



Dual Credit Teacher Professional Development Guide

Background

Early College Programs is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The basis for accreditation is NACEP's 16 standards which covers six categories: Partnerships, Curriculum, Faculty, Students, Assessment, and Program Evaluation.

NACEP's Faculty Standard 3 states that concurrent enrollment (dual credit) partnerships should provide "annual discipline-specific professional development activities and on-going collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field."

The Standard reflects NACEP's concern for consistent course content and rigor regardless of who delivers instruction for the college.

Attendance & Compliance Requirements

Teachers must participate in this college-sponsored, annual professional development each year. A division-approved, alternate professional development activity may be used. However, such activities should be presented in rare circumstances. Further, it is the responsibility of the teacher to provide the instructional division with the title, description, event materials, and date of the alternate activity.

- Failure to participate in two consecutive professional development activities will result in a notice to the teacher and principal.
- Failure to participate in three consecutive professional development activities may result in the cancellation of Dual Credit agreements and/or the decertification to offer Dual Credit courses.

Further, teacher non-compliance issues relative to [Idaho State Board of Education](#) or [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) standards may also result in the cancellation of Dual Credit courses/agreements.

Tracking & Documentation

Professional development and teacher participation must be documented each year. Please use the [Dual Credit Teacher Professional Development – Tracking Form](#) for this purpose.

Professional Development Guidelines

- The professional development can happen at any time but should be completed by the end of each academic year.
- The professional development can be offered in any format (webinar, online discussion forum, Zoom presentation, face-to-face session, etc.). It is recommended that online presentations be recorded for those teachers who cannot attend.
- The professional development can be offered to individuals or to groups of teachers as schedules and needs dictate.
- The professional development can cover any topic that is meaningful, interactive and addresses discipline content, delivery, assessment, or research.
- The professional development should be annual and collegial.
- Alternate (non-LC) professional development activities may be used as long as they are approved by the division.

Professional Development Suggestions & Ideas

The following list represents various options for professional development - but is not exhaustive. Essentially, strong professional development will always 1) be on-going and at least annual, 2) be discipline-specific and focus on content, pedagogy, assessment, and advancements in the field, and 3) be collegial.

- Assessment review
- Best practices for student engagement
- Best practices for remote instruction
- Readings in the field
- Discussion of current research
- Grading practices
- Professional organization lectures/seminars
- On-campus observations
- Collaborative course content development
- Center for Teaching & Learning options

Partnerships

NACEP believes that strong collaborations between high school teachers and college faculty enhance the instruction for both parties, increase the understanding of what types of teaching and learning are happening in each setting, and assist students in their transition from high school to college.

As such, Early College Programs encourages LC State faculty and high school teachers to work jointly by sharing methods, ideas, and experiences. Faculty are encouraged to participate as guest lecturers in the high school classrooms and/or collaborate on team-teaching opportunities at both the college and high schools.

Further, high school teachers (and students) are welcome to visit campus to participate in lectures, labs, projects, research, etc. Please inform Early College Programs in advance of campus visits by students.

Dual Credit teachers also have online access to the LC Library as well as the opportunity to participate in CTL sessions.