#1 Highest-rated graduate school of education in South Carolina and #4 among land-grant universities in the Southeast

*U.S. News & World Report, 2016*

Named one of “**Five Schools of Education to Watch**” for teacher prep programs with digital priorities

*Education Week, 2016*

Ranking of Masters of Education in Teaching and Learning program among online graduate education programs in U.S.

*U.S. News & World Report, 2017*

Named **one of the 16 best** undergraduate secondary teacher prep programs in the nation

*National Council on Teacher Quality, 2017*

South Carolina’s **only** elementary teacher preparation program with a concentration in STEM and literacy

Principal, superintendent and counselor licensure exam **pass rate of 100%**, and teacher licensure exam pass rate of **97%**

**OUR VISION**

We will embody the model of a nationally prominent institution of education among land-grant universities, promoting excellence in scholarship, transformational educational opportunities, and active service throughout the state and nation in order to improve life outcomes for the greater benefit of society.

**BEST in Class**
The College of Education has had a busy and productive year engaged in efforts to educate P-12 teachers, counselors and leaders; prepare clinical and mental health counselors; train student affairs practitioners, administrators and faculty to serve in higher education; and prepare training and development specialists for business and industry.

And these efforts have been widely recognized. Over the past two years, we have been named the highest-rated graduate school of education in South Carolina and #4 among land-grant universities in the Southeast (U.S. News & World Report) and one of the 16 best undergraduate secondary teacher prep programs in the U.S. (National Council on Teacher Quality). Our Masters of Education in Teaching and Learning program is currently ranked #10 among online graduate education programs in the nation (U.S. News & World Report). These recognitions show our trajectory toward being “Best in Class” in everything we do.

This year, we have also developed programs and initiatives with a singular purpose: transforming education through innovation and collaboration. We are beginning plans to establish South Carolina’s first university-led teacher residency program, a research-based initiative to increase teacher retention and preparedness and student achievement. First steps include a pilot program in several Upstate South Carolina school districts with plans to expand across the state. In partnership with The Citadel, Coastal Carolina University and Winthrop University, we are forming the Consortium for Innovative Educational Practice, which will help teachers and administrators throughout South Carolina earn a professional doctorate in education while solving problems of practice in their schools and districts. Both of these efforts are key in our strategy to transform education, with a focus on serving underserved schools and communities.

I am thrilled to report on these accomplishments and ongoing efforts, and recognize that they would not be possible without the collective work of our faculty, staff, students, alumni and friends. Thank you for being a part of innovating and transforming education, and I look forward to our continued work together.

Sincerely,

George J. Petersen
Founding Dean
The College of Education is developing initial plans for South Carolina’s first university-led teacher residency program, a research-based initiative to increase teacher retention and preparedness and student achievement.

Through the program, Clemson students will complete an extended, classroom-based residency under the tutelage of a skilled master teacher. Research has shown that spending extended time in the classroom provides a more comprehensive foundation and inspires mastery and self-confidence, and will keep budding teachers in their classrooms long after graduation. A similar residency program at California State University, Los Angeles saw teacher retention among participants increase to 90 percent, much higher than that of traditional programs.

The program will be housed in the College of Education and is made possible by a gift from Darla Moore, whose father, Eugene T. Moore, had a distinguished career as a teacher, coach and principal in Lake City, South Carolina. The Moore family’s $10 million endowment will establish a teacher residency pilot program in seven Upstate South Carolina districts, and the funds will continue to support the residency program in the future. The development of the pilot program is the first step in a campaign to expand the teacher residency program across the state.

The teacher residency effort is being created in response to troubling teacher retention statistics in South Carolina, which indicate that 6,482 teachers did not return to their positions in 2016-2017, a 21 percent increase over the previous year. More than 480 teaching positions were vacant across South Carolina public school classrooms, up 7.3 percent from 2015-2016, according to the Center for Educator Recruitment, Retention and Advancement.

“Those numbers aren’t getting better, which causes a host of problems for schools across the state,” said George J. Petersen, founding dean of the College of Education. “In addition to being expensive, it causes a loss of institutional knowledge, school capacity building and consistent teamwork among teachers across grade levels.”

Retaining quality teachers has positive financial implications; it costs approximately $18,000 to replace a teacher in South Carolina, according to research conducted through the Alliance for Excellent Education and the Consortium for Policy Research in Education. However, the benefit of teacher retention to the state’s students is paramount, according to Petersen. “With a more experienced and consistent teacher workforce, students will be less likely to drop out of school and more apt to embrace bright futures,” he said.
THE BENEFITS OF TEACHER RESIDENCY

This residency program will not only provide a meaningful experience for future teachers and better prepare them for careers in education; it will also have a pronounced effect on generations of children across our state. Clemson sees what changes need to be made and how to get there; this program is a concrete step in that direction.

Darla Moore
College benefactor and daughter of Lake City, South Carolina, educator Eugene T. Moore

WHAT PEOPLE are Saying

The benefits to a program like this cannot be overstated, but we also understand that there are challenges to getting something this ambitious off the ground. The pilot program that the Moore family is making possible will allow us to sidestep many logistical challenges so we can focus on perfecting this one-of-a-kind program in our state.

George J. Petersen
Founding Dean, College of Education

Residency starts on the first day and ends when the school year is over. We realized students benefited from this intensive experience; they build the classroom and build relationships with students and the community. It’s an obvious advantage over traditional student teaching.

Mary Falvey
Professor of Special Education
California State University, Los Angeles

The faculty and districts don’t want to just hope this will make a difference. We want to be able to measure this program’s impact so we have hard data that shows we’re making a positive impact for teachers and, more importantly, for students.

Jeff Marshall
Chair, Department of Teaching and Learning, College of Education

The teacher residency program is an exciting partnership between school districts and Clemson University. This unique partnership will be a tremendous asset to school districts and provide a rich and positive impact on our students and Clemson.

Becky Brady
Director of Personnel, Anderson School District One, Williamston, South Carolina

THE BENEFITS OF TEACHER RESIDENCY

90%
RETENTION RATE FOR TEACHER RESIDENTS IN SIMILAR BENCHMARKED PROGRAMS
Mary Falvey, Professor of Special Education at Cal State Los Angeles

Savings over a lifetime for taxpayers for each dropout student who gets back on track and graduates high school
$230,000

89%
PERCENTAGE OF PRINCIPALS WHO BELIEVE RESIDENCY GRADUATES POSITIVELY AFFECT SCHOOL CULTURE
National Center for Teacher Residency
Teachers, principals and superintendents often want to continue their education beyond the Educational Specialist (Ed.S.) degree—an accomplishment that not only benefits educators but also the schools they serve. But if you are one such person in a rural, underserved area of South Carolina, that educational milestone can be out of reach.

But not for much longer.

Clemson, The Citadel, Coastal Carolina University and Winthrop University are forming the Consortium for Innovative Educational Practice, which will offer a seamless transition from the member institutions’ Ed.S. programs to Clemson’s proposed Doctor of Education (Ed.D.).

Students completing Ed.S. programs at any of the four institutions will graduate with prerequisite courses for Clemson’s proposed Doctor of Education (Ed.D.).

The Ed.D. program, which is pending approval by the S.C. Commission on Higher Education, will be delivered online and at off-campus sites across the state. The program will be geared to part-time students and full-time employees who wish to remain in the school or practice setting.

The Ed.D. is a more applied doctoral research program that prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession, according to the Carnegie Project on the Education Doctorate.

The Ed.D. program at Clemson will explore complex, persistent problems in education and will culminate with an action-based research dissertation in which the candidate works with Clemson faculty, consortium universities, and their school or district to study a problem of education practice and develop meaningful solutions.

“Through the consortium, Winthrop, The Citadel, Coastal Carolina and Clemson will be able to identify and encourage Ed.S. students throughout the state to take the next step in their professional journey,” said George J. Petersen, founding dean of the College of Education. “In the process, students and faculty from all four institutions will work together to help solve issues in real time in districts, schools and classrooms. South Carolina’s children will be the ultimate beneficiaries of this innovative program.”
The Citadel looks forward with excitement to the start of Clemson University’s new Ed.D. program. For years, educational professionals in the Lowcountry have had limited choices for pursuing doctoral degrees in their field. Many students have settled for online programs or have had to relocate or take time away from their careers to complete a doctoral degree. The new program offered by Clemson in consonance with the Consortium for Innovative Educational Practice fills a niche for these professionals. Talented education professionals will now have the opportunity to fulfill lifelong dreams of completing their doctoral degrees while remaining in their own community and not having to substantially disrupt their careers. We at The Citadel foresee that there may be opportunities for years to come for our alumni as a result of the formation of the consortium.

Larry G. Daniel
Dean, Zucker Family School of Education, The Citadel

The Doctor of Education (Ed.D.) developed through the Consortium for Innovative Educational Practice, will address a state and regional need for educators to continue their professional development to affect relevant and meaningful PK-12 student learning. This program will provide educators with the opportunity to apply educational theories and research directly to local contexts, and interact with colleagues and professors who have inherent knowledge of these contexts. Coastal Carolina University is proud to be a participant in this new collaborative degree program and excited about all the possibilities of meeting the diverse needs of the varied South Carolina school districts. This type of consortium agreement provides a guiding framework for future developments in collaborative graduate education that serves the needs of educators and students throughout South Carolina.

Edward Jadallah
Dean, Spadoni College of Education, and Vice President for Online Education and Teaching Excellence, Coastal Carolina University

The new Doctor of Education (Ed.D.) degree is a tremendous opportunity for Clemson to make an immediate and lasting impact on the performance of the public schools in South Carolina. The degree is designed to be contextual to South Carolina and will train scholarly practitioners who will investigate challenges associated with rural schools, diverse schools, and schools that serve high concentrations of students living in poverty. The research that our students produce will be used to advocate for improved practice. We are thrilled to have the opportunity to partner with three regional institutions across our state in order to maximize the impact of our new doctoral degree.

Rob Knoeppel
Chair, Department of Educational and Organizational Leadership Development, College of Education, Clemson University

The Richard W. Riley College of Education at Winthrop University is proud to be a part of the Consortium for Innovative Educational Practice. This partnership provides a structure to address ongoing, critical educational issues witnessed in our state through jointly-designed graduate programs, research, and advocacy initiatives. If this proceeds as expected, my hope is that all of South Carolina’s schools, districts and communities acquire the educational leaders they need to bring about change and that young people around the state experience the educational opportunities and success they deserve. Through our joint efforts, we hope to reach areas of the state that historically have been underserved and to bring a new collaborative approach to solving educational problems. The prospects are exciting. We have confidence that the consortium will lead to the engagement of growing numbers of university faculty, P-12 educators, and state and community leaders in projects that will make a difference in South Carolina’s schools.

Jennie F. Rakestraw
Dean, College of Education, Winthrop University
During his sophomore year, Damian Williams began to question his calling to be a teacher. But then he went for a visit to the renowned Ron Clark Academy – and everything changed. “I was rejuvenated and pumped,” Williams said after his time at the unorthodox but undeniably effective private, nonprofit middle school in an underserved Atlanta neighborhood. A Harry Potter-themed school with a giant slide, omnipresent dancing and music, and off-the-chart test scores, the academy combines academics with “moral education” achieved through a 55-rule code of conduct.

After his impactful visit to the academy, Williams was invited for a return visit but he wanted to do more – he wanted to bring his entire class, 55 students in all, with him. “I didn’t want to just give a presentation about what I learned; I wanted to take people there,” he said. “We’re trying to be great teachers and agents of change; we might not be able to implement everything we see, but we can take home lessons learned in how to approach students in a different way.”

So Williams was determined to raise the $23,000 required for the trip. And he did it – in less than six weeks. The group went in April during their last semester in the College of Education. “Damian is a great example of what hard work and perseverance will do for a student,” said professor Deborah Smith, who introduced him to Ron Clark’s work. Williams graduated in May and is pursuing a master of education in teaching and learning from the College of Education. He plans to return to his hometown of Elloree, South Carolina, to teach.

**Inspiring classmates through one-of-a-kind field trip**

**Ron Clark works with students at his renowned school in Atlanta.**
People with intellectual disabilities are able to turn their phones into personal assistants, thanks to research in the College of Education.

Students and faculty developed two smartphone apps to help people with intellectual disabilities maintain employment and live independently. The ClemsonLIFE Task Analysis app helps individuals complete everyday home and work tasks, while the ClemsonLIFE Meal Planner app helps users develop a weekly meal plan, manage a pantry inventory, and populate a grocery list.

The apps were developed through a collaboration between the College of Education's ClemsonLIFE program, which provides postsecondary education at Clemson for students with intellectual disabilities, and Clemson’s College of Engineering, Computing and Applied Sciences’ School of Computing.

Joe Ryan, ClemsonLIFE’s founder and executive director, said the apps are the product of years of work with his students in mind, but their reach will go far beyond Clemson, helping individuals with disabilities everywhere gain employment and live more independently.

“These apps are tools we can give anyone with an intellectual disability to help them in a practical way every day of their life,” he said.

The apps are available through the Apple iTunes store. Search for “TaskAnalysisLite” and “MealPlannerLite” to download the apps and help improve the user experience through feedback.
### CALL ME MISTER (Mentors Instructing Students Toward Effective Role Models)
This nationally recognized initiative aims to increase teacher diversity, particularly in South Carolina’s lowest performing elementary schools. The program has expanded to 21 colleges and universities in South Carolina and nine other national educational institutions.

**IMPACT:** Since 2004, 221 Call Me MISTER students have graduated from Clemson, resulting in a 90 percent increase in the number of African-American male teachers serving in South Carolina elementary schools.

### ClemsonLIFE (Learning is for Everyone)
A leading post-secondary education program for students with intellectual disabilities. Designed for students who want a college experience, the program provides career exploration and preparation along with self-awareness, discovery, and personal improvement through courses, internships, and community participation.

**IMPACT:** The employment rate for ClemsonLIFE graduates is 88 percent—an increase of more than double the national rate for adults with intellectual disabilities.

### The Clemson University Reading Recovery and Early Literacy Training Center for South Carolina
Provides training and professional development for teachers and reading interventionists in early literacy, with an emphasis on students having difficulty learning to read and write.

**IMPACT:** In 2015-2016, 75 percent of students who completed the intervention emerged reading at or above grade level.

### The Leadership Learning Community
Provides cross-district, personalized, and job-embedded professional development for school leaders and leadership coaches in several rural and high-poverty school districts in South Carolina.

**IMPACT:** The Leadership Learning Communities serve school districts with an average poverty index of 80 percent.

### The Upstate Writing Project
Offers professional development in the teaching of writing to K-12 teachers in the South Carolina Upstate. It is an official National Writing Project site sponsored by Clemson.

**IMPACT:** Sixteen independent studies demonstrate that the students of teachers who receive National Writing Project professional development improve writing abilities.

### The STEAM Collective
A transdisciplinary initiative that prepares teacher leaders, offers a STEAM teaching certificate, connects STEM expert-mentors with students, and develops community engagement to strengthen STEAM learning.

**IMPACT:** One aim of the collective is to foster STEAM instruction in remote, underserved, and rural communities.
ABOUT US

**By the Numbers**

1,094
Total Enrollment

3.62
Average Undergraduate GPA

578
Graduate Students

516
Undergraduate Students

282
Non-Degree Students

5,400+
Professional Educators Serving South Carolina Schools

27%
Percentage of Graduates Teaching in Title 1 Schools

75
Full-Time Faculty

$50M
Total Research Submissions*

72
Total Number of Awards (as PI)*

$8.9M
Total Research Dollars Awarded to College of Education*

$14.8M
Total Research Dollars to which College of Education Contributed*

362
Number of Peer-Reviewed Articles*

38%
Percentage of Research Funding from Federal Agencies*


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CREATING INNOVATORS and change-agents

The COLLEGE OF EDUCATION exists to promote the growth, education and development of all individuals. As our students engage in “Best in Class” research, professional learning and immersive experiences, they are being shaped into change-agents – individuals who help learners of all ages grow and stretch to reach their fullest potential and who employ innovation to make the educational landscape stronger.

This mission is vital – because it not only shapes the lives of individuals, but also the families and communities in which they live. As education improves, so do rates related to employment, poverty, crime and other factors. Communities are made stronger.

The College of Education depends on the generosity of our donors and friends to help us engage this mission. With your help, we can make the world a better place as we prepare our students and work with our partners to improve education – and the lives of the learners in our reach.

HOW YOU CAN GET INVOLVED

STAY CONNECTED. Join our social media community.

- Twitter: twitter.com/ClemsonCofEd
- Facebook: facebook.com/ClemsonCofEd
- Instagram: instagram.com/ClemsonCofEd
- Dean George Petersen’s Twitter: twitter.com/1DeanPetersen

GIVE. Help us innovate education and shape educational and economic futures in South Carolina and beyond. Visit cualumni.clemson.edu/give/education to make your gift.

LEARN MORE. Contact Donna Dant at ddant@clemson.edu or 615-403-1987 to learn how to get involved in the College of Education’s life-changing work.