



NACEP

The Classroom Visit

NACEP Webinar Series

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BOISE STATE UNIVERSITY

CONCURRENT ENROLLMENT



University of Findlay.

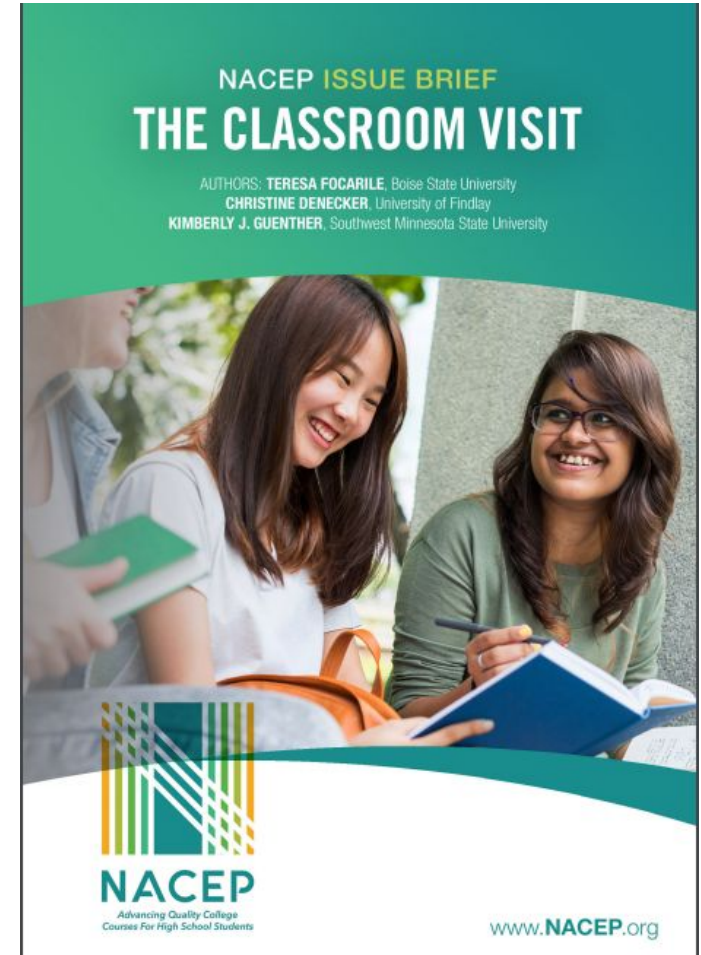


SOUTHWEST

MINNESOTA STATE UNIVERSITY

Goals for today's session

- Summarize the ideas in the Issue Brief
- Build on those ideas with your own practice and experience
- Discuss how this resource can be used at your institutions



Section I: NACEP Guidelines

NACEP Standard C3: The Faculty Liaison is to observe the course content and delivery, student discourse, and rapport to ensure Concurrent Enrollment courses are equivalent to the courses offered on-campus.

1. What should FLs look for at site-visit to find evidence of rigor, student learning and equivalency to campus course?
2. How can FLs use site-visit to build foundational relationships with concurrent enrollment instructors?

Getting to know you

Polling questions:

- What role do you play in your CEP?
- How often do classroom visits occur?

Chat question: What do you hope to gain from this session?



Section 2: Nuts and Bolts (Before)

- Ask questions about what to anticipate during the class session. It would be helpful to know:
 - what was taught in the previous class(es) that helped set up students for this particular session;
 - what activities are planned in order to meet the day's learning goal(s) (e.g. what will students do in class to gain that knowledge?);
 - how the CEI will assess whether or not the teaching methods helped students meet the learning goal(s) while maintaining rigor;
 - what feedback would be helpful to the CEI;
 - what additional support the CEI needs or what questions the CEI may have.

Section 2: Nuts and Bolts (During)

What are things to look for during the classroom visit:

- Were the students engaged?
- Were students demonstrating their knowledge of the content?
- Was the content covered equal to college classroom rigor?
- Was the class session well-organized?



Section 2: Nuts and Bolts (After)

Polling question:

- In what ways do you collect and share information gathered in the classroom visit?



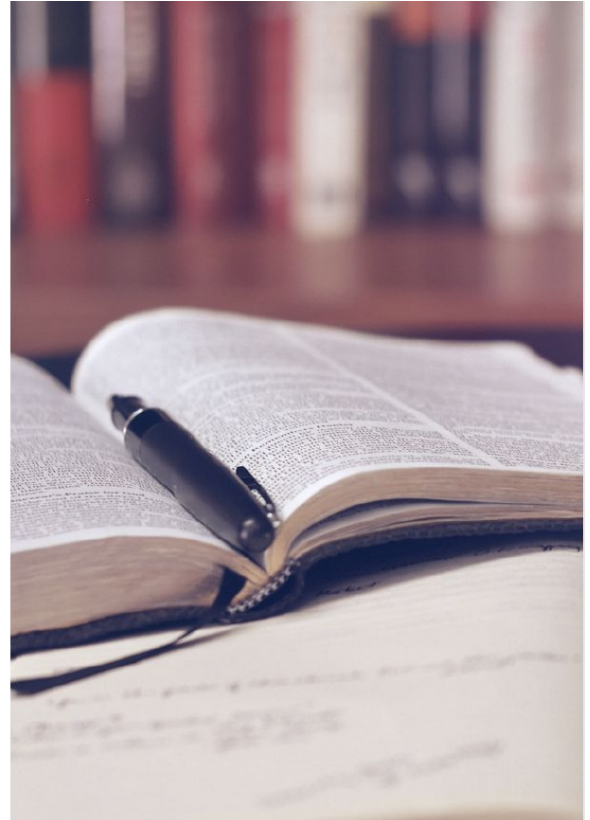
Section 2: Nuts and Bolts (After)

Giving feedback using the ACTION framework

- **A**sk clarifying questions to assist with understanding intentions.
- **C**ome from curiosity not judgment
- **T**ell them the reason for the feedback in a factual manner
- **I**mpact exploration
- **O**wn your thoughts and feelings
- **N**ext Steps: Request appropriate action be taken

Applying what we've learned

- What is one way you might apply what you learned today to your own work?



Questions?



NACEP Issue Brief: The Classroom Visit

<http://www.nacep.org/resource-center/issue-brief-the-classroom-visit/>



Thank you!

Feel free to contact us:

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