



*Lowcountry Graduate Center*  
*K-12 Teacher Education and Educational Leadership Advisory Board*  
*Meeting Minutes*

Date of Meeting: Thursday, September 26, 2019

**I. Call to order**

Facilitator Name called to order the scheduled meeting of the K-12 Teacher Education and Educational Leadership Advisory Board at 4:30 PM on September 26, 2019 in the LGC Room 234.

**II. Introductions**

The following persons were present:

Nancy Muller – LGC

Jonathan Solomon – LGC

Lee Westberry – The Citadel

Renee Jefferson (remotely) – The Citadel

Sonja Adams (for Brenda Snyder)  
– Berkeley County Schools

Patrick Finneran – Bishop  
England (Catholic Diocese of SC)

Anne Weston – Ashley Hall

Darlene Anderson – Northwood  
Academy

Terri Nichols – Charleston  
County School District

John Read – Cradle to Career

### III. Presentation – Cradle to Career

John Read, CEO of the Tri-County CradletoCareer Collaborative, presented sobering highlights from its latest Regional Education Report: Chapter 5 “Disruption” covering the status on public education in the tri-county region. He opened by stating that proficiency levels are significantly below where they need for students to prosper in secondary and post-secondary education. The data divide sharply by race, he added. While 55% of white 5 year olds test ready kindergarten, only 29% of black children and 22% Hispanics are ready. Children who arrive to kindergarten ready to learn are more likely to have a foundation that supports future learning and health. Approximately one-third of the people living in poverty in the tri-county region are children, numbering 30,000. Nearly 100,000 households in the region have housing cost burdens, spending > 30% of income on housing. White children are twice as likely (68%) to be reading at grade level by 3<sup>rd</sup> grade, compared to only 32% of Hispanics and 28% of blacks. White children are also twice as likely (73%) to be meeting expectations at grade level in math at 3<sup>rd</sup> grade, compared to 35% of blacks. Hispanic children have narrowed their gap to 44% by that stage. Students who are proficient by third grade in reading and math are more likely to graduate from high school ready for what comes next. Access and achieve in secondary years are blow what’s needed for a 2-year college associates degree or 4-year college. Across all three counties, children suffer in an antiquated system with batch processing and with administrators and teachers who are not current with how children actually learn based on published research.

The situation, Read continued, is exacerbated by the severe shortages of K-12 teachers. The pipeline of undergraduates has dried up, as schools of education are under-enrolled everywhere in the state except at Winthrop. Many teachers pursue administrative positions to escape the classroom. This has profound implications for leadership training in the future, he concluded, as the job of school principal has sadly become more about the HVAC maintenance, managing bus schedules, addressing behavioral problems, and handling parental complaints. Today’s reality is that it the system we have stifles innovation. That’s why this issue of the Status Report is entitled “Disruption,” because it will require drastic changes, from the inside out, to bring about improvements in student learning and achievement. Otherwise, as in New Orleans, it will have to happen from the outside in, he added.

Creating a Center for Principals was a concept born among the CradletoCareer leadership, bringing all four public school districts into the conversation to combine with the University of Washington’s evidence-based mentorship program. “Adaptive leadership” is more of what’s needed in our tri-county public schools, as opposed to classic management principles. To be effective, a principal has to be culturally competent and aware of biases and racism, adding

training to root out such problems. Community-relationship building is also critical and essential to rebuilding trust with parents, employers, and other stakeholders. He is hopeful that the four districts will have a common agenda, including devising how to have all children reading at grade level by 3<sup>rd</sup> grade. Educators have to be willing to speak publicly about the needs they have to make this possible.

#### **IV. Presentation – EdS Curriculum Requirements (The Citadel) – Lee Westberry**

Lee Westberry, Assistant Professor & Program Coordinator of the Educational Leadership Faculty in the Zucker Family School of Education Leadership at The Citadel, updated the attendees on its Ed.S. in Educational Leadership, designed for those aspiring to become school superintendents. The new tri-county cohort, meeting at the Lowcountry Graduate Center, launched Fall 2019. It serves as a direct pathway to the doctorate program from Clemson University. The Citadel is part of a consortium across the state alongside two other institutions also feeding students into Clemson's doctoral program; namely: Winthrop University and Coastal Carolina University. The doctorate specifically focuses on leadership needed to meet the K-12 educational challenges in SC mentioned earlier by John Read. The Citadel is continuing to take applications for the next cohort at the LGC.

A total of 33 semester hours must be completed for the Specialist in Educational Leadership. This is comprised of 27 credit hours of required courses, plus two internships consisting of 9-12 internship hours per week over a six-month period for six credit hours. In addition to the general goals of the school's graduate program, the objectives of the Specialist in Education degree are knowledge of school law, curricular trends, school building trends, and program budgeting; skill in using various techniques for goal setting and problem diagnosis in such areas as instructional programs, staff development, and community relations; skill in decision-making and in evaluating decisions on the basis of subsequent information; knowledge of research in administration, curriculum, human development and staffing; performance behavior in a job setting; knowledge of the role of the school in modern America and the multicultural currents influencing the school; knowledge and skills for performing in a political setting; and, a clear understanding and working knowledge of Principled Educational Leaders. Content is drawn from real world problems, she added. The Clemson doctorate is not theoretical but rather focused on a research project that Ed.S. students will have already begun.

Classes are Friday evening and all day Saturday to accommodate the working professional. The cohort is 12 – 20 in number. The Citadel already has a separate cohort in Beaufort, and faculty travel to Bluffton for classes. The cost of the program is \$525/credit hour, less 25% discount.

## **V. Presentation – The Zucker Family School of Education Update (The Citadel) - Renee Jefferson**

Renee Jefferson, Interim Dean, opened her remarks by congratulating Westberry on ending her first year in higher education, commenting on the tremendous energy and productivity she had contributed in such a short period of time. She said that since the majority of cadets prefer engineering or business or cybersecurity over education majors, The Citadel recently launched a “Teaching Scholars” program, offering \$2,500/year to in-state residents and \$7,500/year to qualifying out of state students. At present, ten are enrolled in the three-year-old program that The Citadel considers a big success in attracting students to the field of teaching.

The Citadel has just received CHE approval of a BS in Education as an umbrella degree. Rather than being subject specific which limits the range of courses a secondary school teacher can teach, this allows science teachers to be qualified, for example, to teach both biology and chemistry. The College has a number of 2+2 programs with Trident Technical College, and now it is adding Physics. Social studies was recently added, both as teacher education tracks.

The Teacher Cadet program allows high school students to receive college course credit for such studies as psychology, again aimed at cultivating a career interest in teaching.

Undergrads who are not in the Cadet Corps at The Citadel will soon be able to take day classes. This will be great for the 2+2 programs which until now have been limited to evening classes only.

Lastly, she mentioned the November 15<sup>th</sup> Educational Leadership Forum, 8:30 a.m. – 2:30 p.m. at the Francis Marion Hotel in Downtown Charleston, at which two panels of speakers will comprise the program. The Chair of the State Senate Education Committee is chairing the event, whose focus will be on student-centeredness.

## **VI. Closing**

With no additional discussion, the meeting ended as the hour approached. Muller said that Solomon will be in touch shortly to schedule the 2020 meetings of the Board, with the next one likely to be scheduled late January or early February.