

MHEC

**Midwestern Concurrent Enrollment
Teacher Credentialing Summit**

May 16, 2018

Cincinnati, OH

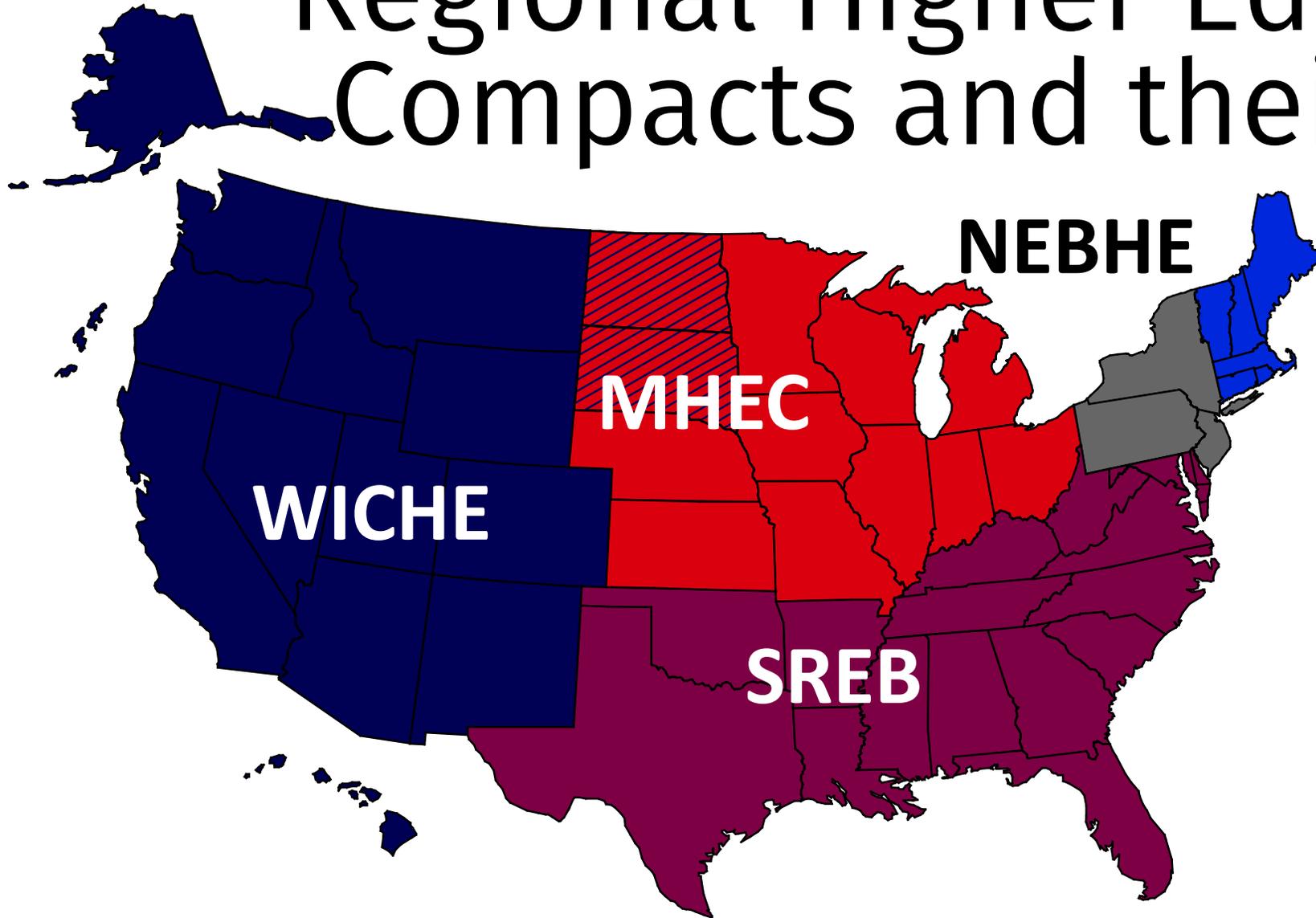
Welcome and Thanks

- Welcome and Introductions
- State representatives
- Panelists
- Adam Lowe - NACEP
- Jennifer Zinth - ECS
- Aaron Thompson - KPEC
- Sarah Hooker - JFF

Logistics

- Documents:
 - Digital
 - on tables
 - hand-outs
 - forthcoming
- Follow-up
 - Evaluation
 - Documents
 - Further work

Regional Higher Education Compacts and their work



J Parks, May 16, 2018, Midwestern Concurrent Enrollment
Teacher Credential Summit

Midwestern Higher Education Compact (MHEC)

Four strategic Themes

- Shifting student demographics
- Evolving modes of delivering education
- Declining public investment in higher education
- Desire for collaboration beyond the institution

Concurrent Enrollment Teacher Credentialing Dilemma

- 2015 HLC Refines its language re credentials
- 2016 Wide range of responses at all levels
- 2017 HLC offers extension until 2022
- 2018 Perceptions of the remaining work to be done vary widely depending upon the state and one's position therein

Qualitative Investigation Fall 2017 – Spring 2018

- Interviews - 12 MHEC states - 75 interviews
- Wide range of stakeholders: SHEEO officers, legislators, heads of public instruction, directors of concurrent enrollment at institutions, university systems, community college systems, school districts, district superintendents

Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 1

What was the impact in your state of the change in HLC's language regarding necessary credentials for concurrent enrollment instructors?

Inconvenient/Nuisance

Crisis!!!!



Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 1:

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring of instructor credentials
- CE mandates, targets, and impact on other state agendas

Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 2

What sorts of responses were there to this situation, at the state, institutional, and district levels?

State level/
comprehensive

Individual
Districts



Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 2:

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring instructor credentials
- CE mandates, targets, and impact on other state agendas
- Structure of higher education oversight in the state

Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 3:

How effective were those responses?

Successful but
insufficient
(except Iowa)

Not even.....



Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 3: More effective programs...

- State level, coordinated
- Better funded
- Programs that started earlier
- Programs based on better data

Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 4

What work remains to address the need for more properly credentialed concurrent enrollment instructors?

**A few teachers
still need
credentials**

**A lot of teachers
still need
credentials**



Qualitative Investigation Fall 2017 – Spring 2018

Interview Question No. 4:

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring instructor credentials
- CE mandates, targets, and impact on other state agendas
- How devoted the state is to the CE model

Much work remains...

1. Data
2. Flexible and online Graduate credit and master's degree options
3. Funding for institutions to develop and for teachers to take graduate courses
4. Address rural/urban and suburban inequities
5. Address pipeline issues/teacher education programs

So what challenges remain?

- General teacher shortages and aging teaching populations
- Need more online graduate degrees, especially in STEM areas
- Need more graduate courses available when teachers can take them

So what challenges remain?

- Partner IHEs are often not the same as IHEs that can offer graduate courses
- Many IHEs do not perceive CE teacher up-credentialing as their problem to address
- Bureaucracy/delays with launching new graduate programs and courses (esp. state institutions)

So what challenges remain?

- Competition among CE providers within states
- Inconsistency within states with regard to:
 - Acceptable teacher credentials
 - Transferability of CE courses
 - Admissions requirements for students to take CE courses

So what challenges remain?

- Unsure what HLC will accept for coursework, tested experience, improvement plans (institutional and instructors)
- Debates about the value of the CE model versus others (i.e., AP, IB, students travel to campuses, instructors travel to high schools, distance delivery)

So what challenges remain?

- Lack of incentives for teachers to take these courses
- Lack of integration of educational systems within states (vertical and horizontal)
- Union requirements at the institutional and school district levels
- Lack of awareness among teachers and districts

Recommendations for action

1. Templates/Best Practices Documents

- IHEs can use to evaluate CE teacher credentials within a state/regional
- teachers can use to learn about and manage their own up-credentialing, and provide to teachers, teacher educators, district administrators

Recommendations for action

- To help inform and convince IHEs to develop CE programs as well as courses and programs for teacher up-credentialing
- To help district administrators hire with CE in mind...discussing/negotiating provisions for differential compensation and teaching conditions for CE instructors

Recommendations for action

- How to address “tested experience”
- For collecting, organizing and analyzing data on CE teachers needing credentials, how many, how much, and in which areas

Recommendations for action

2. Lists/Databases

- On-line, summer and flexible programs and courses that meet teacher up-credentialing needs
- Teacher incentives that have worked in other districts

Recommendations for action

3. State Policies

- Budgets that provide a more consistent and predictable level of CE access so that teacher needs can also be predicted, budgeted and managed
- Transcribing conventions and transfer agreements for CE courses

Recommendations for action

- Money for schools districts, teachers, and IHEs...

Recommendations for action

4. Important Discussions/Meetings

- P-20 organizations and departments
- Unions
- HLC: additional access to extension, which of our ideas would work for you?
- Independent institutions

Recommendations for action

- Many more ideas

Questions & Answers

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Panel Discussion

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State Level Discussions

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Small Group Discussions

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Whole Group Discussions