

ATT 114

Attachment 1 of Agenda Item 3.02 B.

**Center of Excellence for the Study of Standards-Based Education Reform
Coastal Carolina University
FY 1999-00/2002-03**

The center completed its fourth and final year of state funding during FY 2002-03. The Center has been developed to improve the abilities of teachers to facilitate optimum learning by South Carolina K-12 students. The focus of the center is threefold: 1) to identify through research the factors contributing to the success of students in meeting local, state, and national educational standards; 2) to apply what is learned through the research to the teacher education program at Coastal Carolina University at both the undergraduate and graduate level; and 3) to disseminate this attained knowledge to all teacher education programs in South Carolina. The Center has identified five main goals:

- To develop a research agenda relative to standards-based educational reform in the State.
- To facilitate the implementation of effective and appropriate practice in instruction in courses and programs in teacher education at Coastal Carolina University.
- To develop and disseminate models and materials for the preparation of teachers.
- To provide a base of support for the Center by networking with school districts, state department personnel, business leaders, teacher education institutions, and other entities involved in standards-based educational reform.
- To develop additional sources of funding.

**Summary of Activities
Center of Excellence for the Study of Standards-Based Education Reform
FY 2002-03**

The Center has:

- The center maintains a resource center consisting of print and non-print materials (CD-ROM) for use by K-16 faculty.
- Completed an evaluation of the PACE program (alternative teacher certification).
- Assisted in the work of the curriculum revision committee to address standards-based educational issues in teacher education courses at CCU.
- Funded three research projects with Coastal faculty on standards-based education.

- Completed a research project with ten colleges and universities of the Renaissance Group on standards-based education..
- Convened conference on No Child Left Behind in March 2003.
- Maintained a Web site as a resource center for K-16 community.
- Received a \$68,585 grant from the Education Oversight Committee.
- Involved undergraduate education majors in active research on standards-based educational reform.
- Worked with several school districts on determining the factors leading to success of students in the classroom.
- Assisted the Southeast Center for Teaching Quality at UNC in the evaluation of the CCU Teacher Education Program.
- Center director will be publishing a "Kappan Fastback" on Data Driven Instruction.

**Center of Excellence: South Carolina Earth Physics Project
University of South Carolina-Columbia
FY 1999-00/2002-03**

The Center (SC-EPP) completed its fourth and final year of state funding during FY 2002-03. The Center's overall goals and objectives are to serve as a resource, training, and curriculum development center for South Carolina teachers that facilitates an increase in the quality and quantity of interdisciplinary, inquiry-based learning so that students will be better able to meet or exceed appropriate subject matter and technology-related standards in the South Carolina Science Achievement Standards for grades 9-12. The Center has identified four objectives and six primary activities to meet these objectives:

- Through Center actions, high school science teachers will have an increased knowledge and perceived importance of earth physics so as to be better prepared to utilize SC-EPP resources to address appropriate standards.
- Through Center actions, high school science teachers will have an increased knowledge of, and confidence in their ability to use state-of-the-art instructional and research technology.
- Through Center actions, high school students will have an increased knowledge of natural science concepts so as to be able to meet or exceed the appropriate standards.
- Through Center actions, high school students will have an increased knowledge of and ability to use research technology so as to be able to meet or exceed the appropriate standards.

- Develop high-quality, academically sound, seismology-based instructional materials.
- Install seismometers at one high school in every county of S.C. and operate an on-line resource center at USC-Columbia.
- Offer courses and workshops in seismology to pre-service teachers.
- Assist pre-service teachers in the use of the instructional materials and instrumentation in their supervised teaching experience.
- Offer workshops to assist in-service teachers in the implementation of the seismology-based instructional materials.
- Provide on-going assistance to maintain the hardware, software, and instructional material resource center for the SC-EPP program.

Summary of Activities
Center of Excellence: South Carolina Earth Physics Project
FY 2002-03

The Center has:

- Revised and concerted three computer-based learning modules to be used in the Global Earthquake Explorer software for national and international use.
 - Maintained seismometer stations at 20 high schools and one middle school. Based on absolute report card ratings for these schools, four were rated unsatisfactory, two below average, and two average.
 - Offered the Annual SC-EPP workshop to 12 in-service high school teachers.
 - Offered a graduate-level course in geology for in-service teachers of which there were four participants.
 - Extensive work in schools assisting in the maintenance of the Carolina Earthquake explorer, assisting teachers in the implementation of the SC-EPP curriculum modules, and assisting teachers with assessment project.
 - Provided SC-EPP follow-up for previously trained teachers.
 - Made presentations at the annual meeting of the South Carolina Science Council and the Low Country Hub for Science and Mathematics.
 - Over 20 schools were visited for discussions and demonstrations.
 - The project director serves on the U.S. Educational Seismology Network Steering Committee.
 - The National Science Foundation awarded a three-year grant through the Information Technology Research for the continued development of the Global Earthquake Explorer.
 - The Center has undertaken an assessment of SCEPP modules and the results are being analyzed for a Ph.D. dissertation.
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**Center of Excellence in Early Childhood Professional Development
Winthrop University
FY 2000-01/2003-04**

The Center completed its third year of funding during FY 2002-03. The Center's purpose is to better prepare early childhood professionals and childcare workers to work effectively with diverse families in their efforts to enhance school readiness of children, birth to six years. The Center has developed the following four overarching goals:

- Develop and model exemplary teacher preparation and campus-based and schooled-based faculty development programs that are: a) family-centered, b) collaborative, c) field-based, and d) use state-of-the-art technology.
- Develop an influential constituency for the Center composed of stakeholders who will work with the Center's activities and will support the Center's continuance when State funding is completed.
- Achieve a position of leadership in the State within four years such that the Center is a State resource in selected critical issues facing the training of early childhood professionals.
- Develop a detailed research agenda related to the families and education of young children that will enable higher education and K-12 faculty statewide to improve teacher preparation training at the two and four year colleges. This agenda will address other critical issues, including recommendations for development of a policy and advocacy plan for changing licensure regarding early childhood teacher education in the state, as related to a family-centered approach.

**Summary of Activities
Center of Excellence in Early Childhood Professional Development
FY 2002-03**

The Center has:

- Center staff met with effective practice experts from across the state to gain input into Center activities.
- Continued visits to promising programs at colleges and other early care and education programs.
- The staff provided leadership to the Early Childhood Effective Practice Network formed to provide expertise to the Office of First Steps.

- Continued curriculum review of early childhood development textbooks to assess the family-centered content.
- Identified competencies to be included in early childhood courses in terms of family- centered effective practices.
- Developed plan to integrate effective practice for family-centered early childhood cared and education into courses.
- The center piloted curriculum changes and will asses the impact on student competencies during FY 2003-04.
- Continue to work with the SC Alliance for Children to produce and distribute effective practice materials.
- Presented a virtual paper at the Ninth International Literacy and Education Research Network on Learning (Beijing, China).
- Continued to provide in-service training to a variety of school settings (Head Start, childcare centers, elementary schools, etc.)
- Provided training, workshops, and presentations at statewide meetings and conferences including presentations at SC Department of Health and Human Services, First Steps, Town Meeting on Access and Equity, etc.

**Center of Excellence for the Education and Equity of African-American Students
Benedict College
FY 2002-03/2005-06**

The Center completed its first year of funding during FY 2002-03. The Center's purpose is to research and model effective strategies for closing the achievement gap between African-American and white students in South Carolina. The Center also is examining equity issues that affect the education of African-American students. The Center has developed the following five overarching goals:

- Model exemplary educational practices for African-American children via collaboration with public schools, colleges, and universities.
- Conduct individual and collaborative cutting-edge research that enables and advances innovative and effective instructional programs, professional practices, and public policy.
- Serve as advocates for African-American children and elevate the awareness of their needs, perspectives, and voices.
- Influence and lead policies that impact the education of African-American children.

- Create and maintain a clearinghouse on information, resources, literature, and research relating to the education of African-American children.

Summary of Activities

Center of Excellence for the Education and Equity of African-American Students FY 2002-03

The Center has:

- Developed an undergraduate course on educating African-American children to be offered at Benedict in Spring 2003.
- Developed an graduate course on educating African-American children to be offered at USC in Fall 2003.
- Presented a three day seminar with linguist Noma LeMoine on "English for your Success" model. Approximately 40 K-12 teachers, pre-service student, and college faculty participated.
- Identified four Richland District One teachers for model classroom observations.
- Developed a web site (<http://www.benedict.edu>).
- Developed roundtable discussions of articles and books on culturally relevant pedagogy.
- Planned a conference for March 2004 with the theme "Culturally Relevant Pedagogy in Action."
- Worked with the SC Department of Education to collect PACT data to examine differences in scores between black and white students.
- Submitted proposal to FIPSE for \$565,608. Pending award announcement.
- Began development of clearinghouse by the procurement of print and electronic media materials.

Attachment 2 of Agenda Item 3.02 B.

FY 2002-03

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY**

Number of teachers served	1,622
Number of students served (P-12)	101,155
Number of pre-service students served	215
Number of districts served	86
Number on in-service activities	18
Number of schools served (P-12)	685
Number of faculty (higher education served)	260
Number of higher education institutions served	30
Number of state and national presentations	20