

JFF

INSTRUCTOR CAPACITY

CHSA- NGA Cross-State College in High School Workshop

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Jobs for the Future

DEEP DIVE: INSTRUCTOR CAPACITY

Ensuring equity and quality... requires a strong and diverse pool of teachers and faculty with the appropriate training and support to ensure that, regardless of instructor type or location, students are receiving the same college course experiences.



INSTRUCTOR CAPACITY

RAPID BRAINSTORM — TYPE IN THE CHAT

In a few words: What is your biggest concern or question related to instructor capacity for college in high school programs?



THE ISSUE: A TEACHING FORCE STRETCHED THIN

College Instructors: difficulty teaching on high school schedule; location/ transportation barriers; may need licensure to teach on a HS campus

High School Teachers: many lack qualifications (credentialing) to teach college courses.

- Master's in the subject being taught or Master's in another field + 18 graduate credits in the subject

Both Groups: need for professional development to better equip them to fill a unique dual role



Solving the Dual Enrollment Staffing Puzzle
STRATEGIES FROM THE EARLY COLLEGE EXPANSION PARTNERSHIP

DUAL CREDIT TEACHING FORCE INITIATIVE

Design, implement, and document a model to:

- Assess current and future staffing needs
- Pilot programs and incentive structures to increase teachers' access to graduate courses
- Provide PD for cohort teachers

Locations: Mounds View, MN and Denver, CO



<https://www.jff.org/resources/addressing-major-barrier-dual-enrollment-strategies-staff-and-scale/>

3 INTERRELATED COMPONENTS



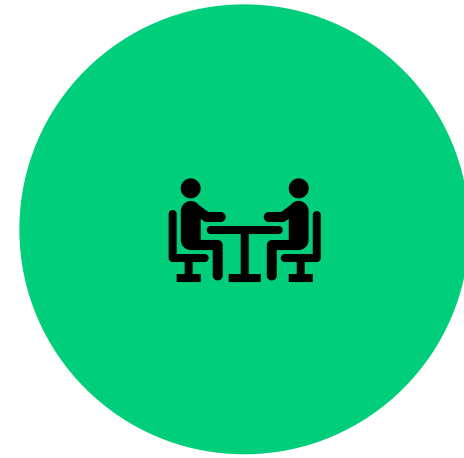
IDENTIFYING QUALIFIED INSTRUCTORS

Strategies for K12 and PSE to better leverage the existing pool of teachers that meet minimum qualifications



EXPANDING THE POOL

Strategies to incentivize and upskill more teachers to meet college in high school requirements; increase instructor diversity



TEACHER-FACULTY COLLABORATION AND PD

Strategies to better align instruction, expectations, and assessment; provide continuous professional learning for K12 and college faculty

PULSE CHECK

Which of these areas are of highest interest for your state?

1. **IDENTIFYING QUALIFIED INSTRUCTORS**
2. **EXPANDING THE POOL**
3. **TEACHER-FACULTY COLLABORATION AND PD**



IDENTIFYING QUALIFIED INSTRUCTORS: THE FOUNDATION

Make Requirements Clear

- How are you disseminating information about the qualifications and the need?

Develop Data Systems

- Do you have data on supply of and demand for college in high school instructors?

Provide Guidance to IHEs

- Do colleges have the information they need on policies for teaching in K-12 schools?

IDENTIFYING QUALIFIED INSTRUCTORS

Advanced: Enable Teacher Licensure for College Faculty (and Career Changers)

Exceptional: Facilitate the Sharing of Qualified Instructors



PAUSE AND REFLECT

What is your state currently doing to help identify qualified instructors?

Do you have any other strategies to share?

Where might you focus your efforts in the future?



EXPANDING THE POOL

Foundation: sharing information on graduate course offerings; leveraging federal funding

Advanced: Develop graduate courses targeted for teacher needs; promote credit for prior learning



Advanced: Tuition assistance and incentives for upskilling; focus on teacher diversity

Exceptional: Systemic solutions— development of new master's degrees; licensure pathways; long-term financial incentives

CASE STUDY: MN

MNSCU:

- Data collection and dissemination
- Information sharing/ policy updates
- Pre-approval process for graduate courses that meet min. quals.;
directory of approved courses
- Supporting Credit for Prior Learning
innovation

State Legislature:

- Funding for graduate tuition for teachers pursuing credentialing
- Funding for universities to develop new online graduate courses
- Policy change to allow districts to provide incentive pay to teachers that earn 18+ graduate credits

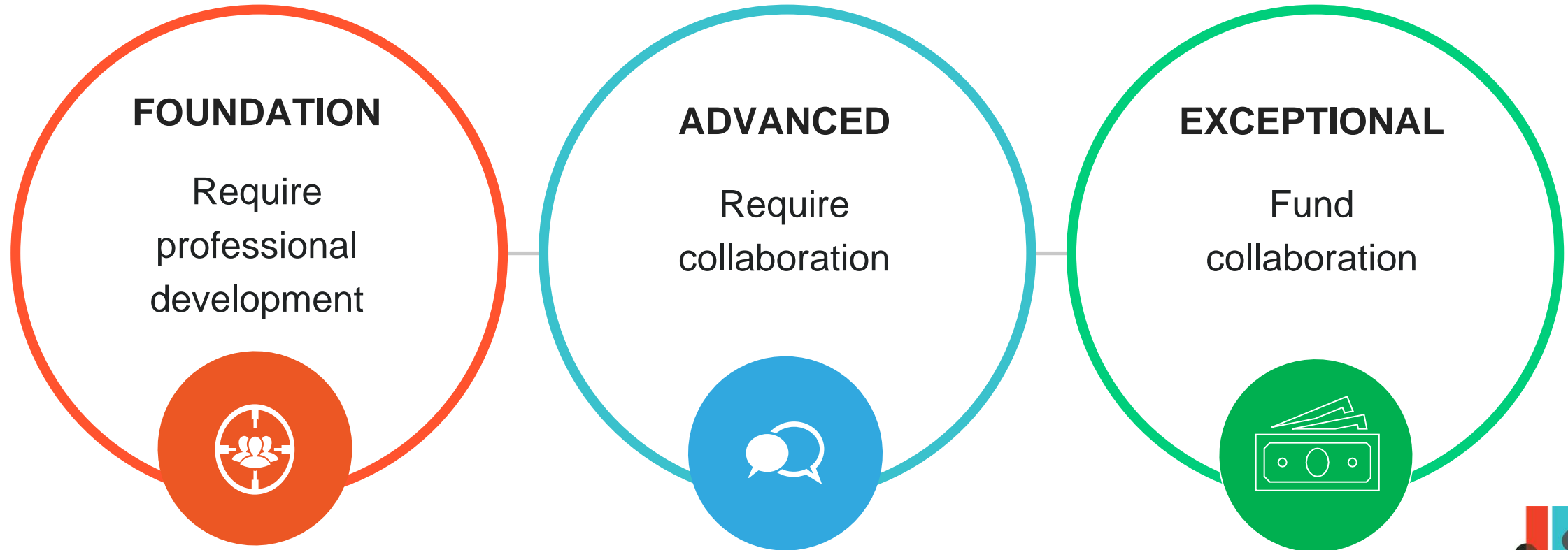
PAUSE AND REFLECT

What did you find most compelling about the case study and examples shared?

In what ways are these strategies applicable to your state—and what are the key differences you would need to take into account?



COLLABORATION AND PROFESSIONAL DEVELOPMENT



PAUSE AND REFLECT

What does high quality professional development for college in high school instructors look like?

What opportunities currently exist in your state?

Where do you see barriers, gaps, and needs for enhanced professional development and collaboration?



DISCUSSION

What solutions would you recommend to address instructor capacity...

... in order to advance equity and quality in College in High School programs?



THANK YOU!

Stay in touch.

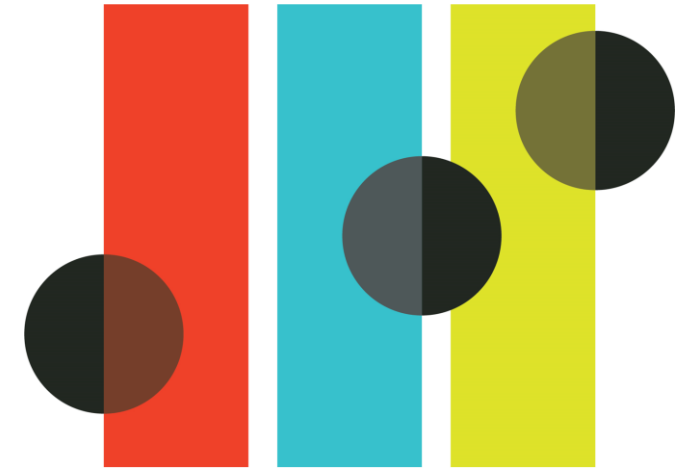


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