

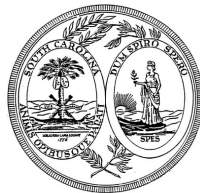
**PROJECT
CREATE** **FINAL REPORT**
of SC

**PROJECT CREATE
CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF
TEACHERS IN SPECIAL EDUCATION OF
SOUTH CAROLINA, 2003-2004
Year 1**

Personnel Preparation Project for
Out-of-Field Permit Special Education Teachers in
South Carolina Public Schools

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OVERVIEW OF PROJECT

No Child Left Behind (NCLB) legislation requires states to employ appropriately licensed, highly qualified teachers by 2006. In an effort to respond to this mandate, the South Carolina Office of Exceptional Children (Susan D. DuRant, Director) funded Project CREATE during 2003-2004 for the purpose of improving the credentials of out-of-field permit (OFP) special education teachers currently employed in the state's public schools. Through leading South Carolina colleges and universities, the project offered coursework in special education that would advance OFP teachers toward completion of add-on licensure. Three Project CREATE centers were established in the state: Upstate-Clemson University, CU (Dr. Janie Hodge, Director), Coastal/Low Country-College of Charleston, CofC (Dr. Susan Gurganus, Director), and Midlands-University of South Carolina, USC (Dr. Kathleen Marshall, Director). Dr. Joe Sutton, Chairman of the Division of Special Education, Bob Jones University, served as administrator of the project. With an operating budget of \$125,901.00, OFP teachers received needed course work on a cost-free basis that included tuition and a stipend for their textbook. Grant funds supported the matriculation of up to 90 OFP teachers (30 per center) for each semester of the project year (i.e., fall 2003 and spring 2004). Each center offered one (1) on-campus contract course in special education, which enrolled up to 25 teachers each semester. Additionally, each center received funds to award five (5) tuition waivers each semester to OFP teachers in emotional disabilities and mental retardation each semester.

PROJECT EVALUATION DESIGN

The evaluation design for Project CREATE required preparation of a final report at the conclusion of 2003-2004 year. The grant proposal stipulated that the final report address the following questions:

1. How appropriate were the selection of courses in relation to add-on licensure course needs of the qualifying teacher participants?
2. Has the content of the coursework been adequate in providing instruction for needed skills and competencies?
3. Are teacher participants progressing at an appropriate rate toward completion of add-on licensure?
4. What are the teacher participants' perceptions of the project?
5. Has anticipated enrollment been maintained throughout the project period?
6. What percentage of the initial qualifying group completed add-on licensure?
7. How effective is the recruitment, selection, and advising process? and
8. Have the teacher participants been employed in positions appropriate to their new add-on licensure areas?

This final evaluation report of Project CREATE, therefore, centers on these eight questions. After a presentation of the participating teachers in the project, we provide discussion and supporting data, including tables and charts, for each evaluation question.

PARTICIPATING TEACHERS

We compiled a database of 184 OFP teachers who indicated interest in the project during 2003-2004. Some completed and submitted applications; others made contact via email or phone. Of this total, 100 teachers qualified for the project and were allowed to enroll in one or more courses for the year. A description of participating teachers is provided in Table 1. Except for the area of special education

licensure, data on teacher characteristics are presently incomplete. Table 2 shows representation of participating teachers by school district.

We tested the proportion of *enrolled* teachers with the proportion of *actual* teachers statewide based on certification area (i.e., ED, LD, MD), gender, ethnicity, and school district. Applying the non-parametric test, chi-square (X^2), results indicated that we enrolled significantly more LD teachers and significantly fewer MD teachers than were actually represented in the state (see Table 3). However, there was no significant difference in the proportion of enrolled versus actual teachers based on gender and ethnicity. Of the 18 school districts that enrolled two or more teachers for the year, there was no significant difference in the proportion of enrolled versus actual teachers by district in 16 (89%) of the participating school districts. Only in Colleton and Hampton 1 did we enroll significantly more teachers than were actually represented.

1. APPROPRIATENESS OF COURSE SELECTIONS

The intent of the project was to offer courses that would advance OFP teachers toward add-on licensure. This was to be determined by analyzing teachers' "worksheets" supplied by the state Office of Teacher Certification. Each teacher's worksheet specified the number (from 1 to 6) and the type of courses (e.g., Characteristics of LD, Procedures for Teaching LD, Behavior Management, etc.) that the teacher must take in order to complete add-on licensure in special education. We discovered early on, however, that most of the teachers who were applying to the project had not been issued add-on course worksheets. We placed a call to Mr. Jim Turner, Director of OTC for clarification. He indicated that the traditional practice of issuing worksheets concurrently with the OFP had been terminated several years ago, due to a change in administration at OTC, and that presently only the OFP's were being issued at the beginning of a school year. Add-on course worksheets are still being prepared for OFP teachers, but at a subsequent date.

Therefore, since worksheets would not be available to determine which courses would be most appropriate to the needs of teacher applicants, the determination of which courses to offer was based solely on the area of special education certification indicated on teacher applicants' OFP's. With greater numbers of OFP teachers needing add-on licensure in learning disabilities (LD), the project administrator and center directors agreed that offering contract courses in LD characteristics and LD educational procedures/methods would more likely meet the course needs of most of the OFP teachers in the state. We reserved tuition waivers for teachers who were pursuing ED and MD licensure.

Contract Courses. The course numbers and titles of LD contract courses offered during the Fall 2003 and Spring 2004 semesters of the project for each center follow:

College of Charleston:	EDFS 740 Characteristics of Learning Disabilities EDFS 741 Educational Procedures for Students w/ Learning Disabilities
Clemson University:	EDSP 670 Characteristics of Individuals with Learning Disabilities EDSP 675 Educational Procedures for Individ. w/ Learning Disabilities
University of SC:	EDEX 531 Specific Learning Disabilities of School Children EDEX 616 Educational Procedures for Specific Learning Disabilities

Tuition Waiver Courses. The course numbers and titles of ED and MR tuition waiver courses offered during the Fall 2003 and Spring 2004 semesters of the project for each center follow:

College of Charleston:	EDFS 750 Characteristics of Mental Disabilities EDFS 751 Educational Procedures for Individ. w/ Mental Disabilities
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Clemson University:	EDSP 672 Characteristics of Individuals with Mental Retardation EDSP 673 Educational Procedures for Mental Retardation EDSP 821 Assessment of Individuals with Disabilities
University of SC:	EDEX 523 Introduction to Exceptional Children EDEX 632 Nature of Emotionally Handicapped Students EDEX 640 Managing Problem Behaviors in the Classroom EDEX 790 Introduction to Assessment in Special Education

Of the 184 teachers who indicated interest and/or enrolled in the project, we were able to secure add-on course worksheets for 83 (45%) throughout the year. An analysis of the remaining add-on course needs was conducted in June 2004 and is provided in Table 4 (Note: Courses completed by enrolled teachers during 2003-2004 were not included). The greatest course needs among the sample of 83 teachers from across the three regions of the state are rank-ordered as follows:

1. Behavior Management (n=62)
2. Assessment in Special Education (n=50)
3. Characteristics of ED/LD/MD (n=43)
4. Educational Procedures in ED/LD/MD (n=36)
5. Introduction to Exceptional Learners (n=23)
6. Teaching Reading (n=15)

2. ADEQUACY OF COURSE CONTENT

Perhaps the most direct method of measuring adequacy of course content in meeting competency needs of teachers is to correlate final course grades of participating teachers with their scores on the Praxis II exam. However, only a handful of teachers completed add-on licensure during Year 1 of the project, and we have yet to determine a reliable mechanism for securing their scores. But two other sources of data provided some insight on adequacy of course content: (a) course evaluations—qualitative responses; and (b) course evaluations—quality of course content section.

Course Evaluations—Qualitative Responses: Qualitative responses from course evaluations gathered at the end of the Fall 2003 and Spring 2004 semesters speak in part to the teachers' perceptions of course content in adequately meeting their skill and competency needs. In analyzing teacher responses on the course evaluations, we judged responses as either 'positive only,' 'mixed,' or 'negative only.' Results of this analysis are provided in Table 5. Teachers' perceptions of the adequacy of course content were overwhelmingly positive (81.4%). Some (9.3%) provided mixed (i.e., both positive and negative) perceptions. Few (9.3%) gave only negative perceptions. A sampling of teacher testimonials follows:

Samples of Positive Responses:

- *Dr. X did an excellent job in presenting the information....that was useful in the actual classroom.*
- *This course was very understandable, concise, and informational. It gave me a better insight and knowledge of how a special education student thinks, how I can better assess him, how to better challenge him, and what to look for in difficult situations.*
- *In taking [this course]...I have become much more aware of [students'] needs and what works best.*
- *This course was one of the most beneficial classes that I have taken for teaching students with disabilities. Many strategies were shared that I have already begun implementing.*

- *I have become much more aware of what is happening while I teach; how to handle some difficult situations I have encountered, as well as what to look for when evaluating a student. I have found this course very helpful and enlightening...*

Samples of Mixed Responses:

- *I would have liked [for Dr. X] to have discussed more teaching strategies. Our class really focused on CBM, which was good, but more strategies would have been helpful.*
- *I wish that maybe we would not have spent so much time on CBM. I did learn a lot about it. I think it will help me in my classroom.*

Samples of Negative Responses:

- *I do not feel comfortable about this course. I feel that I am not grasping the knowledge of special education.*
- *I would like more hands-on things that I can take back to my classroom and create my own research based, rather than researching for/through others' work.*

Course Evaluations—Quality of Course Content: Data from the contract course evaluation survey (discussed more in-depth on pp. 9-10 of this report), administered to all teacher participants at the end of each semester of the project year, also speak to adequacy of course content. One of the six domains of items assessed on the survey focused exclusively on quality of course content. Using a scale of 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree, teachers were asked to rate the following four items:

In comparison with other special education courses I have taken, this course...

- ▶ Provided more knowledge/skills about instruction in special education.
- ▶ Made more relevant applications to the “real-world” of the classroom.
- ▶ Broadened my perspective more in how to teach disabled learners.
- ▶ Significantly contributed to my overall preparation in special education.

The CU Center course received a mean rating of 3.86 (Strongly Agree) for the Fall 2003 course and 3.17 (Agree) for the Spring 2004 course. The CofC Center received a mean rating of 3.87 (Strongly Agree) for the Fall 2003 course and 3.93 (Strongly Agree) for the Spring 2004 course. The USC Center received a mean rating of 3.59 (Strongly Agree) for the Fall 2003 course and 3.81 (Strongly Agree) for the Spring 2004 course. The non-weighted overall mean rating for quality of course content for the three centers was 3.77 (Strongly Agree) for the Fall 2003 course and 3.64 (Strongly Agree) for the Spring 2004 course. These ratings, both individually and collectively, suggest that teacher participants were well-satisfied with the knowledge/skills and real-world applications they received from their coursework and the contribution their coursework made in broadening their perspective on teaching students with disabilities and their overall preparation as special educators.

3. PROGRESS OF TEACHERS TOWARD LICENSURE

Evaluating the extent to which teacher participants progressed at an appropriate rate toward completion of add-on licensure was determined by computing the following:

- ▶ The percentage of teacher participants enrolled a Fall 2003 course and who subsequently re-enrolled in, and successfully completed, a second course in Spring 2004 (See Table 6).

- ▶ The percentage of teacher participants who earned a passing grade (i.e., A, B, C, or D) in their coursework during the Fall 2003 and Spring 2004 semesters (See Table 7).
- ▶ The percentage of courses completed by teacher participants during Fall 2003 and Spring 2004 out of the total courses needed for completion of add-on licensure (See Table 8).

Table 6 shows that the CofC Center generated the highest percentage (75%) of successful, returning enrollees from the Fall 2003 to the Spring 2004 semester, followed by the CU Center (71.4%), and the USC Center (40%). The overall percentage of teachers who continued enrollment in the second semester of the project and successfully completed their coursework was 63.2%. Table 7 displays the number and percentage of final grades of the teachers who completed coursework in the project this past year. Approximately two-thirds (67.8%) of the entire teacher cohort earned A-grades, followed by 19% with B-grades, almost 10% with C-grades, and only 3.3% with F-grades.

Table 8 charts the number courses completed by enrolled teachers (either 1 or 2 courses) out of the number of courses they needed for add-on licensure (range, 1 to 6 courses). Individual teacher progress was calculated by dividing the number of completed courses by the number of needed courses (e.g., 2 completed courses out of 4 needed courses = $2/4=50\%$ progress). Teachers at the CU Center showed a mean progress of 32.8%, and USC Center teachers showed a mean progress of 32.5% toward completing add-on licensure. Teachers at the CofC Center showed the greatest progress toward completing add-on licensure at 62.2%. The overall mean progress of all teachers enrolled in the project for 2003-2004 was 36.6%.

4. TEACHER PERCEPTIONS OF PROJECT

Assessing the perceptions of participating teachers in Project CREATE was accomplished in two ways, through (a) rated items on the course evaluation; and (b) qualitative responses on the course evaluation.

Course Evaluations–Rated Items: At the end of each of the two semesters, a course evaluation survey (See Figure 1) was administered on-site by the project administrator to all participating teachers in the contract courses. Part I of the survey included 30 rated items to which teachers responded using the following scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. The primary areas rated on the survey included the following: Professor’s teaching skills; Professors interaction skills; Course requirements; Evaluation of learning; Quality of course syllabus; and Quality of Course Content. Part II of the survey elicited open-ended responses from teacher participants to the follow question: “Please provide any additional, constructive comments about Project CREATE and/or the course you have taken.” A summary of item and area means for the three centers for each semester is provided in Table 9. We interpreted the domain mean and overall mean ratings using the following number ranges: Strongly Disagree (1.00–1.50); Disagree (1.51–2.50); Agree (2.51–3.50); and Strongly Agree (3.51–4.00). A synopsis of each center’s mean ratings for the Fall 2003 and Spring 2004 semester follow (Note: Only course evaluation surveys gathered from contract course teacher participants were included in this analysis).

CU Center: For the Fall 2003 contract course, domain means ranged from 3.77 (Professor’s Teaching Skills) to 4.00 (Professor’s Interaction Skills), with an overall mean rating of 3.89 (Strongly Agree). For the Spring 2004 contract course, domain means ranged from 3.17 (Quality of Course Content) to 3.67 (Quality of Syllabus), with an overall mean rating of 3.41 (Agree).

CofC Center: For the Fall 2003 contract course, domain means ranged from 3.81 (Professor’s Teaching Skills) to 3.98 (Professor’s Interaction Skills), with an overall mean rating of 3.89 (Strongly Agree). For the Spring 2004 contract course, domain means ranged from 3.82 (Course Requirements) to

3.97 (Professor's Interaction Skills, Evaluation of Learning), with an overall mean rating of 3.92 (Strongly Agree).

USC Center: For the Fall 2003 contract course, domain means ranged from 3.77 (Quality of Course Content) to 3.92 (Professor's Teaching Skills), with an overall mean rating of 3.84 (Strongly Agree). For the Spring 2004 contract course, domain means ranged from 3.55 (Course Requirements) to 3.78 (Quality of Syllabus), with an overall mean rating of 3.67 (Strongly Agree).

All Centers: For the Fall 2003 contract courses, across all three centers, overall domain means from 3.77 (Quality of Course Content) to 3.92 (Professor's Teaching skills), with an overall mean rating of 3.84 (Strongly Agree). For the Spring 2004 contract courses, across all three centers, overall domain means ranged from 3.55 (Course Requirements) to 3.78 (Quality of Syllabus), with an overall mean rating of 3.67 (Strongly Agree).

Course Evaluations—Qualitative Responses: We discussed in an earlier section of this report (see pp. 7-8) teacher participants' qualitative responses as they related to their perceptions of adequacy of course content in improving their competency. Here we report the remaining responses to the question, "Please provide any additional, constructive comments about Project CREATE and/or the course you've taken..." from course evaluations gathered from the Spring 2004 contract courses. Responses to this question for the Fall 2003 contract courses were included in the project Interim Report (submitted in February, 2003) and will not be reported here again. (Note: Responses from teacher participants judged to be isolated, cruel, baseless, and/or non-constructive have been excluded below.).

CU Center teacher responses, Spring 2004 course:

- *I really enjoyed Dr. X—such a pleasure. Very knowledgeable and I hope that she teaches another class.*
- *Please continue Project CREATE! Just make sure the word is out in time. I missed the fall semester in '03. I enjoyed [this course]. Dr. X is very knowledgeable, but at times disorganized. Some class time was wasted, or didn't start on time.*
- *Major projects could have been more useful in group work. Although we need this class, being in groups would provide us with a stronger network of peers. In other courses that I have taken it helped to have that support during the class and afterwards for real-life advice. Time management is hard to master, especially with the way schools change. Frequently spring is a busy time for us all.*
- *The only complaint I have is the number of projects required by the professor. Since most of us are working (teaching) one or two projects at the most should be required. Free time is very limited during the school year and too many class projects cause way too much stress and less learning.*
- *Dr. X has a passion for research, which came through clearly. Thank you for paying for this class. It is much appreciated. Only recommendation—have class end before IEP season. The papers and projects on top of our caseload was too much!*
- *Dr. X knew her material, had a good presentation, and went beyond just teaching. A very good learning experience.*
- *Thank you for helping me obtain my certification in learning disabilities. I know you usually only hear about the negatives, but I just wanted to take a moment to say 'thank you' again and the money was well spent.*
- *The research paper needs to be due earlier in the course---too much with it right next to the CBM project and having IEPs at school to do. The CBM project was a great 'hands-on' experience where I got to see real results with one of my LD students in a short amount of time. Dr. X was also very supportive and helpful and always available for questions, etc.*

- *I feel this course could have less busy work and more relevant work. There was no interaction among grade levels. Procedures are so varying for elementary, middle, and high school. There was no break-up into small groups to assess procedures that have proven to work...Dr. X dwelled on CBM...and primarily reading. IEPs, which are so relevant, were treated like an afterthought...*
- *This class was way too much for IEP season. I did not feel good about anything I turned in. I also felt it dealt more with elementary than anything else...*
- *I would have really liked to see our projects broken into sections where teachers could join in groups that were appropriate to the classes they were teaching so that high school teachers worked together, elementary teachers were together, etc. I did not feel there should have been two papers to turn in during IEP season. One research paper would have been enough.*
- *Sometimes we focused so much on what area we had to accomplish and didn't get to discuss issues that were the concerns. Tried to keep on track, but many questions went unanswered.*
- *Thank you for Project CREATE. If you had not provided the class and made it so easy to sign up, I wouldn't have taken it and I wouldn't be returning to my LD classroom. Thank you, Dr. X for your encouraging and beneficial objectives...*

CofC Center teacher responses, Spring 2004 course:

- *I'm teaching high school LD self-contained and before this class I knew nothing about LD learners.... This class, along with our professor, was very helpful!*
- *A distance learning course in Hilton Head would be very helpful to me (live in Beaufort) in completing my certification.*
- *This is the second of two courses I have completed through Project CREATE. Both courses have been invaluable to me for professional growth and development....Many of my colleagues in this class need more courses to become certified. Please don't leave us hanging. We need more classes like these courses for the instruction and contact with each other in our field. Although I would prefer being in a class with others, distance learning might be a possibility. Please don't leave us behind so we will be prepared to leave no child behind.*
- *This is the best class that I have taken for special education. The material was relevant and helped me in the classroom....I am hopeful that something can be worked out so that my classmates and I are not left behind. Distance learning and/or on-line courses may be an option.*
- *...These courses have been very beneficial and have helped me to develop professionally. I need to cover more courses (assessment in special education) in order to get my certification in LD. Therefore, I implore you to reconsider providing these courses to teachers in Charleston in order for us to fulfill our obligations.*
- *Project CREATE has been a blessing. It provided an avenue for me to get some of the course required for certification in special education as well as enhanced my knowledge of special education. Mrs. X, our instructor, was awesome. She made learning the material an engaging experience, one that brings understanding and knowledge.*
- *I hope that some how something can be put in place that would allow us to continue taking the remaining courses. We really need to learn more about the children that we teach, and taking these courses will help us in doing it successfully. It will also help us pass the Praxis II exam.*
- *Project CREATE has been the best thing that has happened to out-of-field teachers. Dr. X was very dedicated and put forth every effort to accommodate teachers. I would like to especially thank Mrs. X for being such a wonderful instructor with such a pleasing personality. She is so knowledgeable and makes every class...worth coming to. She doesn't make you feel beneath you, and she encouraged us, as well as motivated us. I hope and pray that she is around for many more courses that I am a part of.*
- *Project CREATE provided valuable knowledge for me. It has helped to enhance my teaching performance and to give me the certification I need to be qualified to teach children with learning*

difficulties. I would very much like to participate in more courses like these. Please do whatever you can to provide more courses. I have done two courses now and want to do more to help me become more effective and efficient in the classroom.

- *With Project CREATE, I would not have gotten my certification in LD and passed the Praxis II. I feel that actual classroom instructors would be better than satellite.*
- *Project CREATE is a wonderful reward for teachers of special education. I hope that a site in Horry County or Georgetown can be found to continue this project.*
- *This is my last required course for LD certification. I'm so thankful that this course was available to me free of charge. I would be interested in taking a course by satellite.*
- *Project CREATE is a wonderful way for educators to receive preparation and knowledge to pass the Praxis II. It gives added expertise in the field of LD. It has been very helpful and has taught me much more about special education needs. I do hope this will continue.*
- *...[This course] provided an outlet for discussion about many areas of concern. This class is a must for all teachers of LD students.*
- *Project CREATE is a wonderful thing for teachers that are not certified in special education. This opportunity is essential if we are going to be deemed 'highly qualified' to teach students who have various learning disabilities. I appreciate and pray that I am allowed the opportunity to continue my special education certification through attending classes by way of Project CREATE.*
- *Project CREATE has provided me with instruction and information that I was able to use in my classroom on a daily basis. This course was professionally presented and I am looking forward to other courses I need to become a fully qualified teacher in the state.*
- *I'd like to expand on "broadened my perspective more in how to teach disabled learners." There was so much I just had not been exposed to and just did not know. I appreciate sincerely Mrs. X's experience and expertise as well as her easygoing manner and style of teaching. I hope you can keep her in your project. She is a 'valued teacher.' I will personally rely on her myself for some pointers on how to teach direct instruction as well as other strategies.*
- *This course helped me gain knowledge of how to teach my students with LD more effectively and efficiently. This was my first course for special education. It gave me the actual understanding of teaching my students and how to get them exactly to where they need to be. I not only learned from the textbook and the teacher but I learned from other teachers in this class to gain a better understanding of students with LD.*
- *I am extremely concerned about fulfilling the requirements to achieve certification in LD. I am one of about 500 teachers who are teaching out-of-field in SC. We need access to quality coursework.*

USC Center teacher responses, Spring 2004 course:

- *This is an excellent class but some of the information was difficult to understand due to the fact I am new to special education. I hope to continue to learn more as I further my education.*
- *I feel fortunate I have had the opportunity to gain these courses through Project CREATE. Without it, I would not have been able to pursue certification.*
- *It was very enlightening for me. I am new to special education and it has truly helped me.*
- *Very good project. I would appreciate it if you could give us an update of courses needed each semester.*
- *Very informative! I needed this course.*
- *Project CREATE provided me with an additional, much-needed class that I would not have been able to afford at this time.*
- *The monetary assistance was invaluable. The class reinforced what I was already doing well in my teaching and provided more in-depth strategies and techniques to help me become a better teacher.*
- *The amount of material and in-depth discussions helped me to analyze my students' disabilities and provide better individual instruction for them.*

- *...I have found this course very helpful and enlightening and would highly recommend it to others, especially those who have been teaching a number of years, as a refresher.*
- *This was my first course in special education...*
- *Project CREATE is an excellent program which enables teachers to become educated in the students they are teaching.*
- *I have enjoyed taking this course. I would love to be able to take another course here through Project CREATE. The professors are great. They have made learning fun. Thanks for everything.*
- *This course has taught me a lot about children with LD. I have used some of the things with my students. I hope that I can take other courses in this field.*
- *This course gave me more and appropriate information about CBM's, how, when and why to use them.*

Viewed collectively, compliments from teacher participants revolved around four themes:

(a) personal gratitude for instructors; (b) acknowledgment of instructors' professionalism; (c) gratitude for Project CREATE and monetary assistance for coursework; and (d) usefulness of coursework in preparation for taking the Praxis II exam. Concerns from teacher participants centered on five themes: (a) overemphasis on certain lecture topics (e.g., CBM); (b) excessive projects/papers, given teachers' full-time employment and additional, seasonal duties (e.g., IEP's); (c) losing access to coursework (specific reference to CofC not being part of project for upcoming year); (d) permitting group versus individual completion of course projects; and (e) differentiation of interventions, based on level of students (i.e., elementary versus middle versus high school).

5. ENROLLMENT IN PROJECT COURSES

The enrollment goal for each semester of the project was 30 teachers at each of the three centers, for a total enrollment of 90 teachers. Enrollment for the Fall 2003 semester reached 43% (38 teachers) capacity, clearly falling short of our semester goal. However, enrollment for the Spring 2004 semester reached 92% (83 teachers) capacity, a marked increase in enrollment and much closer to our semester goal. Enrollment for the project year averaged 61% capacity. A total of 100 teachers enrolled in 121 courses for the project year. Table 10 provides a breakdown of enrollment per center and per contract course versus tuition waiver for each semester.

We attribute our failure to reach a higher enrollment in the Fall 2003 semester to time constraints, rather than disinterest among teachers. Unfortunately, the initial announcement about the project that was mailed statewide to all district directors of special education occurred during the late weeks of the 2003 summer and at or about the time when teacher in-services were commencing. This short notice essentially prevented district directors from being able to effectively communicate to, and identify, all OFP teachers in their respective districts and refer them for the Fall 2003 semester coursework. We recognized this problem and, in anticipation for the Spring 2004 semester, were able to notify not only district directors, but all school principals, with both a letter of announcement and a flyer, well in advance of the Spring 2004 semester. We believe that better timing of the announcement letter and issuing a separate flyer were likely the primary factors in helping us achieve a 92% enrollment capacity for the second semester coursework.

6. PERCENTAGE OF TEACHERS COMPLETING LICENSURE

Determining the number of participating teachers who completed requirements for add-on licensure in special education during Year 1 of the project required that we secure and verify two sources of data: (a) teachers' add-on course worksheets supplied by the state Office of Teacher Certification; and (b) teachers' scores on the Praxis II exam. Securing the worksheets turned out to be more difficult than expected. To date, we have only secured worksheets for 43 of the 100 enrolled teachers (Note again Table

8 of this report). Of the 43, we ascertained that 4 (4% of the total), all pursuing LD certification, completed the remaining coursework stipulated on their worksheets. There may be additional teachers from the remaining 57 of 100, however, who also completed course requirements during Year 1, but without their worksheets, it may be impossible to verify this information. One other possible source of verification would be a survey of school district personnel directors. But the time needed to conduct the survey, whether by phone, email, or mail, would fall outside the timeline and scope of Year 1 of the project and would have to be reported in a follow-up addendum to this final report.

Determining whether the 4 teachers who completed all required coursework had taken their Praxis II exam and earned the passing score required by the state proved at least as difficult as securing worksheets. The project administrator placed phone calls and/or emails to each of the 4 teachers. To date, 3 of the 4 teachers have responded and indicated that they did, in fact, take and earn passing scores on the Praxis II exam. However, they have not yet submitted copies of their Praxis II score reports for verification. We placed follow-up phone calls to the special education directors of each teacher's respective school district in an effort to verify their Praxis II exam situations. To date, 1 of the 4 teachers' districts has responded and verified that the teacher reported that she took and passed the Praxis II exam; however, the district did not have a copy of the score report on-hand.

7. EFFECTIVENESS OF RECRUITMENT, SELECTION, AND ADVISING

Recruitment: Recruiting qualified OFP teachers for the project was handled through direct communication with, and recommendations from, the district directors of special education. For the Fall 03 semester of the project, an initial letter of announcement, prepared by Susan D. DuRant, OEC Director, was mailed to all district directors in the late summer of 2003, notifying them of the project. The letter also included instructions for recommending OFP teachers for the project and a project application to copy and distribute to teachers. Follow-up phone calls and emails from the project administrator and center directors were then made to district directors. For the Spring 04 semester of the project, we expanded recruitment efforts in two ways: (a) we mailed letters of announcement and flyers to all district directors of special education and all school principals in the state, once more, with follow-up phone calls and emails; and (b) we mailed the letters and flyers much earlier, in order to give additional time for the announcements and flyers to be communicated to qualifying OFP teachers. We concluded that the eventual enrollment numbers of participating teachers speak directly to the effectiveness of our recruitment process. Letters of announcement (without separate flyers for posting) mailed only to the district directors (and not also to school principals) and without enough advanced notice essentially produced a 43% enrollment capacity for the Fall 03 semester of the project. However, mailing announcement letters to both district directors and school principals, coupled with separate flyers to post and additional time to communicate the information to OFP teachers, allowed a 92% enrollment capacity for the Spring 04 semester.

Selection: Appropriate selection of teacher participants hinged on both fairness and viability factors. As for *fairness*, we operated on a "first-come, first-served" policy for selecting teachers for enrollment in the project, while ensuring representation from all school districts in the state. We believe this guideline was successful and fair in the long run in ensuring broad participation across the state. A review of Table 2 shows that we enrolled at least one teacher from 33 of the 89 (37%) total school districts in the state. Of course, the 33 districts whose teachers were granted enrollment in the project were within the closest driving proximity of one of the three project center sites in the state. The remaining school districts were not deliberately excluded; they simply did not make application to the project. As for *viability* of teacher candidates, our goal was to select and enroll only teachers who held OFP's in special education. One obstacle that negatively impacted our ability to verify the OFP status of participating teachers had to do with failure of teacher applicants to include copies of their OFP's and add-on course worksheets with their application. After follow-up contact with some of these teachers, we discovered that they either did

not personally have, or could not obtain from their district personnel directors, copies of their OFP's and worksheets. After follow-up contact with several personnel directors we learned that many of the OFP teachers had not been issued worksheets from OTC yet. The final decision, therefore, in many cases on whether to admit or reject a teacher's enrollment rested completely on the teacher's (or his/her district director's) personal word of honor regarding OFP status and their personal judgment on which courses they needed for add-on licensure.

Although 72% of the teacher participants were eventually verified as OFP, albeit not until May of 2004, we reported in an earlier section of this report that, to date, we have not been able to ascertain the OFP status of 28 of the 100 enrolled teachers for the year (i.e., their names do not appear on the 2003-2004 listing of OFP teachers in special education supplied to project staff by the state OTC). The problem of not being able to verify the OFP status of 28% of the teacher participants, coupled with failure to secure add-on course worksheets for the majority (57%) of the group, were obstacles that adversely affected the viability of the selection process, yet these were obstacles that we viewed as unavoidable on our part. We noted earlier in this report that, although the OTC has been splendidly cooperative in working with project staff, our not being able to secure a current, accurate listing of OFP teachers until the end of Year 1 of the project, which may partly have been due to complications in communication, and the OTC's inability to produce worksheets on teacher applicants in an expeditious manner, clearly adversely affected the selection process.

Advising: Advising teacher applicants was the responsibility of the project administrator and the center directors. Advising focused mainly on recommending to teacher applicants which course(s) to take that would advance them toward completing add-on certification requirements, particularly those that did not have add-on course worksheets to guide their decision-making. We have determined that advising may be one of the weakest components of the project. Once more, our inability to secure worksheets either from the teacher personally or from the OTC to have in-hand to guide the recommendations we make to teacher applications on which course(s) to take was clearly an obstacle in the advising process.

8. EMPLOYMENT OF TEACHERS COMPLETING LICENSURE

Given our inability to document with greater certainty exactly how many of the 100 teachers participants for Year of the project have completed add-on licensure requirements (Note earlier discussion on pp. 13-14), it is basically impossible to provide accurate supporting data for this final evaluation question. What we do know, at the writing of this report, is that, 2 of the 4 participating teachers who reportedly completed all requirements for licensure in LD will remain employed in LD teaching positions. As we become privy to additional information on teacher participants who completed add-on licensure during Year 1 project, we will provide a follow-up report.

SUMMARY

We view the overall success of Year 1 of Project CREATE generally as *very good*. A number of data based indicators support this view, including the following:

- ▶ We enrolled 100 teachers, which represented 22% of the 455 OFP teachers in the state.
- ▶ Enrollment capacity for the year averaged 61%, but enrollment jumped to 92% for Spring 04.
- ▶ We enrolled teachers from 33 of the 89 (37%) school districts in the state.
- ▶ The majority (63%) of Fall 03 teachers re-enrolled in a second course for Spring 04.
- ▶ We maintained proportionality between enrolled and actual teachers on ethnicity and gender.
- ▶ The 100 teachers enrolled completed 121 courses with 97% success (i.e., passing grades).
- ▶ More than 90% of the teachers perceived content as adequate in meeting competency needs.
- ▶ Progress toward licensure completion averaged 37% (range, 32.5% to 72.2%).

These successes notwithstanding, we believe the project might have achieved even greater success had we not been hampered by the following limitations:

- ▶ Inability to specifically identify all OFP teachers, prior to the beginning of the project.
- ▶ Inability to secure add-on course worksheets for all of the enrolled teachers.
- ▶ Disproportionality in the number of LD and MD teachers enrolled versus actual in the state.
- ▶ Disproportionality in some of the districts in teachers enrolled versus actual in the state.
- ▶ Communication and time failures for the Fall 03 semester of the project.

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Submitted 6-30-04

Table 1. *Characteristics of Teachers Enrolled in Project CREATE, 2003-2004 (n=100)*

Variable	Number	Percent
Certification Area¹		
Emotional Disabilities	2	2.0
Learning Disabilities	85	85.0
Mental Disabilities	13	13.0
Gender²		
Female	87	87.9
Male	12	12.1
Age³		
Minimum	22 yrs.	—
Maximum	68 yrs.	—
Mean	39 yrs.	—
Ethnicity⁴		
African-American	18	23.7
American Indian	2	2.6
Caucasian	56	73.7
Years SC Public School Teaching⁵		
Minimum	0 yrs.	—
Maximum	40 yrs.	—
Mean	7.5 yrs.	—
SPED Classroom Setting⁶		
Inclusion	1	1.3
Inclusion/Resource	2	2.5
Resource	32	40.0
Resource/Self-contained	1	1.3
Self-contained	44	55.0
Other	1	2.5
Bachelor's Degree⁷		
Education	63	76.8
Other	19	23.2

Data available on ¹n=100 teachers; ²n=99 teachers; ³n=79 teachers; ⁴n=76 teachers; ⁵n=84 teachers; ⁶n=80 teachers; ⁷n=82 teachers.

Table 1 (cont.). *Characteristics of Teachers Enrolled in Project CREATE, 2003-2004 (n=100)*

Variable	Number	Percent
Bachelor's Degree Area⁸		
PK-Elementary Education	27	33.3
Secondary Education	13	16.1
Special Education	21	25.9
Criminal Justice	1	1.2
English	3	3.7
General Studies	1	1.2
Guidance/Counseling	1	1.2
History	1	1.2
Home Economics	2	2.5
Psychology	3	3.7
Social Sciences	5	6.2
Theology/Related Area	3	3.7
Master's Degree⁹		
None	46	57.5
Education	16	32.5
Non-Education	1	1.3
Unspecified	7	8.8
Master's Degree Area¹⁰		
PK-Elementary Education	11	37.9
Secondary Education	2	6.9
Special Education	8	27.6
Unspecified Education	2	6.9
Guidance/Counseling	4	13.8
Administration	1	3.5
Textile Chemistry	1	3.5

Data available on ⁸n=81 teachers; ⁹n=80 teachers; ¹⁰n=29 teachers.

Table 2. *School District Representation of Teachers Enrolled in Project CREATE, 2003-2004*

School District ¹	Number	Percent
Abbeville 60	2	2.3
Aiken	1	1.1
Anderson 5	5	5.7
Barnwell 19	1	1.1
Beaufort	1	1.1
Berkeley	2	2.3
Charleston	2	2.3
Clarendon 2	1	1.1
Colleton	9	10.3
Darlington	1	1.1
Dorchester 2	5	5.7
Dorchester 4	1	1.1
Edgefield	1	1.1
Florence 3	2	2.3
Georgetown	3	3.4
Greenville	19	21.8
Greenwood 50	2	2.3
Hampton 1	3	3.4
Jasper	2	2.3
Kershaw	2	2.3
Lancaster	1	1.1
Lexington 1	3	3.4
Lexington 2	1	1.1
Lexington 5	1	1.1
McCormick	1	1.1
Newberry	4	4.6
Oconee	2	2.3
Orangeburg 3	1	1.1
Orangeburg 4	1	1.1
Richland 2	3	3.4
Saluda 1	1	1.1
Spartanburg 5	2	2.3
Williamsburg	1	1.1

Data available on ¹n=87 teachers.

Table 3. *Results of Chi-Square (X^2) Analysis of Proportion of Enrolled Teachers Versus Proportion of Actual Teachers Per School District for Project CREATE, 2003-2004*

Characteristic	X^2	p	Signif.
Certification Area¹			
Emotional Disabilities	1.80	.180	ns
Learning Disabilities	8.43	.003*	s
Mental Disabilities	11.19	$\leq .001^{**}$	s
Gender²			
Female	0.30	.584	ns
Male	1.40	.236	ns
Ethnicity³			
African-American	0.32	.569	ns
American Indian	3.16	.0758	ns
Caucasian	0.02	.89	ns
School District⁴			
Abbeville 60	0.66	.415	ns
Anderson 5	0.12	.730	ns
Berkeley	0.53	.468	ns
Charleston	1.65	.198	ns
Colleton	8.97	.002*	s
Dorchester 2	0.02	.896	ns
Florence 3	0.07	.791	ns
Georgetown	0.04	.841	ns
Greenville	0.44	.505	ns
Greenwood 50	0.53	.468	ns
Hampton 1	10.13	.001**	s
Jasper	0.07	.791	ns
Kershaw	0.01	.927	ns
Lexington 1	0.01	.923	ns
Newberry	0.00	.946	ns
Oconee	0.12	.724	ns
Richland 2	0.03	.865	ns
Spartanburg 5	0.66	.415	ns

Data available on ¹n=100 teachers; ²n=99 teachers; ³n=76 teachers; ⁴n=72 teachers. Only districts who enrolled two or more teachers in the project were included in this analysis. * $p \leq .01$. ** $p \leq .001$.

Table 4. *Analysis of Add-on Course Needs of OFP Teachers Based on Worksheets from the SC Office of Teacher Certification, By Geographic Region and Certification Area*

Region of State/ Certification Area	Courses* for Add-on Licensure in Special Education					
	EL	Char	Proc	BM	Read	As
Coastal/Lowlands						
ED	0	1	1	1	0	1
LD	1	1	0	1	0	0
MD	3	4	3	5	0	3
Total	4	6	4	7	0	4
Midlands						
ED	0	0	1	1	0	1
LD	5	5	7	16	3	14
MD	4	4	3	2	0	2
Total	9	9	11	19	3	17
Upstate SC						
ED	1	0	0	1	0	1
LD	8	25	16	31	11	25
MD	1	3	5	4	1	3
Total	10	28	21	36	12	29
TOTALS						
ED	1	1	2	3	0	3
LD	14	31	23	48	14	39
MD	8	11	11	11	1	8
GRAND TOTALS						
	23	43	36	62	15	50

*EL=Exceptional Learners; Char=Characteristics; Proc=Educational Procedures; BM=Behavior Management; Read=Teaching Reading; As=Assessment in Special Education.

Table 5. *Teachers Perceptions of Course Content in Adequately Meeting Teacher Competency Needs, Project CREATE, 2003-2004*

Responses from Course Evaluations	CU		CofC		USC		Total n=43	Total %
	F n=3	Sp n=12	F n=8	Sp n=13	F n=0	Sp n=7		
Positive	3	5	8	13	0	6	35	81.4%
Mixed	0	4	0	0	0	0	4	9.3%
Negative	0	3	0	0	0	1	4	9.3%

Table 6. *Number and Percentage of Teachers who Continued Enrollment from Fall 2003 to Spring 2004, Project CREATE*

Center	Enrolled in 1 st Course, F03	Re-Enrolled in 2 nd Course, Sp04	Percentage Continuing
Clemson University	8	5	71.4%
College of Charleston	20	15	75.0%
Univ. of South Carolina	10	4	40.0%
TOTAL	38	24	63.2%

Note: One of the eight teachers enrolled in the Clemson University center completed her add-on certification requirements in F03, thus, leaving only seven teacher participants needing to continue coursework in Sp04.

Table 7. *Final Grades of Enrolled Teachers in Project CREATE Courses, Fall 2003 and Spring 2004*

CREATE Center	Final Grades Earned by OFP Teachers										
	A		B		C		D		F		
	F	Sp	F	Sp	F	Sp	F	Sp	F	Sp	
Clemson University ¹	7	25	—	4	1	—	—	—	—	—	3
College of Charleston ²	16	25	1	—	3	—	—	—	—	—	—
Univ. of South Carolina ³	1	8	5	13	3	5	—	—	—	1	—
SEMESTER TOTAL	24	58	6	17	7	5	—	—	—	1	3
OVERALL TOTAL	82		23		12		0		4		
PERCENTAGE	67.8		19.0		9.9		0.0		3.3		

Number of courses taken by teachers for both semesters: ¹n=40; ²n=45; ³n=36.

Table 8. *Number of Courses Completed Out of Courses Needed for Add-on Licensure for Enrolled Teachers, Project CREATE, 2003- 2004**

Courses Needed for Licensure	Clemson University n=24			College of Charleston n=9			University of South Carolina n=10			TOTAL %
	Number of Courses Completed									
	0	1	2	0	1	2	0	1	2	
1 Course	—	1	—	—	2	—	—	—	—	200.0%
2 Courses	—	8	—	—	1	1	—	1	—	600.0%
3 Courses	—	6	—	—	—	—	—	2	—	266.67%
4 Courses	—	2	—	—	—	3	—	3	2	177.0%
5 Courses	1	4	1	—	1	1	—	—	—	126.0%
6 Courses	—	1	—	—	—	—	—	2	—	50.0%
TOTAL	1	22	1	—	4	5	0	8	2	1,571.67%
MEAN PROGRESS [^]	32.8%			62.2%			32.5%			36.6% ⁺

*Only teachers who supplied add-on course worksheets from the Office of Teacher Certification were included in this analysis.

[^]Individual teacher progress was calculated by dividing number of completed courses by number needed for licensure; Mean progress for each CREATE center was calculated by summing individual teachers' progress and dividing the total number of teachers per center.

⁺Overall mean progress is a weighted figure and was calculated by dividing the total progress by the total number of teachers.

Table 9. *Course Evaluation Survey Item and Domain Mean Ratings, Project CREATE, 2003-2004*

Domain Assessed	CU		CofC		USC		Overall*	
	F	Sp	F	Sp	F	Sp	F	Sp
Professor's Teaching Skills:	3.77	3.36	3.81	3.88	3.71	3.65	3.92	3.63
Communicated subject...	3.86	3.33	3.91	3.95	4.00	3.47	3.92	3.58
Cause me to think...	4.00	3.44	3.73	3.84	4.00	3.71	3.91	3.66
Showed enthusiasm...	4.00	3.17	3.82	3.95	3.86	3.65	3.89	3.59
Used examples, illustrations...	3.86	3.56	3.91	3.95	3.71	3.65	3.83	3.72
Embellished/expanded on...	3.86	3.50	3.91	4.00	3.71	3.56 ¹	3.83	3.69
Used allocated class time...	3.71	3.33	3.73	3.79	3.57	3.76	3.67	3.63
Presented information in an...	3.71	3.33	3.73	3.95	3.71	3.41	3.72	3.56
Integrated media, guest...	3.57	3.44	3.27	3.58	3.14	3.88	3.34	3.63
Inspired, motivated, and...	3.71	3.17	3.91	3.89	3.71	3.76	3.84	3.61
Professor's Interaction Skills:	4.00	3.49	3.98	3.97	3.65	3.64	3.88	3.70
Showed genuine interest...	4.00	3.56	4.00	3.95	3.57	3.65	3.86	3.72
Was available during office...	4.00	3.50	3.91	3.95	3.57	3.38 ¹	3.83	3.61
Showed respect towards the...	4.00	3.44	4.00	4.00	3.71	3.71	3.90	3.72
Encouraged student...	4.00	3.44	4.00	4.00	3.71	3.76	3.90	3.73
Responded to student...	4.00	3.50	4.00	3.95	3.71	3.69 ¹	3.90	3.72
Course Requirements:	3.90	3.21	3.87	3.82	3.57	3.62	3.78	3.55
Readings (textbook, etc.)...	3.86	3.11	3.73	3.79	3.57	3.29	3.72	3.40
Assignments, well developed...	4.00	3.44	3.91	3.95	3.57	3.71	3.83	3.70
Assignments, creative...	3.86	3.11	3.91	3.74	3.57	3.71	3.78	3.52
Assignments, well paced...	3.86	3.17	3.91	3.79	3.57	3.76	3.78	3.57
Evaluation of Learning:	3.92	3.54	3.89	3.97	3.65	3.60	3.82	3.70
Provided meaningful...	3.86	3.61	3.91	3.84	3.67 ¹	3.65	3.81	3.70
Graded tests/projects...	3.86	3.61	3.91	4.00	3.57	3.71	3.78	3.77
Prepared me for tests...	4.00	3.44 ²	3.91	4.00	3.71	3.29	3.87	3.58
Assessed knowledge and...	3.86	3.47 ¹	3.73	4.00	3.43	3.69 ¹	3.67	3.72
Returned graded tests...	4.00	3.56	4.00	4.00	3.86	3.69 ¹	3.95	3.75
Quality of Syllabus:	3.86	3.67	3.91	3.93	3.86	3.75	3.88	3.78
State goals/objectives...	3.86	3.78	3.91	3.95	3.86	3.88	3.88	3.87
Gave instructions for...	3.86	3.67	3.91	3.89	3.86	3.71	3.88	3.76
Provided clear criteria...	3.86	3.56	3.91	3.95	3.86	3.65	3.88	3.72
Quality of Course Content:	3.86	3.17	3.87	3.93	3.59 ¹	3.81 ¹	3.77	3.64
Provided more knowledge...	3.86	3.28	3.82	3.95	3.50 ¹	3.63 ¹	3.73	3.62
Made more relevant...	3.86	3.06	3.82	3.89	3.50 ¹	3.81 ¹	3.73	3.59
Broadened my perspective...	3.86	3.17	3.91	3.95	3.67 ¹	4.00 ¹	3.81	3.71
Significantly contributed...	3.86	3.17	3.91	3.95	3.67 ¹	3.81 ¹	3.81	3.64
AVE. OF DOMAIN RATINGS	3.89	3.41	3.89	3.92	3.67	3.68	3.84	3.67

No response from: ¹one teacher; ²two teachers. *Non-weighted overall average of the three centers' semester averages.

Table 10. *Number of Teachers Enrolled in Project CREATE, 2003-2004 by Center and Semester*

CREATE Center	Contract Course		Tuition Waivers		Total
	F	Sp	F	Sp	
Clemson University	8	25	0	7	40
College of Charleston	16	20	4	5	45
Univ. of South Carolina	8	21	2	5	36
TOTAL	32	66	6	17	121

COURSE EVALUATION

Project CREATE

► *Circle your Project CREATE Center and the semester/year of your course:*

University Center: CofC CU USC **Semester:** Fall Spring Sum **Year:** 03 04

► *Write the number and title of your course in the blank below:*

► *Use the following scale and circle your rating to the following items:*

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

In presenting and teaching material, this professor:

- | | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Communicated subject matter clearly. |
| 4 | 3 | 2 | 1 | Caused me to think critically. |
| 4 | 3 | 2 | 1 | Showed enthusiasm and made classes interesting and engaging. |
| 4 | 3 | 2 | 1 | Used examples, illustrations, and/or demonstrations to explain ideas. |
| 4 | 3 | 2 | 1 | Embellished/expanded on textbook material, rather than just repeated it. |
| 4 | 3 | 2 | 1 | Used allocated class time for critical, more important material. |
| 4 | 3 | 2 | 1 | Presented information in an organized, logical, and sequential manner. |
| 4 | 3 | 2 | 1 | Integrated media, guest speakers, and/or other resources with lecture. |
| 4 | 3 | 2 | 1 | Inspired, motivated, and stimulated a desire to want to learn more. |

When interacting with students, this professor:

- | | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Showed genuine interest in students' success. |
| 4 | 3 | 2 | 1 | Was available during office hours (or by phone/e-mail) for consultation. |
| 4 | 3 | 2 | 1 | Showed respect towards the opinions of students. |
| 4 | 3 | 2 | 1 | Encouraged student participation in class. |
| 4 | 3 | 2 | 1 | Responded to student questions in a clear, supportive manner. |

Requirements for this course included:

- | | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Readings (textbook, etc.) that improved my understanding of the subject. |
| 4 | 3 | 2 | 1 | Assignments that were well developed and related to course content. |
| 4 | 3 | 2 | 1 | Assignments that were creative, hands-on (e.g., case studies, research). |
| 4 | 3 | 2 | 1 | Assignments that were paced and timed appropriately for the semester. |

In evaluating my learning, this professor:

- 4 3 2 1 Provided meaningful, constructive feedback on tests and other work.
- 4 3 2 1 Graded tests/projects according to criteria published in the syllabus.
- 4 3 2 1 Prepared me for tests (e.g., gave overviews of test content/format).
- 4 3 2 1 Assessed knowledge and conceptual understanding on tests/projects.
- 4 3 2 1 Returned graded tests and projects on, or by, the promised date.

The syllabus for this course:

- 4 3 2 1 Stated goals/objectives and included a schedule of course content.
- 4 3 2 1 Gave instructions for successful completion of course assignments.
- 4 3 2 1 Provided clear criteria for grading projects and assignments.

In comparison with other special education courses I have taken, this course:

- 4 3 2 1 Provided more knowledge/skills about instruction in special education.
- 4 3 2 1 Made more relevant applications to the “real-world” of the classroom.
- 4 3 2 1 Broadened my perspective more in how to teach disabled learners.
- 4 3 2 1 Significantly contributed to my overall preparation in special education.

Please provide any additional, constructive comments about Project CREATE and/or the course you have taken in the blanks below:

*Project personnel certify that a total of 29 pages
comprise the final report for Year 1.*