVIEW

Winner of the 2015 Dick and Tunky Riley WhatWorksSC Award for Excellence in Education, the **Center for Educator Recruitment, Retention, & Advancement's (CERRA)** nationally-recognized Teacher Cadet Program is an innovative, curriculum-based college level course designed to attract talented young people to the education profession through a challenging introduction to teaching. The Teacher Cadet Program seeks to provide high school students insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. The dual credit accrual course is taught for a minimum of one class period per day for a year or the equivalent of that amount of time in contact hours.

### HISTORY

Piloted in four high schools in South Carolina in 1985-86, the Teacher Cadet Program is now offered in more than 170 South Carolina high schools serving over 2,500 juniors and seniors annually. Today, the Program operates in more than 38 states.

### WHY YOUR SCHOOL NEEDS TEACHER CADETS

Young people need to see "folks like them" in professional positions...whether they are doctors, lawyers, accountants or TEACHERS.

- The Teacher Cadet Program provides the needed spark to encourage academically-talented students to pursue a career in the education profession. After completing the course, many Teacher Cadets choose teaching as the career they plan to pursue after college. Nearly one out of four students who plan to teach indicate they were undecided or planned to pursue a different career before taking the course.
- The curriculum utilizes a hands-on approach to educate students on the requirements to become a successful teacher and enables students to put their knowledge to work through a classroom internship.
- Programmatic components make students more aware and appreciative of the education profession which fosters advocacy for education policy.

### WE'RE ONLINE

TeacherCadets.com provides an online access point for up-to-date research, video resources, links to Teacher Cadet sites across the country, and much more! Teachers who lead the Program at their school are granted access to an e-edition of the curriculum.

# Experiencing Education, Eleventh Edition

*Experiencing Education* is designed to introduce the beginning student to the field of education. Its perspective on education comes from the Latin root *educere*, to draw out, to lead forth; thus, it is not a book to be read and memorized; it is meant to be experienced as a compilation of “vignettes” designed to expose future educators to the power of knowledge, the discoveries of the past, and the tenacity to acquire further knowledge by his/her own effort.

As we prepare future educators in the 21st century and beyond for the rewards and challenges of educating society, it is important for us to remember that learners are not mere receptacles to be filled with information. We are charged with providing the impetus for inspiration, thus “directing their power toward good ends.”

As the shortage of qualified teachers for our schools looms, we remain cognizant of our need to recruit and prepare potential teachers from our talented Teacher Cadets. As they delve into the pages of the curriculum, it is our hope that they truly “experience education” that either leads to the development of highly effective, accomplished teachers for our nation’s classrooms or lifelong advocates for the education of all children.

## *Experiencing Education* is presented in three units:

### Unit 1: Experiencing Learning

Helps students become better acquainted with themselves as individuals, learners, and community members; appreciate the diversity of others; and examine the various stages of learners

### Unit 2: Experiencing the Classroom

Helps students become acquainted with the personal and professional roles of educators

### Unit 3: Experiencing the Teaching Profession

Helps students develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; learn the steps to teacher and educator certification; reflect on the teaching profession and think systematically about it; and recognize the significance of teacher leadership and advocacy for the profession

## Eligibility Requirements

- Be a senior or junior.
- Have a GPA/GPR of at least 3.0 on a 4-point scale (B average).
- Be enrolled in a college preparatory curriculum.
- Be recommended in writing by three or more instructors.
- Submit an essay on why one wants to be in the class.
- Participate in an interview, if required.
- Agree to provide data for program evaluation via a brief pre- and post-survey.

## COLLEGE PARTNERS

Teacher Cadet College Partners are post-secondary institutions with teacher education programs that commit to nurturing the next generation of exemplary teachers. This network of collegiate faculty, along with their institutions, provides support to Teacher Cadet sites across the state. Each Teacher Cadet site partners with one of these institutions that provide the opportunity for Cadets to earn transferable college credit in their dual credit accrual, AP weighted course.

### Visit [teachercadets.com](http://teachercadets.com) for more info.

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# TEACHING FELLOWS

## GROWING TEACHERS FOR SOUTH CAROLINA

### OVERVIEW

Winner of the 2011 Dick and Tunky Riley WhatWorksSC Award for Excellence in Education, the South Carolina Teaching Fellows Program is designed to recruit high-achieving high school seniors into the teaching profession and equip them to become effective and successful educators. The Program is funded by annual allocation from the General Assembly. Each year, up to 215 Teaching Fellows are identified. These students receive up to \$24,000 in yearly awards (up to \$6000 a year for four years) while they attend a Teaching Fellows Institution (TFI) and pursue a degree that will lead to initial teacher certification. Additionally, Fellows are offered numerous professional development and leadership opportunities above those provided through the institution's teacher preparation program. Teaching Fellows also are involved with communities and businesses through various service projects and partnerships with local schools. Fellows agree to teach in a South Carolina public school one year for every year they receive the Fellowship. Should a Fellow decide not to repay the loan through service in the classroom, they are obligated to repay through financial means.

### TEACHING FELLOWS APPLICATION

The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, school/community service and/or work experience, and leadership skills. Students who wish to apply for a fellowship must complete an online application in the fall of their senior year of high school. Two reference surveys and a high school transcript with class rank included are collected through the application process. Applicants are encouraged to submit ACT and/or SAT scores as well. CERRA will score applications using either class rank or a test score, whichever results in the greatest number of points. All complete applications are scored by an initial screening committee. Up to 500 qualifying applicants are invited to participate in the Teaching Fellows regional interviews where they interview in front of a team of three educators, deliver a short presentation on an assigned topic, and write an essay in response to a prompt.

### TEACHING FELLOWS MAKE GREAT HIRES

This Program not only recruits the best of the best, it prepares these future teachers to positively impact education in South Carolina. Since Teaching Fellows have agreed to teach in a South Carolina public school one year for every year they have accepted the fellowship funds, most are therefore indebted for four years of service to the state. Program data consistently show that a majority of Teaching Fellows who have taught for the required number of years to satisfy their loan through service are still employed in districts across the state. This retention rate is remarkable when compared to the attrition rate among teachers in the first five years of their career. Several studies have found that as many as 50% of new teachers leave within the first five years of entry into the profession (Smith & Ingersoll, 2004). Annual Program data can be found at <https://www.cerra.org/teaching-fellows-data.html>. Teaching Fellows engage in diversity education, leadership development, and advocacy training beginning their first year in the Program. The experiences provided through the Teaching Fellows Program help prepare these novice teachers to be leaders from the beginning of their careers.

# TEACHING FELLOWS INSTITUTIONS

Teaching Fellows must attend one of eleven TFIs. Each TFI offers a unique program and varies in size and organization. Incoming Teaching Fellows are encouraged to research and select the program, not just the college or university that best fits their needs. Teaching Fellows is available at the following institutions: Anderson University, Charleston Southern University, Clemson University, Coastal Carolina University, College of Charleston, Francis Marion University, Lander University, USC-Aiken, USC-Columbia, USC-Upstate, & Winthrop University.

Listed below are two unique aspects of each TFI's program as provided by the TFI's Campus Director. More information can be found at <https://www.cerra.org/teaching-fellows-institutions.html>.

## **Anderson University:**

- Offers opportunities to tutor homeless students and AVID students
- Provides a "Planning Leadership Conference" annually wherein Fellows evaluate all aspects of the program

## **Charleston Southern:**

- Provides pre-semester Fellows Fun days, focused on team building and professional development, for all Teaching Fellows
- Provides exclusive seminar courses for Teaching Fellows during freshman, sophomore, and junior years

## **Clemson University:**

- Provides practicum placements during freshman year
- Provides residential housing in the Teaching Fellows Living Learning Community

## **College of Charleston:**

- Offers Fellows unique experiences working with young children through the Early Childhood Development Center, which is an onsite demonstration program and laboratory school
- Offers a year-long practicum, through the Center for Partnerships to Improve Education, to Fellows who wish to teach in a Title I school

## **Coastal Carolina University:**

- Provides opportunities for freshman Teaching Fellows to live together in the TEACH community
- Engages all Fellows in field experiences, beginning freshman year, with a mentor trained teacher in their program of study

## **Francis Marion University:**

- Provides mentor/mentee experiences for freshman Teaching Fellows
- Provides a dedicated room for Teaching Fellows to study, collaborate, eat, work, and talk

## **Lander University:**

- Provides Teaching Fellows with choice about how they want to grow as a teacher leader
- Follows the Lander Teaching Fellows mission of being "Open, Informed, Invested, and Influential"

## **USC Aiken:**

- Provides a familial, collegial experience where all Fellows learn and grow together
- Provides sustained, action-based leadership opportunities both inside and outside of the classroom

## **USC Columbia:**

- Offers an ability to pursue experiential learning opportunities specific to Teaching Fellows and inclusive of all content and grade level areas
- Plans and facilitates yearly cohort experiences unique to the needs of each cohort

## **USC Upstate:**

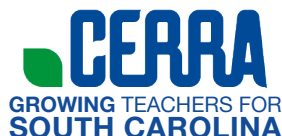
- Adopts Teacher Cadet classes in partner high schools, providing leadership opportunities for Teaching Fellows
- Provides junior Teaching Fellows mentors to incoming freshmen

## **Winthrop University:**

- Provides service opportunities with English as a Second Language (ESL) students and their families
- Centers the majority of the Teaching Fellows seminars around issues of cultural responsiveness

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# MENTORING & INDUCTION

## GROWING TEACHERS FOR SOUTH CAROLINA

### OVERVIEW

South Carolina has a history of training mentors on topics associated with and the skills necessary for supporting the development of beginning teachers. This history began in 2006, when the State Board of Education adopted the State Mentoring and Induction Guidelines. In response to the Guidelines, CERRA and the South Carolina Department of Education (SCDE) developed a mentor training and trained experienced teachers and administrators in the public school districts. Building on this earlier training, CERRA, in 2013, began to collect feedback on the initial mentor training by administering surveys to mentors and beginning teachers in the state. A dissertation was then written about the impact of the training, which included in-depth interviews with numerous mentors. Data collected from these surveys and interviews, combined with an extensive literature review, expert feedback, and years of anecdotal evidence, resulted in the joint decision between CERRA and the SCDE to redesign the mentor training.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition to a redesigned mentor training, a Mentor Trainer Certification was developed and first offered in December 2015. Mentor Trainer Certification is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Several updates have been made to both trainings as newer, more relevant data were obtained and as the SCDE finalized decisions about the state's new teacher evaluation system. Revisions will continue each year as they become necessary. The training curriculum is available in printed handbooks as well as on CERRA's online Mentor Training Hub.

CERRA believes that a strong system of mentoring is a vital component of South Carolina's induction process for new teachers. It is our hope that through this comprehensive support, we can improve the state's teacher retention rates.

### INTERESTED IN BECOMING A MENTOR?

The criteria for becoming a mentor in South Carolina can be found in the SC Mentoring and Induction Guidelines. Each district has a process for selecting mentors, so those educators interested in serving as a mentor should contact their district's mentoring and induction coordinator prior to registering for the training. The new South Carolina Mentor Training is available to continuing-contract educators who are effective practitioners, have the desire and dispositions to support the professional growth and transition of novice educators, and have the recommendation of their employing districts.

CERRA hosts statewide and regional training sessions on a regular basis for those interested in becoming a mentor. Visit [mentoring-sc.com](http://mentoring-sc.com) for a list of upcoming trainings. Individual schools districts may also host trainings throughout the school year.

### BECOMING A CERTIFIED MENTOR TRAINER

Mentors interested in becoming a mentor trainer must have experience as a mentor, attend the new two-day Mentor Trainer Certification, and have the approval of their district's mentoring and induction coordinator. CERRA hosts statewide and regional Mentor Trainer Certification sessions on a regular basis. Visit [mentoring-sc.com](http://mentoring-sc.com) for a list of upcoming trainings. Trainers will receive access to an online hub that houses materials and resources needed to complete trainings locally.

# South Carolina Mentor Training Modules

The two-day South Carolina Mentor Training focuses on the knowledge, skills, and understandings critical to those who work with beginning teachers. It is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting. At the heart of this work is the mentor's ability to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practice.

## Module 1: Introduction to Mentoring

The purpose of this section is to provide general information about training norms and outcomes. Participants also interact with SC specific teacher turnover data as a way to establish the importance of mentoring.

## Module 2: Teacher Needs, Mentor Roles, & Paths to the Profession

The purpose of this section is to provide information and activities that will allow participants to gain knowledge of beginning teacher needs. Participants also learn how to precisely match the mentor's role to the beginning teacher's established need.

## Module 3: Mentoring Cycle & Expanded ADEPT Support and Evaluation Systems

The purpose of this section is to introduce the four-step mentoring cycle that participants will carry out as they fulfill their mentor roles and responsibilities and to provide details specific to the Expanded ADEPT Support and Evaluation System.

## Module 4: Coaching Dialogue & The Pre-Observation Conference

The purpose of this section is to introduce participants to the Coaching Dialogue Protocol which they will use in all formal interactions with beginning teachers. Participants will have an opportunity to engage in a coaching dialogue as they practice their pre-observation conference skills.

## Module 5: Observation - From Protocol to Practice

The purpose of this section is to help participants identify and understand the importance of appropriate observer behaviors while also learning to use four evidence-gathering strategies.

## Module 6: Post-Observation Data Analysis & Post-Observation Conference

The purpose of this section is to introduce the established protocols for analyzing data collected during the observation. Participants will also be given instruction on providing effective feedback based on data and guiding teachers successfully through the goal-setting process as a part of the post-observation conference.

## Module 7: Teacher Learning Opportunities & Training Closure

The purpose of this section is to provide information and activities that will allow participants to gain knowledge about what constitutes beginning teacher learning opportunities (TLOs) and how to plan for these learning events.

## Future Training Opportunities

CERRA and the SCDE will continue to develop additional training opportunities for various groups of educators in South Carolina. It is anticipated that a training for school administrators that will include best practices for supporting mentors will be developed during the 2017-18 school year.

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