

Responses to Concurrent Enrollment Teacher Credentialing Crisis

Higher Learning Commission: 2021 Annual Conference
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Context

What is Concurrent Enrollment?

What is the “Credentialing Crisis” and why does it exist?

District, State, and Institutional Responses and Work in Progress

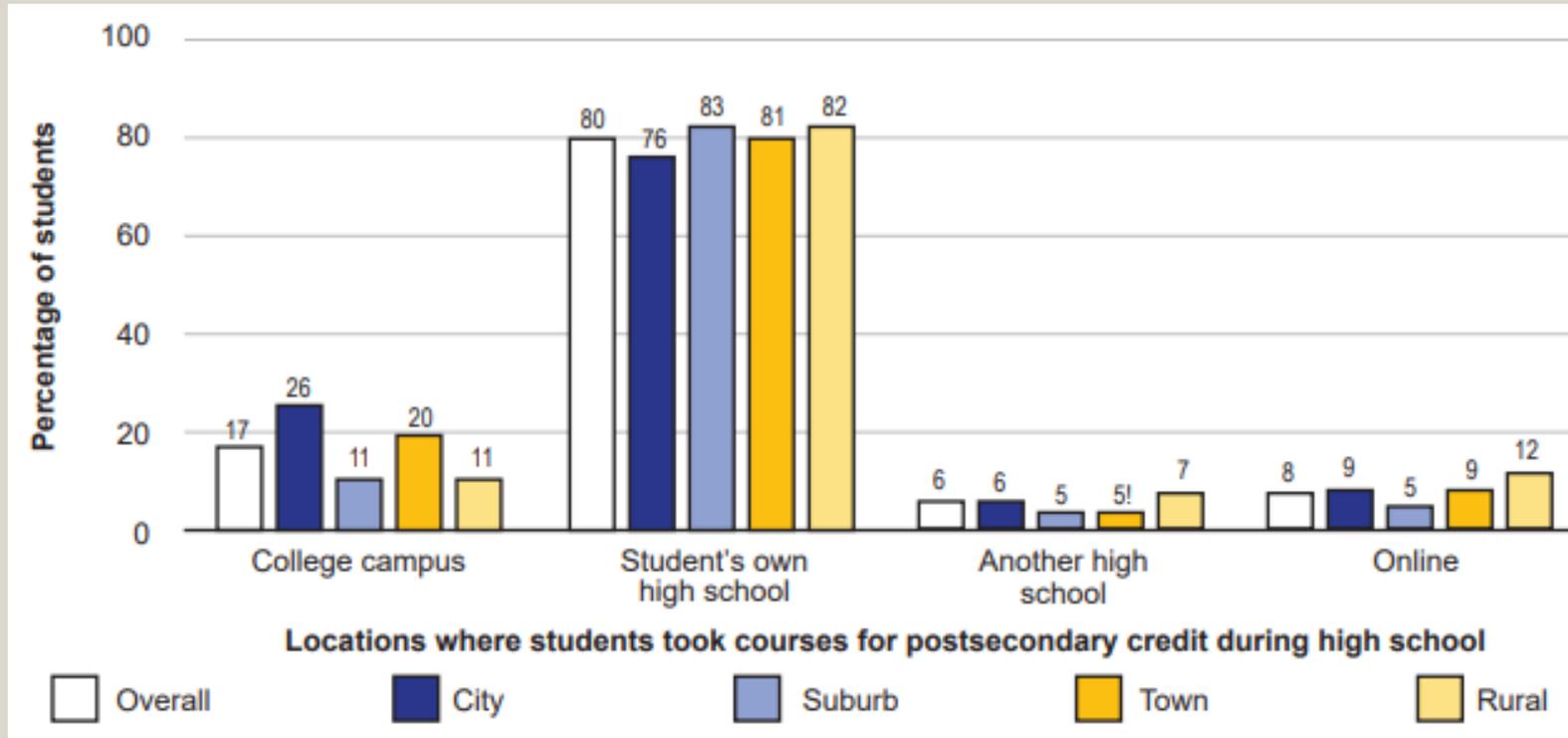


What's in a Name?

*NACEP defines Concurrent Enrollment as a subset of dual enrollment programs where the **courses are taught by college-approved high school teachers in a secondary environment.***



Prevalent and Complex



Source: National Center for Education Statistics Dual Enrollment: Participation and Characteristics <https://nces.ed.gov/pubs2019/2019176.pdf>



Qualifications for a Concurrent Enrollment Instructor

Faculty Standards	
Faculty 1 (F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.



Teaching: A Struggling Pipeline

Recruitment

- Between 2009 and 2016
- 15% fewer education degrees awarded
- 38% fewer enrollments in teacher prep programs
- 27% fewer completions in prep programs.

Retention

- Studies estimate that 40-50% of new teachers leave the field within their first five years.
- About 9% leave during their first year

Retirements

- About 2.2% of teachers retire each year
- Senior teachers are more likely to meet the requirements for concurrent enrollment

Representation

- 57% students are racially and ethnically diverse, the teaching workforce is 80% white



Sources:

Economic Policy Institute <https://www.epi.org/publication/u-s-schools-struggle-to-hire-and-retain-teachers-the-second-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>

The Atlantic: <https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

USDE: <https://www.ed.gov/teacherprep>

EdWeek: <https://www.edweek.org/teaching-learning/opinion-beginning-teacher-induction-what-the-data-tell-us/2012/05>



B.2.a. Faculty Roles and Qualifications

Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.



So, just fix the problem....

Easier said than done!

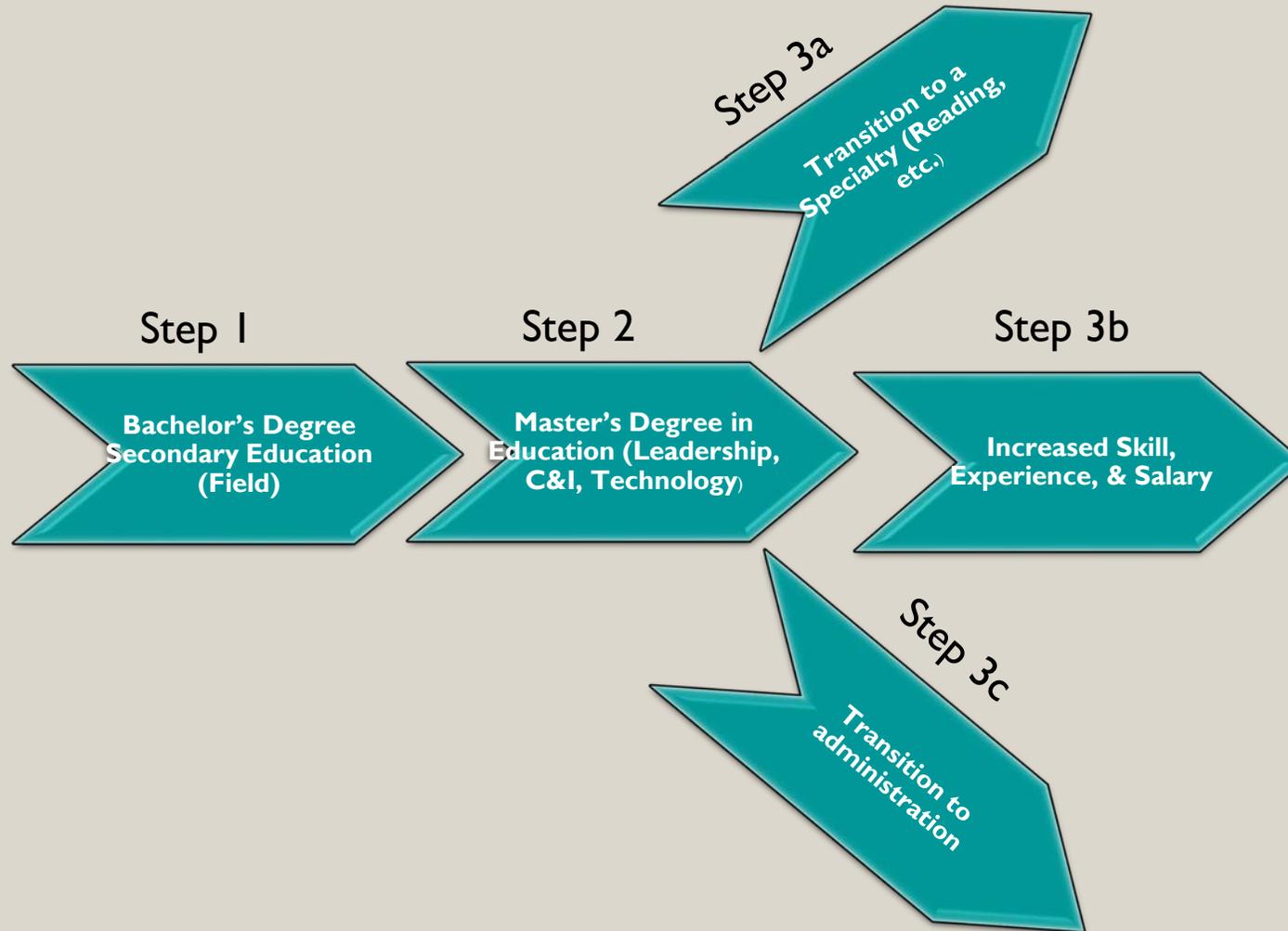


The typical teacher education pathway....

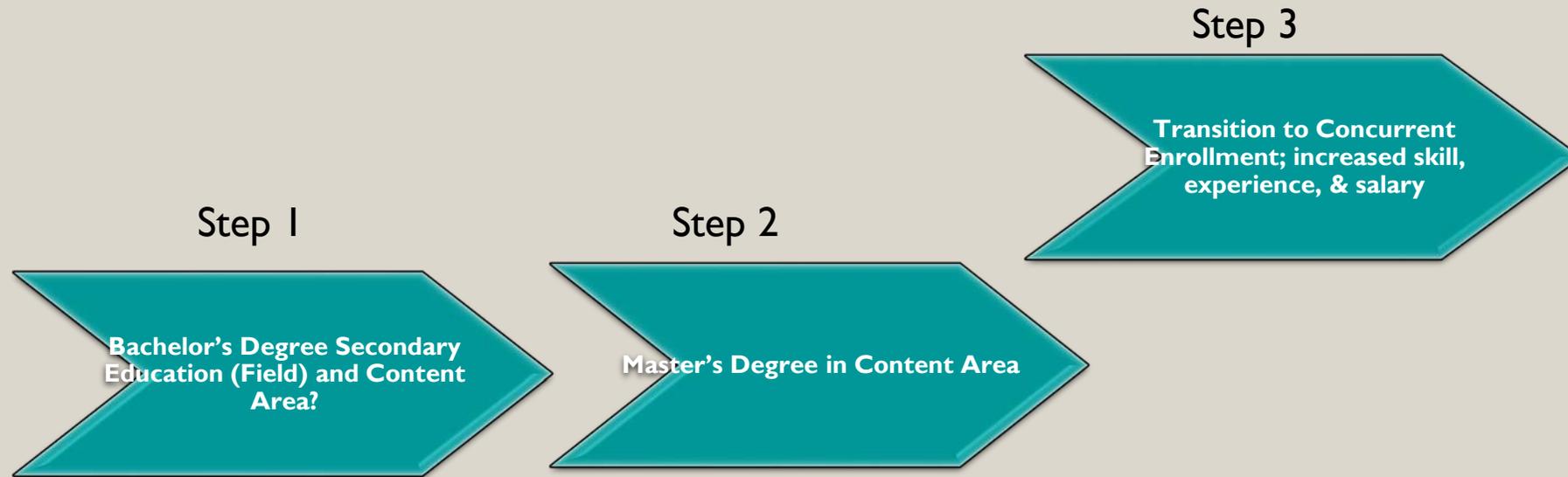
- Was never designed with concurrent enrollment in mind.
- Emphasizes pedagogy and developmental psychology over advanced subject matter expertise.



Typical High School Teacher Pathway



Concurrent Enrollment Teacher Pathway



2023 Deadline Looming

- Create ways for teachers to earn the graduate degrees and credits they need to teach concurrent enrollment courses
- Find ways to encourage and incentivize teachers to pursue such degrees and courses, especially in rural areas
- Find ways to pay for the development of such degrees and courses and to pay for teachers' graduate tuition



Additional Environmental Factors

- Pressures to grow programs
- Underlying national teacher shortage
- Early teacher retirements in many states
- Changes to teacher pay in recent years



Who is Working on this Problem?

- Schools and Districts
- States
- Graduate Institutions
- Other organizations



School and District Responses

- Pay teachers' graduate course tuition
- Provide time for teachers to take courses and work on assignments
- Additional pay for teaching concurrent enrollment courses

(NOTE: this usually requires specific negotiations with the union)



State Responses

- Funding for graduate course tuition
- Funding for graduate course/program development
- Redesigning teacher licensing



Institutional Responses

- Individual courses specifically for teachers
- Sequences of courses or certificates in content areas for teachers
- New master's programs for teachers
- Redesigning undergraduate programs



Organizational Responses

- Teacher Pipeline Project
- Graduate Credit Quest



Concluding Comments

- A complicated problem with complex solutions
- Short term and long term solutions are important but we need a rational system (Europe has done this sort of thing for years)
- Addressing this requires policy makers, K-12, accreditors, and higher education stakeholders work together
- Keep an eye out for resources in the coming months



Contact Info for Presenters

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HLC 2021
Responses to Concurrent Enrollment Teacher Credentialing Crisis
Jenny Parks and Amy Williams
Wednesday, April 7, 2021
11:00 to 11:45 am Central Time
Supplemental Resources Sheet

- College in the High School Alliance (2019). [Unlocking Potential: A State Policy Roadmap for Equity in College in High School Programs.](#)
- College in the High School Alliance (2021). [Recommendations for the Biden-Harris Administration to Support Dual Enrollment, Concurrent Enrollment & Early College High Schools.](#)
- Garcia, E., & Weiss, E. (2019). [U.S. Schools struggle to hire and retain teachers. Economic Policy Institute.](#) April 16, 2019.
- Hooker, S. (2019). [Addressing a Major Barrier to Dual Enrollment: Strategies to Staff Up and Scale Up.](#) Jobs for the Future.
- Horn, A., Parks, J., & Zinth, J. (2018). [Supply of Qualified High School Teacher for Dual Enrollment Programs: An Overview of State and Regional Accreditor Policies.](#) Midwestern Higher Education Compact and Education Commission of the States.
- Ingersoll, R.M. (2012). [Beginning Teacher Induction: What the Data Tells Us.](#) Education Week, May 16, 2021.
- Riggs, L. (2013). [Why Do Teachers Quit?](#) The Atlantic, October 18, 2013.
- U.S. Department of Education (2019). [Dual Enrollment Participation and Characteristics.](#) National Center for Educational Statistics, February 2019.
- U.S. Department of Education (2016). [Improving Teacher Preparation: Building on Innovation.](#) October 2016.