



INSTRUCTOR CAPACITY

States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.

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This is one of six components that states need to be mindful of to build policy for college in high school programs like dual enrollment, concurrent enrollment, and early college high school that includes equity and quality as a priority. To learn more, see the full report [Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs](#).



WHY THIS MATTERS | *Ensuring equity and quality in college in high school programs 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.*



Identifying Qualified Instructors

One of the most prevalent capacity issues affecting dual and concurrent enrollment is a shortage of instructors who can teach college courses for high school students. Depending on the local delivery model, instructors may be college faculty or high school teachers who meet the qualifications to serve as college adjuncts—but the supply of both groups is limited, and the shortage is particularly acute in school districts serving low-income and underserved populations. College faculty may be reluctant or unavailable to teach on a high school schedule, and in some states, they must meet licensure requirements to deliver courses on a K-12 campus. High school teachers, meanwhile, often lack the minimum qualifications required to teach at the postsecondary level (typically a Master's degree or a minimum number of graduate credits in the specific subject being taught). The shortage of qualified instructors is often most acute in rural areas and under-resourced communities.



Identifying Qualified Instructors

FOUNDATIONAL POLICY

► Make Requirements Clear

The state disseminates information about the minimum qualifications for a high school teacher to teach dual/concurrent enrollment and raises awareness of the need for increasing the credentials of current high school teachers to meet these qualifications.

► Develop Data Systems

The state develops data systems to collect and publicly report on the supply of and demand for qualified instructors.

Example — The Minnesota State College and University System (Minnesota State) has conducted biannual statewide surveys of the qualifications of concurrent enrollment instructors and disseminated findings on gaps by institution and by subject area.¹ These data have informed institutions' efforts to develop graduate programs for teachers who can fill these gaps.

► Provide Guidance to IHEs

The state provides guidance to assist postsecondary institutions in understanding and navigating licensure policies and labor agreements that increase the quantity of postsecondary faculty teaching college high school courses.

ADVANCED POLICY

► Enable Teacher Licensure for College Faculty

The state has policies in place addressing common barriers for postsecondary faculty interested in teaching college in high school classes, such as by building high-quality pathways like teacher residencies or grow your own programs, to teaching that result in a interested faculty becoming fully-certified teachers.

Example — The Ohio Department of Education will grant an early college high school educator license to faculty with a graduate or terminal degree, who pass the content area exam required of all teacher candidates in the state, and who have at least one full school year of teaching experience, including at the postsecondary level.²

EXCEPTIONAL POLICY

► Facilitate the Sharing of Qualified Instructors

The state publishes rosters of instructors who are qualified to teach college in high school courses in hard-to-staff subject areas and enables shared hiring agreements to allow these faculty to split their teaching load across multiple IHEs or school districts within their geographic region.



Expanding the Pool of Qualified Instructors

As states seek to expand college in high school programs as a strategy for equity, they will need to develop strategic approaches to grow the ranks of qualified instructors from both secondary and postsecondary institutions, with attention to developing a teaching pool that better reflects the demographics of the student population.



Expanding the Pool of Qualified Instructors

FOUNDATIONAL POLICY

► Create State Directory

The state agencies maintain a directory of graduate course offerings available for high school teachers pursuing the credentials to teach in a college in high school program.

Example – *The Kansas Board of Regents hosts an online directory of online graduate programs in the state's public universities that could be used for concurrent enrollment credentialing for high school teachers.*³

► Leverage Federal Funding

The state takes advantage of allowable uses of federal funding under Title II Part A of ESSA, which allows both the state and the local recipients of funds to use their funding for professional development for college in high school programs, to include credentialing.

Example – *In its ESSA State Plan, Hawaii discusses its plans to use its Title II funding to provide professional development to educators teaching in dual credit courses in the state.*

ADVANCED POLICY

► Increase Teacher Diversity

The state encourages more students of color to pursue a teaching career, with a focus on high-need fields such as dual enrollment and concurrent enrollment, through high-quality programs including: service scholarship and loan forgiveness programs, teacher residencies, Grow Your Own programs. States can also support candidates of color by funding intensive teacher preparation programs that offer ongoing mentorship, tutoring, exam stipends, job placement services and other supports that ensure their successful completion of preparation programs.⁴

► Provide Tuition Assistance & Incentives for Teachers

The state provides funding for tuition assistance for high school teachers enrolled in graduate courses for dual credit credentialing, and state allows local K-12 districts to provide financial incentives for teachers who deliver dual credit courses. This funding places an emphasis on recruiting teachers with demographics that reflect the student population.

Example – *The Ohio General Assembly appropriated \$10 million in 2015 to develop and provide free or low-cost graduate courses for teachers pursuing concurrent enrollment credentialing.*⁵ *Indiana legislation authorizes school districts to provide extra compensation for teachers who have earned a master's degree in a content area directly related to a dual credit course they are teaching.*⁶

► Promote Credit for Prior Learning

The state assists with developing and validating new opportunities for teachers to meet dual credit credentialing requirements through Credit for Prior Learning.

Example – *Minnesota State is supporting efforts to develop and implement a system to validate tested experience by awarding graduate-level Credit for Prior Learning for prospective concurrent enrollment teachers, reducing their need to take graduate courses.*⁷



Expanding the Pool of Qualified Instructors

EXCEPTIONAL POLICY

► Provide Tuition Assistance & Incentives for Teachers

The state supports efforts to increase the long-term pipeline of educators qualified to teach in college in high school programs, such as the development of new master's in education programs that include a content-area specialization and licensure pathways for college instructors to teach at the high school level.

► Develop Advanced Teaching License

The state allows high school teachers who teach in college in high school programs to qualify for an "advanced" teaching license, which provides opportunities for increased pay and recognition.

► Require Financial Incentives for IHE Faculty

The state requires public colleges to provide financial incentives for postsecondary faculty who participate in designing or delivering college in high school courses or mentoring secondary faculty teaching these courses.



Teacher-Faculty Collaboration & Professional Development

College in high school programs depend on strong engagement from both secondary and postsecondary educators, and each group brings a necessary set of expertise. Both groups benefit from developing collegial relationships to foster stronger connections between K-12 and college, and better align programs beyond just the curricula, such as aligning approach, expectations, and outcomes to support a seamless transition from high school to college course-taking.



Teacher-Faculty Collaboration & Professional Development

FOUNDATIONAL POLICY

Require Professional Development

As part of the state's quality standards for college in high school program providers, there is a clear requirement for instructors (in both K-12 and higher education) to participate in continuous high-quality professional development that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration.⁸

Example – Minnesota,⁹ Indiana,¹⁰ and several other states require all dual/concurrent enrollment programs to meet the NACEP accreditation standards or similar standards. NACEP requires faculty liaisons at postsecondary institutions to provide “annual discipline-specific professional development and ongoing collegial interaction” for instructors.

ADVANCED POLICY

Require Collaboration

The state requires collaboration between high school and college faculty on course design and assessment, particularly for courses in which a high school teacher is the primary instructor.

EXCEPTIONAL POLICY

Fund Collaboration

The state provides funding for groups of K–12 and postsecondary faculty to collaboratively co-design course sequences, curriculum, and instructional strategies for college in high school programs.



REFERENCES

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