

Concurrent Enrollment New Teacher Training Form (F2)

Liaison: _____ Discipline: _____ CE Teacher: _____

The intent of this standard is to ensure that the liaison provides evidence on how the new CE Teacher was trained.

Note: F2 and F3 are often confused.

- F2 must include course-specific training PRIOR to the first time a new instructor teaches a course.
- F3 refers to ongoing, annual professional development in the discipline for all CE teachers.

NACEP Standard 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.

Required Evidence:

1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training.
2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used.
3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training. (CEP will track attendance based on liaison date provided.)

College faculty are responsible for providing course-related aspects of new instructor training (e.g. course curriculum, assessment criteria, pedagogy, and course philosophy). Training may be provided to an individual teacher or to a cohort of new teachers and may occur at the college or the high school (or via ZOOM with COVID). One-on-one trainings have the added responsibility to document that the training occurred (e.g. memos, tracking spreadsheets) and the content of those trainings (e.g., a follow up email, memo, or form documenting the material covered during the training).

Pre-meeting with high school teacher prior to semester start for course specific training (F2)

Provide as many details as you can regarding the date(s) you communicated prior to semester start, what you covered (common course outline, syllabus, textbook, grading, assessment, etc.), and how you know that the CE Teacher is trained and ready to begin teaching a CE course.

Date(s): _____

Method of Communication (in-person, email, ZOOM, etc.): _____

1. Review common course outline and syllabi for learning objectives and required components (C2)
2. Recommended or Required Texts - What textbook will be used? _____
3. Determine one shared assessment and grade norming activity per class (must include details for A1 evidence) Use Assessment Standard Form

4. Submit both (CE teacher and liaison) syllabi to Administrative Assistant to Dean of Career and Technical Education (michele.altman@rctc.edu) (C2)
5. Review Concurrent Enrollment Teacher Guide with CE teacher to include final grading process in D2L/Brightspace and e-services as well as non-compliance (F4)
6. Set site visit date (C3) Site Visit Date: _____

Describe how new CE teachers are trained and how the materials provided are used. Be very specific.

- **How and when did you first reach out to your new CE teacher?**
- **When you worked with the new CE teacher to complete the F2 New Teacher Training Form, what did you do? How did you communicate?**
- **How many times did you communicate before they started teaching the CE course?**
- **What were the communications about?**
- **Did the CE teacher reach out to you with questions as they prepared their course? Yes, the CE teacher reach out asking questions. If so, what did they ask?**

- How did you know that the new CE teacher was ready to begin teaching the CE course?
- Provide all the dates, emails, phone calls, etc. between your first communication and their first day of teaching CE.