

# CONCURRENT ENROLLMENT/DUAL ENROLLMENT

## Appendix

---

### Essential Awareness for Concurrent/Dual Enrollment Courses

Concurrent/dual enrollment provides high school students the opportunity to take college courses and gain exposure to the academic challenges of college *while still receiving support from the high school*. Concurrent/dual enrollment is distinct from other accelerated course work in that the courses are college credit-bearing upon successful completion of the course.

Observers should be aware that concurrent/dual enrollment courses are college courses that need to follow the same academic standards as on the college campus. Therefore when high school teachers teach as adjunct instructors, they teach the concurrent/dual enrollment courses according to college-level standards by using the same syllabi, books, academic outcomes, instructional practices and grading policies. Adjunct instructors prepare high school students for the ways a professor in the discipline might interact with college students on the college campus (e.g. office hours, lectures, and out of classroom expectations/preparation).

Additionally, observers should be aware that all courses administered through a concurrent/dual enrollment program shall conform to college academic standards of rigor and Colorado Community College System (CCCS) curriculum outcomes. Therefore these courses reflect the learning and student development outcomes of the college and tests, papers, and other assignments shall be at the same level, rigor, relevance and depth as those for all postsecondary courses offered by the college. Effective practices of a concurrent/dual enrollment instructor may include *providing additional support so all students can access the high levels of rigor* inherent within a college course without modifying the content.

Note: It is suggested that the teacher should share syllabus with the observer to support understanding of the course and its format.

## CONCURRENT ENROLLMENT/DUAL ENROLLMENT Appendix *(continued)*

INDICATOR	
LE.1	
LE.2	<b>Fosters a motivational and respectful classroom environment</b> <ul style="list-style-type: none"><li>• Teacher encourages and demonstrates the belief that all students can succeed in the college classroom, in future college experiences, and beyond</li></ul>
LE.3	<b>Implements high, clear expectations for students' behavior and routines</b> <ul style="list-style-type: none"><li>• High expectations for collegiate behavior are clearly taught, modeled, and expected (e.g. independence, self-advocacy, communication, time management, critical thinking)</li></ul>
LE.4	<b>Classroom resources and physical environment support students and their learning</b> <ul style="list-style-type: none"><li>• Classroom environment may look more like a college classroom than a traditional high school classroom (e.g. resources are often found within a digital environment, students' work and other supports on the walls may be minimal, students work independently or in small groups, students work on varying assignments in order to master the course competencies)</li><li>• Digital tools are essential for college-level classes and are an expectation for note-taking, research, writing, and collaboration with teachers and peers</li><li>• Student notes are considered resources and should be created or accessed during lessons</li></ul>

## CONCURRENT ENROLLMENT/DUAL ENROLLMENT Appendix *(continued)*

### INDICATOR

LE.4

#### **Classroom resources and physical environment support students and their learning** *(continued)*

- Colleges often assign/require the use of a textbook or digital platform and therefore replacing these resources is not an option, however additional support (not modifications) based on student need may be provided by the adjunct instructor
- Teacher encourages and monitors safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources (i.e. citing sources in research)

I.1

#### **Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)**

- CLOs will reflect the required Core Competencies determined by the college
- CLOs may be intentionally open-ended to allow for rigorous and complex higher-level thinking

**Notes about CLOs:** Concurrent/dual enrollment students are DPS high school students concurrently enrolled in **both** DPS and college, and therefore both contexts need to be considered for instructional expectations. The Consent Decree details DPS students' rights as they pertain to efficient and effective techniques to provide students with the English language skills they need to meaningfully and equally participate in instruction. Therefore the expectations of I.1 and CLOs still hold true for adjunct instructors due to the requirements within the Consent Decree for all students within DPS. *(The DPS legal team approved this language for I.1 on 10/21/19)*

## CONCURRENT ENROLLMENT/DUAL ENROLLMENT Appendix *(continued)*

INDICATOR	
I.2	<p><b>Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure students' success</b></p> <ul style="list-style-type: none"><li>• Core academic concepts and/or skills are embedded through applied learning with intentionality</li><li>• Academic concepts and skills are evident through student thinking processes; students use higher order thinking skill rather than rote, procedural tasks</li></ul>
I.3	<p><b>Intentionally uses instructional methods and pacing to teach the content-language objective(s)</b></p> <ul style="list-style-type: none"><li>• Instructor may serve as facilitator</li><li>• Varying methods may be present over the course of a week or semester, allowing for checks for understanding and feedback (e.g. lecture, collaborative group work, independent student work time, digital work time, etc.)</li></ul>
I.4	<p><b>Ensures all students' active and appropriate use of academic language</b></p> <ul style="list-style-type: none"><li>• Teacher facilitates higher-level academic discussions; whole group or small group; orally in class or written on discussion boards, etc.</li><li>• Either written and/or oral responses may be evident in a lesson based on the method of teaching for that day (e.g. note-taking during a lecture). However one or the other needs to be present to support effective student behaviors in this indicator</li></ul>

## CONCURRENT ENROLLMENT/DUAL ENROLLMENT Appendix *(continued)*

INDICATOR	
I.5	<p><b>Checks for understanding of content-language objective(s)</b></p> <ul style="list-style-type: none"><li>• Visual methods are used to check for skill development, but skill development is only one aspect of the content; the teacher checks student work for conceptual understanding as well</li></ul>
I.6	<p><b>Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)</b></p> <ul style="list-style-type: none"><li>• May occur during office hours, one-on-one conferencing, through oral or written feedback, or through the use of a writing/math center</li></ul>
I.7	<p><b>Provides students with academically-focused descriptive feedback aligned to content-language objective(s)</b></p> <ul style="list-style-type: none"><li>• Descriptive feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of written feedback from teacher and/or peers.</li></ul>
I.8	<p><b>Promotes students' communication and collaboration utilizing appropriate digital and other resources</b></p> <ul style="list-style-type: none"><li>• Collaboration opportunities may exist during study groups, group presentations, online collaborating, or during office hours</li><li>• Students may evaluate and critique their own and others' presentations or written assignments as a form of collaboration</li><li>• Depending on the objective or lesson format, students may not be observed directly working collaboratively with each other and instead may be focused on their individual assignments</li></ul>