



CE Instructors: Transitions, Training, & Mentoring

Paul Finch

Coordinator of Concurrent Enrollment & Instruction

Colorado Springs

District 49

Background



- CE Coordinator Position
- College Instructor Expectations and Agreements
- Student-Parent Course Agreement

IHE Department Buy-in



- Meet with various IHE departments
 - High school faculty with IHE department reps
 - Discuss pipeline issues
 - Discuss rigor and transition
 - Learn exactly what IHE departments want
- Start with English, Math, and History

High School Admin Buy-in



- Order of vetting very important
 - Principal, admin rep chooses teacher
 - College evaluates, but HS admin can as well
 - AP, IB, and CE questions/concerns
 - Coordinator approaches teacher with interview and introduction of expectations

Setting Instructor Expectations



- **Evaluations and Observations**

- IHE is primary evaluator of instructors
- Additional observations by CE and high school administration
- Peer observations—very helpful best practice
- High school teacher observation of college instructor—valuable

Instructor Expectations



- **PD and Professionalism**

- IHE workshops
- District PD—pipeline discussions
- Cooperating with counselors and administrators in vetting students
- Planning for high school interruptions

Navigating HS Culture



- The interruptions
 - Assemblies, lockdowns, fire drills, etc.
 - School weather cancellations (D49 shifts block days to Fridays)
 - Testing
- Block (two days) versus 5-day classes
- Attendance and make-up work (class not on hold while away)

Transition Courses: 1st Course Experience



- Freshman composition, literature, and history on D49 high school campuses
 - Soft skills development
 - Balancing rigor
 - Demonstrate differences in subsequent classes to the first experience

Classroom Practices



- Students owning best practices
- Google Docs (efficiency, immediate feedback)
- History instructor (scaffolds research paper)
- Managing classroom (all high school-aged students)—redirecting with formative grading, respect factor, emails, shared docs, and interventions
- High stakes content and low stakes grade

Setting Parent Expectations



- **Pre-teaching, often pre-empts**
 - **FERPA:** Students submit form to the IHE
 - **Phone and Email:** Due to FERPA, instructors take calls and emails from students only
 - **Access to Grades:** Student can share online
 - **Transparency:** Grades, attendance, and admitting overall comfort with CE.
 - No parent-teacher conferences
 - D49 added parent survey

Instructor Expectations

- **Syllabus**

- Use IHE syllabus templates
- Also learn best syllabus practices
- Review syllabus first day of class
 - Course objectives and expectations
 - Attendance and grading policies
 - Assignments, low stakes and high stakes

Student Expectations



- **Course Syllabus:**
 - Understand grading criteria
 - Late work policies
 - HW load, procedures, & policies
- **Attendance:**
 - No excused & unexcused
 - Emphasize contact hours, importance to us
 - Some instructors connect to grading

Instructor Expectations



- **Assignments and Assessments**
 - Personal, timely feedback
 - Writing assignments, consult over drafts; do not give full-draft feedback
 - Teach students to ask questions about papers/tests
 - Email
 - Google docs
 - Discussions
 - Presentations

Instructor Expectations



- **Self-Advocating**

- In and out of the classroom
- Support Services (& how to approach)
 - Writing Center
 - Math Center
 - Tutoring Services
 - Accommodative Services

Student Expectations



- **Self-Advocacy:** Show (follow through with syllabus) and tell (teach them to learn vicariously).
- **Institutional Policy Docs:** Students should know their rights, the services, and the procedures
 - Accommodative services—IEPs and 504s
 - IHE Academic Concerns form
 - D49 added an Academic Concern form for pathways classes
 - Probation and suspension



- **Questions?**
- **Contact information**
 - pfinch@d49.org
 - **719.492.3002**