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.

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The Eugene T. Moore School of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We also see a significant role for our school in the economic development of our state and nation, and we embrace Clemson University’s land-grant mission to better the lives of South Carolina citizens.

As part of our mission, we prepare students to value diversity and to be responsive to the needs of all learners, whether children or adults. Students who have graduated from our programs have told us that they feel empowered and ready to meet the many challenges facing our P-20 institutions of education and the communities and organizations surrounding them.

I am excited to be a part of the Clemson family, one that embraces educational excellence and is dedicated to making a difference in South Carolina, the nation, and the world. Clemson has the people, ability, and focus to move the needle in a positive direction as it relates to education — from pre-K through college and in communities, here and everywhere. I am looking forward to a continued partnership with students and colleagues to fulfill our mission.

Sincerely,

George J. Petersen
Founding Dean

“Our students — along with our faculty, staff, alumni, and friends — realize that through their abilities and dedication, they play a vital role in shaping educational and economic futures in South Carolina.”
Our mission is vital. Not only do we shape the lives of individuals, but we also help to transform families and communities. When education is improved, poverty and crime are reduced, the workplace and health are enriched, and communities are strengthened.

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

ACADEMIC ORGANIZATION

Departments
- Education and Human Development
- Educational and Organizational Leadership Development
- Teaching and Learning

Centers
- Center for Excellence for Innovation in Mathematics and Science
- Charles H. Houston Center for the Study of the Black Experience in Education
- National Dropout Prevention Center/Network
- Reading Recovery® and Early Literacy Training Center for South Carolina

Labs
- Arts and Creativity Lab
- Digital Media and Learning Labs
- Child Learning and Development Lab

Programs
- America Reads
- Call Me MISTER®
- ClemsonLIFE™
- STEM/STEAM
- Update Writing Project

Media Outreach
- Policy Matters
- Solutions to the Dropout Crisis

Transforming Lives, Families, and Communities
Profile of the S.C. Graduate

The profile of the South Carolina graduate is a joint initiative of the South Carolina Council on Competitiveness and Transform SC. There are three central dimensions to the aspirational profile: world-class knowledge, world-class skills, and life and career characteristics such as integrity, perseverance, and self-direction. The profile of the South Carolina graduate has been adopted by the S.C. Chamber of Commerce, the S.C. Department of Education, and the major state professional educational associations in South Carolina. The faculty and staff of the Eugene T. Moore School of Education are dedicated to ensuring that every student in South Carolina has the opportunity to develop the knowledge, skills, and personal characteristics that define the profile of the South Carolina graduate. To this end, we provide our in-service teachers and future educators the highest level of student-centered mentorship, professional and ethical guidance, and state-of-the-art training in how to deliver meaningful, problem-based instruction to all learners, regardless of age, family income, or background.

Addressing Challenges in Education

The Eugene T. Moore School of Education is deeply committed to the transformation of South Carolina and to inspiring and leading educational innovation. Professors, researchers, and students at Clemson University have developed nationally renowned programs to address the current and future challenges of access, inclusivity, poverty, equity, diversity, and innovative teaching in education and throughout our state and nation.
The ability to read is essential to navigating today’s world, but this seemingly simple skill is often taken for granted. For adults, reading text messages and instructions on prescription bottles can be life-saving. For students who have difficulty learning to read, everyday tasks in school can be challenging. “Being able to read opens children’s minds to a world of possibilities, but it also helps them navigate everyday life,” says C.C. Bates, Clemson professor in education and director of the Clemson University Reading Recovery® and Early Literacy Training Center for South Carolina (CUTC).

According to one Reading Recovery student, “At the beginning of school I was kind of scared to read, now I have gotten better and I like school.” The CUTC delivers graduate-level coursework to teachers in 26 districts in the state. This includes the training of Reading Recovery teachers. Reading Recovery (RR) is a highly effective, short-term, one-to-one early intervention. The goal of RR is to dramatically reduce the number of first-grade students who are having difficulty learning to read and write by accelerating learning through individually designed and delivered lessons.

During 2015-16, 66% of all children successfully completed the intervention on or above grade level, needing no additional services.

This percentage includes children who moved during the year and did not receive a complete program and those whose programs were cut short by the end of the academic year. For the children who received a complete intervention, 81% successfully finished on or above grade level.

One principal summarized the impact of the program: “Our Reading Recovery teachers played an integral role in the transformation of our school community. They were the ones who possessed the knowledge about what quality staff development looked like, as they had been through it in their Reading Recovery training. That, coupled with their wealth of reading knowledge, allowed them to influence every teacher and student in the building; they are the ‘Navy Seals’ of literacy!”

The CUTC recognizes that the sustainability of an intervention depends largely on high-quality classroom instruction and the support children receive in the regular classroom. Therefore, the center also offers training for classroom teachers that reaches over 800 RR teachers and 650 classroom teachers.

Additionally, the CUTC is currently implementing and researching the use of virtual professional development (PD) as a means of delivering more cost-effective and timely support for reading interventionist and K-2 teachers. With funding from the South Carolina Department of Education, the CUTC has developed a virtual PD library that includes modules on guided reading comprehension and writing. The modules showcase S.C. teachers engaged in their daily teaching. In the words of one Reading Recovery Teacher Leader, “The website provides visible proof that the application of strategies learned through study and coaching changes teacher and student performance in schools with diverse populations.” In 2015, the modules were accessed over 45,000 times by teachers in 64 of the 83 school districts.

Recently, the CUTC was awarded the 2015 Innovation in Education “Innovision” Award presented by McNair Attorneys for the development of an iPad app that digitizes oral reading assessment. The Record of Reading app was developed by CUTC director and assistant professor C.C. Bates and Clemson computer science Ph.D. graduate Sam Bryczynski. To date, the Record of Reading has been downloaded over 100,000 times.

Through the teachers it has trained, the CUTC has touched the lives of over 54,000 students across S.C. since 2000. One RR teacher accurately summed up the impact:

“The students who are blessed to have Reading Recovery become more confident and independent readers. Our school and district track these students, and we have seen that most of these students excel throughout their entire school career.”

Further, this program is bringing real impact to parents and families. The words of one South Carolina parent tell the story: “My daughter could not read a word, and now she can read books!”

Website > www.clemson.edu/readingrecovery
Individuals with intellectual disabilities (ID) face many daunting challenges in life, including challenges in education, employment, and independent living.

The National Longitudinal Transition Study (2009) reported that only one-third (37.2%) of young adults with ID are employed, and only a quarter (24.3%) live independently. One approach that has demonstrated success in increasing employment rates for these individuals has been participation in post-secondary education (PSE) programs. These programs have resulted in higher levels of employment (48% vs. 32%) and wages ($316 vs. $195 per week) in comparison to individuals with ID who did not attend a PSE program. Unfortunately, most post-secondary education programs are relatively small in size with a median of 12 students enrolled.

Clemson LIFE (Learning is for Everyone) was established in 2008, and has quickly become recognized as one of the nation’s leading post-secondary education programs. Clemson LIFE currently has 22 students enrolled, and is projected to increase enrollment to 40 students by 2020. Clemson LIFE provides quality training in job skills, social/leisure skills, and independent living for young adults with ID to ensure graduates attain employment and can safely live independently upon graduation.

Clemson LIFE offers a two-year Basic LIFE program, as well as a follow-up, two-year Advanced Program for students that have demonstrated the ability to safely live independently and sustain employment. Students who successfully complete the Basic or Advanced program receive a certificate of post-secondary education.

Clemson LIFE is one of the few post-secondary education programs currently recognized and approved as a comprehensive transition program (CTP), which makes LIFE students eligible for federal student aid.

Our Clemson LIFE graduates have demonstrated enhanced social and professional skills, and have achieved significantly higher rates of employment and independent living than their peers. In the words of Tina White, a Clemson LIFE employer with Clemson Broadcast Productions, “Clemson LIFE provides a unique opportunity for all students to experience college life but we, the faculty-staff and students, are the beneficiaries of these wonderful individuals. These students are more than willing to learn and contribute to every task assigned to them.”

Table 1 below shows the employment and independent living outcomes for Clemson LIFE graduates based on the number of years they were enrolled in the program. The overall employment rate for all Clemson LIFE graduates (77%) is more than double the national average for individuals with ID. Even more impressive, however, is that LIFE students who complete the Advanced Program have a 100% success rate for both employment and independent living.

Table 1. Clemson LIFE Student Outcomes

<table>
<thead>
<tr>
<th>Number of Years Completed</th>
<th>Employment Rate</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE Graduates Combined</td>
<td>20 of 26 (77%)</td>
<td>9 of 26 (35%)</td>
</tr>
<tr>
<td>Exited Program after 2 Years</td>
<td>12 of 18 (67%)</td>
<td>5 of 18 (28%)</td>
</tr>
<tr>
<td>Exited Program after 3 Years</td>
<td>6 of 6 (100%)</td>
<td>2 of 6 (33%)</td>
</tr>
<tr>
<td>Exited Program after 4 Years</td>
<td>2 of 2 (100%)</td>
<td>2 of 2 (100%)</td>
</tr>
<tr>
<td>National Average (NLTS2)</td>
<td>37.2%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

—Tara Gleason, Tillman Media Center

The employment rate for LIFE graduates is 77% - more than double the national rate for adults with ID.
Approaching Poverty and Rural Schools

The School Leadership Development Initiative: Improving Education through Leadership Learning Communities (LLC)

Faculty in the Department of Educational and Organizational Leadership Development (EOLD) have a long-standing partnership with the predominantly rural and high-poverty school districts that comprise the Western Piedmont Educational Consortium (WPEC). Drawing on lessons learned in previous pilot programs, in October 2014, Drs. Hans Klar and Frederick Buskey collaborated with a steering committee of WPEC leaders to create a Leadership Learning Community (LLC). The purpose of this two-year initiative is to create a professional learning community for nine school leaders and six leadership coaches that will result in increased student achievement through development of other school leaders, more effective data use, and the development of a culture that supports teaching and learning.

Table 1 and Table 2 provide an overview of LLC participants and the impact of the LLC in each Leader’s school.

The LLC impacts approximately 15,650 students from districts that have average poverty indexes of 80%. In this way, the LLC is closely aligned with the land grant mission of Clemson University, the Eugene T. Moore School of Education’s commitment to supporting underperforming and underserved communities, and the goals of the strategic plan.

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Table 1. Impact School Leader’s Activities as a Result of LLC

<table>
<thead>
<tr>
<th>Leader’s School Level and Dist.</th>
<th>Leader’s Position</th>
<th>LLC Focus</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES Anderson 3</td>
<td>AP</td>
<td>Increase use of classroom instruction that increases student engagement</td>
<td>376</td>
</tr>
<tr>
<td>MS Greenwood 50</td>
<td>AP</td>
<td>Use data to create targeted opportunities for students in need.</td>
<td>663</td>
</tr>
<tr>
<td>ES Laurens 55</td>
<td>AP</td>
<td>Increase levels of student engagement across subjects and grade levels.</td>
<td>609</td>
</tr>
<tr>
<td>ES Greenwood 50</td>
<td>P</td>
<td>Build instructional leadership capacity</td>
<td>524</td>
</tr>
<tr>
<td>HS Newberry</td>
<td>P</td>
<td>Increase retention of new teachers</td>
<td>837</td>
</tr>
<tr>
<td>HS Lexington 3</td>
<td>P</td>
<td>Improve ELA through increased engagement and inquiry</td>
<td>510</td>
</tr>
<tr>
<td>ES Saluda</td>
<td>IC</td>
<td>Develop leadership skills aligned to the principalship</td>
<td>301</td>
</tr>
<tr>
<td>ES McCormick</td>
<td>P</td>
<td>Develop instructional leadership capacity of leadership team members</td>
<td>462</td>
</tr>
<tr>
<td>MS Saluda</td>
<td>P</td>
<td>Develop cohesion on the school leadership team amidst high levels of turbulence</td>
<td>474</td>
</tr>
</tbody>
</table>

*ES= Elementary School; MS= Middle School; HS= High School | **P= Principal; AP= Assistant Principal; IC= Instructional Coach

Table 2. Coaches and Potential Impact of their Development

<table>
<thead>
<tr>
<th>Coach’s District</th>
<th>Coach’s Role</th>
<th>Number of Schools in District</th>
<th>No. of Students Potentially Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson 3</td>
<td>Principal</td>
<td>5</td>
<td>2,638</td>
</tr>
<tr>
<td>Laurens 56</td>
<td>Principal</td>
<td>5</td>
<td>3,136</td>
</tr>
<tr>
<td>Newberry</td>
<td>Dir. Elementary Education</td>
<td>14</td>
<td>6,133</td>
</tr>
<tr>
<td>Newberry</td>
<td>Asst. Superintendent for Curriculum and Instruction</td>
<td>14</td>
<td>6,133</td>
</tr>
<tr>
<td>Saluda</td>
<td>Principal</td>
<td>5</td>
<td>2,204</td>
</tr>
<tr>
<td>Saluda</td>
<td>Principal</td>
<td>5</td>
<td>2,204</td>
</tr>
</tbody>
</table>

Our region of the state has depended upon Clemson University to help us develop educational leaders for a number of years... The students in our area will greatly benefit from the work that Clemson is doing with our assistant principals, principals, and district staff. I am grateful to Clemson University and the School of Education for their commitment of time, talent, and resources to this highly successful initiative.”

—— Retired WPEC Superintendent and Executive Director

“After the first year, principals do not receive much support, and the LLC has filled this void.”

——Leader, Elementary School Principal
For three decades, the National Dropout Prevention Center (NDPC) at Clemson University has been the go-to source of research, professional development, and technical assistance for those in South Carolina and across the nation who work to foster student success and high school completion. Many schools, districts, and states credit NDPC with helping them to strategically select and implement the high-impact dropout prevention strategies that have increased high school graduation rates. Dr. Mark Wilson, National Principal of the Year 2009 and Clemson University alumnus, explains it best: “School leaders benefit from what the National Dropout Prevention Center provides for communities across the nation: research, expertise, encouragement, networking, resources, and a strategic framework for solving one of education’s greatest challenges – students who drop out of school.”

After three years of intensive support and training by NDPC, both Ware Shoals School District 51 and Anderson School District 5 attribute their graduation rate improvements to the work of the National Dropout Prevention Center at Clemson University.

The NDPC website, www.dropoutprevention.org, is documented as the world’s most utilized dropout prevention resource with over 30,000 users each month. Each year, NDPC delivers the nation’s most comprehensive offering of dropout prevention conferences with over 2,400 participants from all 50 states and several foreign countries. Each month, NDPC produces and airs “Solutions to the Dropout Crisis,” a dropout prevention webinar that now has 70 archived broadcasts available online for use by teachers, counselors, and education decision makers.

NDPC recently developed the Diploma Planning Institute to help schools in Maine meet legislative requirements for dropout prevention planning. This service was immediately embraced by schools in South Carolina, Ohio, Georgia, and Mississippi. In addition, NDPC, in partnership with Clemson Broadcast Productions, recently developed and produced a series of 15 documentary films, “Dropout Prevention in Rural America,” which will soon be nationally distributed by the U.S. Department of Education.

In 2015, NDPC released A Meta-Analysis of Dropout Prevention Outcomes and Strategies which established impact measures for a variety of dropout prevention interventions. This two-year project by researchers at Clemson University and Old Dominion University now stands as the nation’s largest and most comprehensive study of dropout prevention strategy impact and is shaping graduation rate improvement initiatives across the country.

The NDPC is a nationally renowned program serving participants in all 50 states through the Specialist Certification Program (228 participants), national and regional conferences (2,400 participants), and Diploma Planning Institutes (7 events with over 500 participants). NDPC provides technical assistance to districts and schools in 28 states and has produced over 36 products, tools, publications, and series broadcasts.

In fact, the NDPC’s national impact has been recognized by Dr. William J. Bennett, former U.S. Secretary of Education. According to Bennett, “The dropout issue has tremendous economic and social costs and negatively impacts individuals, families, and communities. The National Dropout Prevention Center was one of our country’s first resource centers for graduation rate improvement and continues to provide a comprehensive collection of resources to support those who help students succeed and graduate. Clemson University is to be commended for providing this invaluable resource to the states, districts, schools, and educators of America.”

Website: www.dropoutprevention.org

“As Governor of South Carolina along with my late wife, Tunky, we were fortunate to participate in establishment of the National Dropout Prevention Center at Clemson University in 1986. For 30 years, the center has supported the work of schools, districts, states, and the nation to end the dropout crisis. South Carolina, the nation, and our children have benefited from the research, professional development, and technical assistance provided by the center and by Clemson University.”

— Richard Riley, Former S.C. Governor and U.S. Secretary of Education

“Success in our schools is one of the most important issues of our time. The dropout issue has tremendous economic and social costs and negatively impacts individuals, families, and communities. The National Dropout Prevention Center at Clemson University in 1986. For 30 years, the center has supported the work of schools, districts, states, and the nation to end the dropout crisis. South Carolina, the nation, and our children have benefited from the research, professional development, and technical assistance provided by the center and by Clemson University.”

— Dr. William J. Bennett, Former U.S. Secretary of Education

“NDPC trains over 2,400 practitioners each year.
The STEAM Collective is working towards establishing an ecosystem among schools, families, businesses, and community members. STEAM utilizes the collective expertise of multiple Clemson University colleges and faculty to support an initiative aimed at increasing the participation of South Carolina students in STEM fields. The initiative began in fall 2015, and drew on prior research in STEAM instruction conducted by Clemson faculty.

To date, 43 middle school teachers in the Greenville County School District (GSCD) have taken a series of three graduate courses on STEAM instructional practices, resulting in more than 150 STEAM units implemented in classrooms. Participating middle school teachers have stated, “It has been a wonderful journey, where I learned about my teaching and how my students learned. My test scores improved! So going forward, I am going to be implementing more STEAM units,” and “This learning approach was just what we need for today’s learners.”

Goals of the STEAM Collective include:

- Providing scalable and sustainable STEAM ecosystems in high-needs school districts in S.C., beginning in elementary school
- Working directly with businesses, families, and schools to build, and sustain cradle-to-career community efforts with STEAM
- Training cohorts of highly skilled STEAM leaders, inclusive of administrators, teachers, families, and other instructional supports, to impact student learning
- Creating the first STEAM Teaching Certificate in the nation

Based on work with GCSD, Berkeley County Schools has partnered with Clemson faculty to work on district-wide STEAM initiatives including community and administrative visioning days; the work will address underserved elementary students in the county. Currently, 50 elementary and middle school teachers across four schools are engaging in this program.

With the sanctioning of the STEAM Teaching Certification, teachers in South Carolina and nationally will be able to complete STEAM coursework online and increase STEAM learning in remote, underserved, and rural communities. Online courses will be offered beginning in fall 2016.

Early work with teachers and their students has resulted in an instructional model to guide effective STEAM teaching and a measurement tool to assess student collaboration in STEAM units. The STEAM Collective researchers are also in partnership with Educational Testing Service (ETS) and research scientists at CRESST (National Center for Research) to develop an assessment tool to measure student collaboration in STEAM problem-solving (funded by the MacArthur Foundation for 21st Century Learning and Assessment).

STEAM has given the Eugene T. Moore School of Education increased national recognition with faculty presentations at the National Dropout Prevention Center, invited articles to national journals, and peer-reviewed and accepted presentations at the meetings of the American Educational Research Association, Association for Science Teacher Education, and Society for Technology Integration and Teacher Education.

Research from this project, published by Drs. Cassie Quigley and Dani Herro in the Journal of Science, Education and Technology, demonstrates the effectiveness of STEAM in helping schools meet contemporary instructional standards by teaching students to use technology to solve real-world problems.

Website: www.clemson.edu/steam

Percentage of teachers who have implemented STEAM units in their classrooms: 100%
Percentage of teachers who have completed STEAM Teacher Leadership training: 98%
Number of teachers who have completed nine graduate credit hours towards a STEAM certificate: 45

“This learning approach was just what we need for today’s learners.”
-Middle School Teacher
Driving diversity

The Call Me MISTER program prepares Clemson education majors for the challenges of teaching in underperforming schools and underserved communities. But, this program is unique in its focus on increasing the diversity of South Carolina’s educators. Nearly two decades ago, Clemson Professor Emeritus Tom Parks noticed an astonishing lack of African-American male teachers in South Carolina – African-American men made up less than 1 percent of the state’s teaching workforce.

To change this, Parks partnered with a handful of South Carolina’s historically black colleges and universities to create a new initiative. The result was Call Me MISTER. The mission of Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) is to increase the pool of available teachers from a broader, more diverse background, particularly among the state’s lowest performing elementary schools. As of fall 2015, the program has grown to prepare 189 enrolled MISTERS.

At Clemson, program participants are challenged to foster open dialogues, in addition to completing their standard coursework. Upon graduation, the MISTERS enter public schools with a unique insight that enables them to respond to circumstances that challenge students’ ability to be successful – both inside and outside the classroom.

“We are committed to high-caliber, culturally competent educators with an abiding belief in the innate capacity of all students to be successful,” says Winston Holton, the program’s field coordinator. “Our MISTERS give these students the skills and tenacity necessary to ensure that they are.”

Many students who participate in the MISTER program come from communities that have felt the tangible effects of marginalization and disenfranchisement as a result of historically inequitable policies. This personal experience enhances each MISTER’S ability to address the issues facing the disadvantaged children they will one day teach.

According to Holton, “The MISTERS have an understanding of the challenges these families face, one that exists beyond the formalistic and theoretical. This program is the fuel that powers transformational leadership.”

The impact that the MISTERS have had on South Carolina public schools is tremendous. In fact, these educators are so well prepared for the field that while some MISTER graduates are entering their 12th year of teaching, 99% have remained in the classroom with the other 1% serving in administrative roles. Further, 20% of these young educators have received Teacher of the Year honors with one being honored as District Teacher of the Year. Earnestine R. Williams, an Assistant Superintendent of Human Resources for the School District of Oconee County, emphasizes the importance of the MISTERS in her school: “Not only were the MISTERS instrumental in helping our students succeed academically; they also worked to establish themselves as role models who influenced the development of young people.”

The MISTER program has also emerged as an evidence-based program. Results from a 2011 study conducted by Dr. Lamont Flowers of Clemson’s Charles H. Houston Center for the Study of the Black Experience in Education - a comparative analysis of state-mandated PASS test scores - showed that Call Me MISTER teachers made a statistically significant difference in student outcomes in third grade writing as well as third, fifth, and seventh grade math and science. Additionally, Call Me MISTER was recently cited and recognized nationally in the widely distributed Shanker Report and in The Atlantic magazine as a successful collaborative model for improving teacher diversity.

These successes have resulted in over $13 million in funding since 2000, including funding from W.K. Kellogg Foundation in 2012 to establish a MISTER program at Jackson State University in Mississippi. Further, Pennsylvania, Florida, and Kentucky state legislatures were inspired by South Carolina to commit significant funding totaling $2.5 million to initiate the program in their states.

Since its inception, Call Me MISTER has experienced tremendous growth, expanding to 20 colleges and universities within South Carolina and eight other national partnering educational institutions. Through their hard work, the MISTERS and their mentors have shaped a new statistic, increasing the number of African-American male teachers – one that the Palmetto State can take pride in.

Call Me MISTER was recently recognized nationally in the widely distributed Shanker Report and The Atlantic magazine as a successful collaborative model for improving teacher diversity.

Since 2004, 170 MISTERS have graduated from Clemson, resulting in an 85% increase in the number of African-American male teachers serving in South Carolina elementary schools.
New College.
New Innovations:

Partners for the Future

The Eugene T. Moore School of Education faculty and staff are committed to a long-term vision of an improved Palmetto State. As a component of Clemson University's new strategic plan, on July 1, 2016, the Eugene T. Moore School of Education will become the College of Education. In the view of President James P. Clements, these university changes will serve as a “key enabler... to move Clemson forward, to solidify our place among the nation’s great public, land-grant universities and to prepare for the future.”

“There are so many dynamics within the state and the nation that will impact the future of education,” Dean Petersen said. “I think in 10 years that education will be different. As part of our fabric of success, we will partner with families, businesses, and governments working across disciplines to address complex issues.”

“There is a level of dignity you receive from our programs, and we want that for all South Carolina students,” Petersen adds. “We want to see a transformation in students’ professional and personal capacities. Through education, they can live successful and impactful lives.”

As the new College of Education forges ahead into building a new future for students and teachers, several key goals have been identified as follows:

- Develop external funding through interdisciplinary collaborative research with other fields of study, schools, industry, and other universities
- Lead a Clemson-wide effort that will establish STEAM initiatives in South Carolina’s most underserved communities
- Evaluate the impact of graduates in their respective fields, including the impact teachers and school leaders have on education in South Carolina and beyond
- Engage and excite our alumni and friends; work to develop meaningful partnerships in order to enhance the transactional work of the college
- Collaborate with South Carolina community and business groups to develop cutting-edge programs that will impact education in underserved schools and enhance the economic development of our state - from birth to workforce readiness