



**South Carolina**  
Commission on Higher Education  
*Access | Affordability | Excellence*

**Leveraging the State Resources Through  
Establishing Partnerships to Address Teacher  
Shortage in South Carolina**

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## **Education Improvement Act (EIA) 1984**

**SC blueprint for enacting a quality program of public instruction for current and future generations. A one-cent state sales tax increase provide additional funding to:**

- raise student performance by increasing academic standards
- strengthen the teaching and testing of basic skills
- elevate the teaching profession
- improve leadership, management and fiscal efficiency
- implement quality controls and reward productivity
- create more effective partnerships among schools, parents, community and business
- provide school buildings that are conducive to improved student learning



# Centers of Excellence Program

- To fund eligible institutions to serve as resource centers in a specific area to improve teacher education
- Address the needs in low performing and high need schools/district
- Develop and model state-of-the-art model and practice
- Thirty centers over four decades.
- Five-year term



# Areas to Improve

- Data source: national data vs. state data
- Work collaboratively
- Sustainability after the grant term





# Six Centers

## ○ 2018

- Alternative Educator Certification Program
- Retention and Recruitment of Diverse Educators
- Research driven by the SC data.

## ○ 2022

- Teacher Induction and Retention
- Leadership Development for Rural Schools and Districts
- Professional Development in mathematics and
- literacy



# Actions

- Changed the grant term from five years to three years
- Revised funding formulate
- Hosted the first Annual statewide symposium
  - Share effective models/practice
  - Establish partnerships
  - Discuss emerging needs related to teacher education
- Leverage resources through partnerships across the state to address teacher shortage
- Replicate effective models



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# The Alternative Pathways to Educator Certification Program



# APEC

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- Created in 2018
- Funded by the Centers of Excellence Grant by the SC Commission on Higher Education
- The mission is to recruit and prepare quality classroom teachers who are retained in the classroom.



# APEC Model

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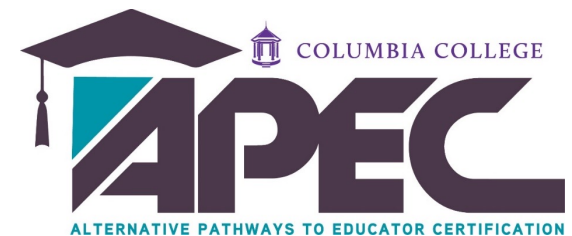
APEC Fellows complete four required course modules and a work-embedded residency for teachers.

The program involves four semesters of study which begins in the summer.

Fellows earn 27 credit hours toward the master's degree.

APEC offers certification in the following areas:

- Early childhood
- Elementary
- Middle level (all four concentration areas)
- Secondary math and English
- Special education multi-categorical (K-12)
- Dance



## Some Highlights of APEC

- The first alternative certification program housed in a higher education institution in South Carolina.
- The first Registered Apprenticeship Program (RAP) in South Carolina
- The first alternative certification program model to be replicated at another higher education institution



# Program Outcomes

- Certification rate: 84%
- Program retention rate: 97%

Cohort	Number of APEC Fellows	Certified & Currently Teaching	Number of APEC Fellows working on Praxis II
Cohort 1	13	10	3
Cohort 2	22	19	3
Cohort 3	27	26	1
Cohort 4	22	18	4
Cohort 5	20	14	6
<b>Total</b>	<b>104</b>	<b>87</b>	<b>17</b>

# COHORT 6

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## 31 new APEC Fellows

- 67% of Cohort 6 identify as African American

- 17 certifying in ECE
- 10 certifying in SPED
- 3 certifying in Middle Level Social Studies
- 1 certifying in Middle Level Science



# REGISTERED APPRENTICESHIP

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- The first US Department of Labor Apprenticeship program within a four-year teacher preparation program in South Carolina.
- The clinical preparation through the WERT and relevant coursework are key components of the residency model.



# TQP GRANT & C2C PATHWAY

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\$3.1 MILLION GRANT FROM USDE FOR THE PURPOSE OF:

- Recruiting, preparing, and supporting 150 new teachers, particularly teachers of color, in critical shortage areas and high-need schools within our partner districts.
- Improving the mentoring and coaching abilities of in-service educators by implementing a yearlong Mentor Development Academy.
- Strengthen induction support provided for APEC graduates in the first three years of teaching.
- Prepare future teachers who can meet the social, emotional (SEL), and academic needs of all students.



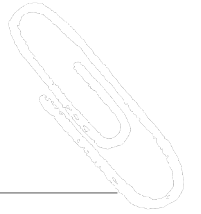
# CELESTE SMITH

APEC prepares teachers from the first contact. As a first-year teacher, I noticed other new teachers were unaware of expectations, and they struggled to catch up in their schools. APEC prepared us to be successful before we became certified teachers. On a personal level, I have struggled financially as a member of the working class. My young adult sons no longer worry about unexpected financial burdens, and we have more joy in our hearts. I am in my own classroom now, and I have just purchased my own home. I had only been able to rent for fourteen years. The best change in my life is being confident that I can do a good job, as I know I am professionally prepared. APEC has changed my life.



COHORT 1

# TERRIAN GILLETTE



APEC has allowed me to change careers almost seamlessly and has given me the support needed to be successful as a teacher. Without APEC, I would not be certified today, nor would I have entered the field of education. APEC has benefited me personally by providing me with an opportunity to follow my dreams and do something I have a strong passion for. The transition to becoming a teacher was made smooth thanks to the support provided by the APEC program, my mentor teacher, and college supervisor. I feel that I was prepared for the challenge of leading a classroom and being able to create engaging lessons.



# FUTURE DEVELOPMENT OPPORTUNITIES

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- Program Replication
- Further development of the C2C Pathway
- Further **development** of Registered Apprenticeship Status (RAP)



ALTERNATIVE PATHWAYS TO EDUCATOR CERTIFICATION

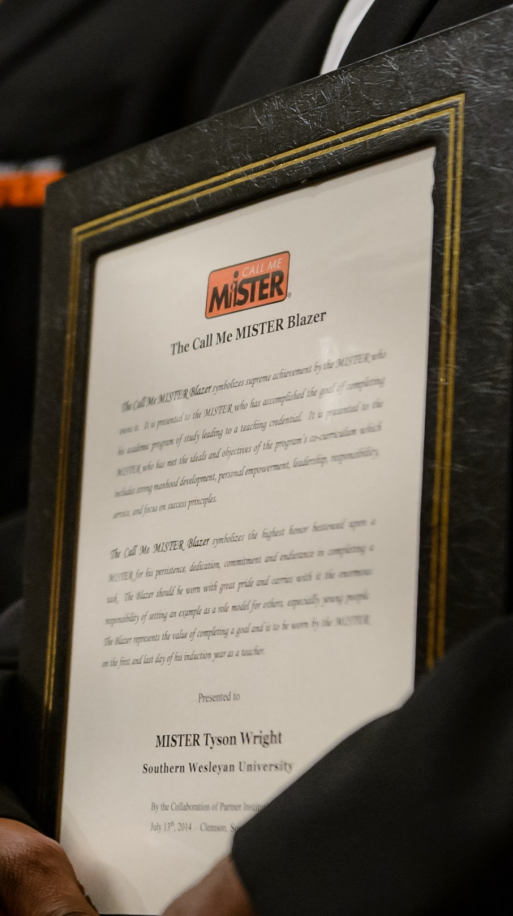
# APEC Model Replication

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APEC faculty and staff are working with another higher education institution to replicate the APEC Program in the area that has the highest teacher turnover rate of South Carolina.



# THE INTENTIONALITY OF LEGACY





# ORIGIN OF NAME

**M**entors  
**I**nstructing  
**S**tudents  
**T**oward  
**E**ffective  
**R**ole Models





# MISSION



To increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools.

Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

# MISSION



It is expected that a MISTER who completes his program of study and becomes certified to teach will assume a teaching position and teach one year for each year they received financial support from the Call Me MISTER program.

# MISSION



To maximize opportunity and greater access, students will have the option of first attending one of our two-year partner colleges before transferring to a four-year institution to complete their program of study in teacher education and baccalaureate degree.

In some cases, the program may allow enrollment in a Master of Teaching degree program leading to initial certification.

“ Our teacher population should mirror that of our students, which is why diversity among teachers is a complex but important issue that demands a national conversation ”



*George J. Petersen, Founding Dean  
Clemson University College of Education*

“Call Me MiSTER is an example of  
Taking Care of Each Other, and Our  
Communities.”



*Jim Clements, Ph.D., President  
Clemson University*



The unique collaboration  
among the higher  
education partner  
institutions is possible  
because of clearly defined  
license agreements.





# THE SOUTH CAROLINA COLLABORATION

## Four-Year Institutions

(excludes HBCUs)

- Anderson University
- Charleston Southern University
- Clemson University
- Coastal Carolina University
- College of Charleston
- Columbia College
- Converse University
- Lander University
- Limestone College
- Newberry College
- Southern Wesleyan University
- Univ. of South Carolina – Aiken
- Univ. of South Carolina – Beaufort
- Univ. of South Carolina – Upstate
- Winthrop University

## Historically Black Colleges and Universities

- Claflin University
- Morris College
- South Carolina State University

## Two-Year Colleges

- Aiken Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Piedmont Technical College
- Spartanburg Community College
- Tri-County Technical College
- Trident College
- U of South Carolina-Sumter
- U of South



# THE NATIONAL INITIATIVE

- **Colorado** Metropolitan State University of Denver
- **Florida** University of South Florida – St. Petersburg
- **Georgia** Georgia College  
Georgia Southern University
- **Illinois** Kennesaw State University  
Chicago State University
- **Kansas** University of Illinois – Chicago
- **Kentucky** Kansas State University
- **Louisiana** Eastern Kentucky University  
Grambling State University  
McNeese State University
- **North Carolina** Northwestern State University
- **Tennessee** Western Carolina University
- **Texas** University of Tennessee – Martin  
University of Houston – Downtown
- **Virginia** University of North Texas – Dallas  
Longwood University







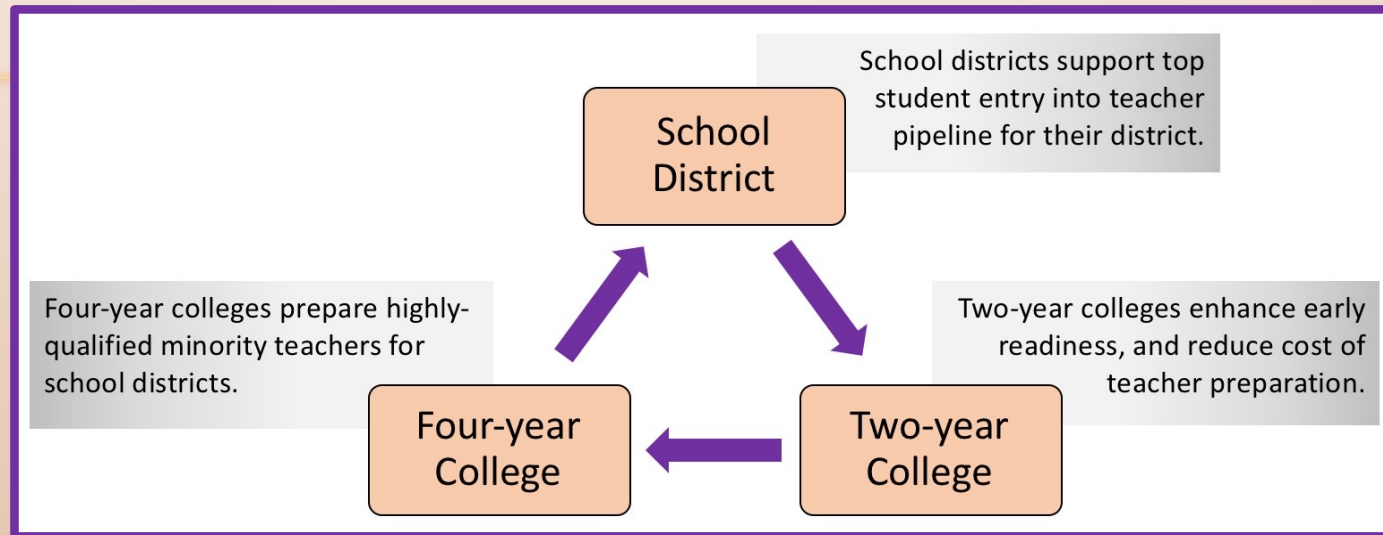
Call Me MISTER has become a *national model* for successful recruitment, retention and placement of teachers.

The program has been replicated for other underrepresented populations.

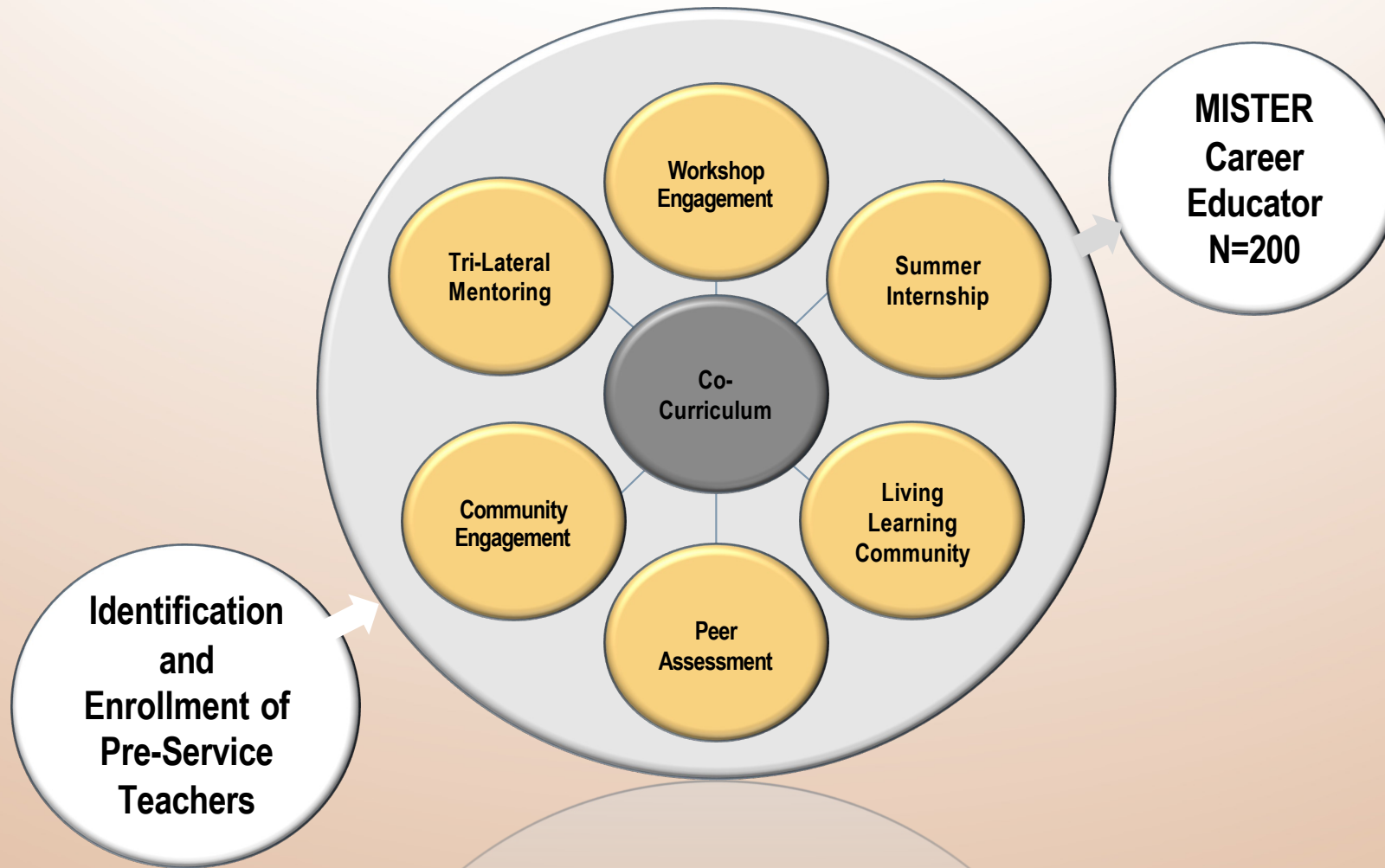
# TRIAD PARTNERSHIPS



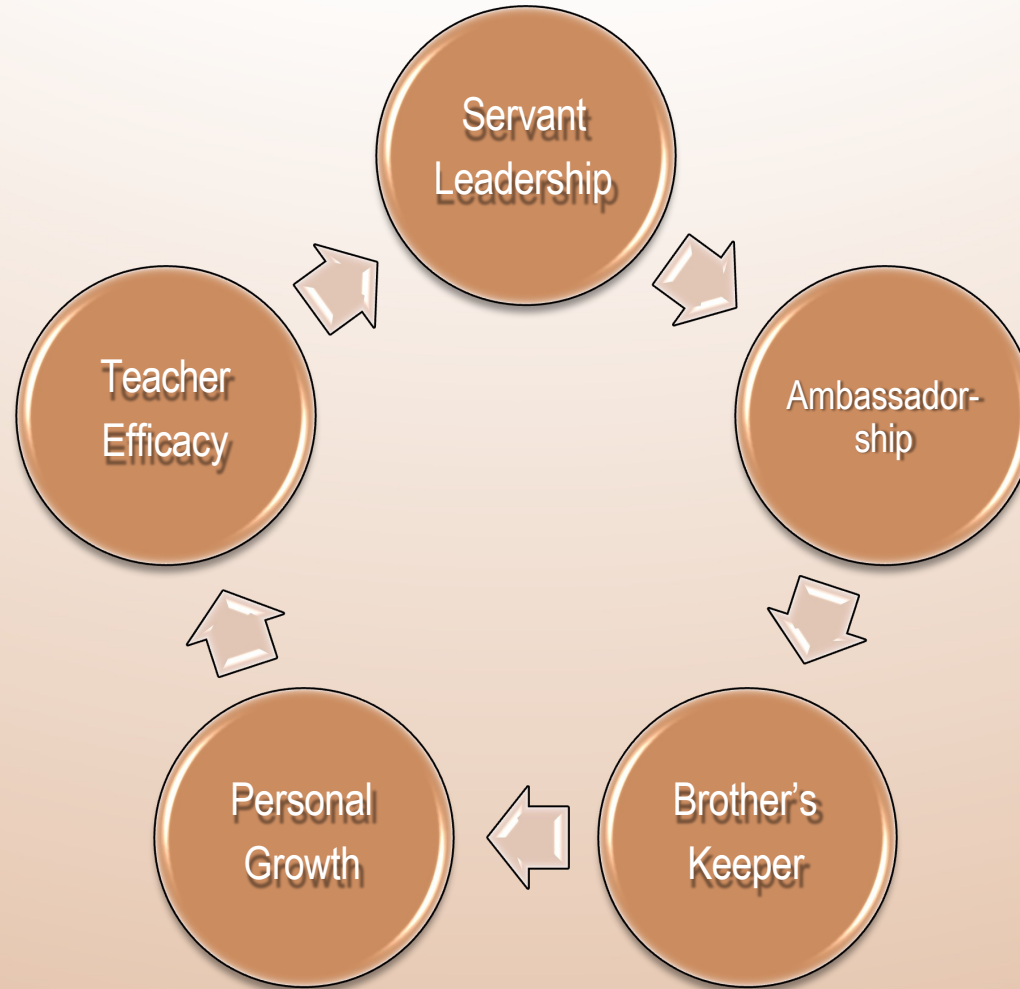
Encompasses the *entire* Grow Your Own teacher development pipeline for a comprehensive, systemic approach to recruitment and retention.



# CONCEPTUAL FRAMEWORK



# EMPOWERMENT MENTORING MODEL



# CMM Information

- 🐾 **90 Percent of our Misters are 'home grown' from South Carolina public schools**
- 🐾 **375 men have graduated from the program across South Carolina**
- 🐾 **85 percent of the Mister graduates are still teaching in a South Carolina public school**
- 🐾 **50 Mister alumni have been named Teacher of the Year by their schools; almost a third (15) being Clemson University graduates!**
- 🐾 **4 Misters have been named Teacher of the Year for their entire school districts; 1 from Clemson.**





- ❃ 10 Misters have earned doctoral degrees; 3 conferred by Clemson; 4 graduates of the Clemson cohort
- ❃ 5 Misters are now college professors of teacher education; Clemson alum MR Justin Ballenger, PhD, was recently hired as Professor of STEM Education at Morehouse College where he is part of a team charged with starting an inaugural Teacher Certification program in STEM Education on a campus that currently offers no teacher certification programs at all.
- ❃ 44 Misters have held administrative leadership positions in education (*8 principals & 36 Assistant Principals*);
- ❃ 5 Misters are now serving at other colleges across the State as Call Me MiSTER Site Coordinators.



# CMM Network

- ❃ Call Me MiSTER network has expanded to include 19 4-year colleges and 9 two-year colleges in South Carolina (28 total)
- ❃ The program has expanded to 11 other states: Colorado, Florida, Georgia, Illinois, Kansas, Kentucky, Louisiana, North Carolina, Tennessee, Texas and Virginia. This consortium represents another 18 CMM national partner colleges.



# CMM 2.0

- 🐾 **Call Me MiSTER Recruitment Showcase**
- 🐾 **The Continued Growth Nationally**
- 🐾 **240 Tutoring Praxis**
- 🐾 **CMM Study Abroad**
- 🐾 **“Beyond the Blazer”**
- 🐾 **Expansion of Summer Internship Experience**
- 🐾 **Joseph & Mattie De Laine Lecture Series**





# Call Me MISTER 2.0







**Call Me MISTER®**

**Educate. Empower. Trust.**

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