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Title: When High School Teachers Teach College Writing: Oregon Approaches to Dual Credit Teacher Qualifications, Support, and Professional Development.

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Vicki Tolar Burton

This thesis examines the challenging situation high school dual credit teachers in Oregon face teaching first-year composition in the high school location. I argue that thorough training, support, and professional development are vital for high school teachers teaching dual credit writing courses, who without it may find themselves faced with "inventing" the university. I examine the professional development that Oregon dual credit teachers receive, which vary widely across programs and in many instances is very limited. To ensure that all dual credit teachers have the support they need in order to teach a rigorous college writing course, I argue that dual credit programs must put more emphasis on dual credit teacher support and training. This emphasis must come in the form of high standards and frequency for professional development, access for teachers to that professional development, and financial support for these opportunities.

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When High School Teachers Teach College Writing: Oregon Approaches to Dual Credit Teacher Qualifications, Support, and Professional Development

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Jordan E. Terriere

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Major Professor, representing English

Director of the School of Writing, Literature, and Film

Dean of the Graduate School

I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

Jordan E. Terriere, Author

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TABLE OF CONTENTS

Page

Chapter 1: Introduction 1

Dual Credit: The Oregon Context and National Concerns 4

National and State Outcomes for all First-Year Writing in Oregon as They Exist in 2015 13

Thesis Roadmap 16

Chapter 2: Dual Credit Writing as First-Year Composition 18

Location and Situation: The Context of Dual Credit Courses 18

The Challenging Situation of the Dual Credit Teacher 20

A Need for Improved Opportunities 27

Individual Dual Credit Program Professional Development 28

The Role of OWEAC 30

National Opportunities: NACEP and CCCC and Teacher Challenges 34

Conclusion 35

Chapter 3: Oregon Dual Credit Teacher Support 37

Literature Review: What Makes Effective Professional Development? 37

Current Teacher Support in Oregon 46

Insight Gained from Attending Workshops 52

Umpqua CC 53

Cascades Commitment Workshop 56

Conclusion 57

TABLE OF CONTENTS (Continued)

Page

Chapter 4: Conclusion 59

Bibliography 65

Appendices 75

Appendix A Definitions and Key Vocabulary 76

Appendix B Oregon Dual Credit State Standards 81

Appendix C 2014-2015 Dual Credit Instructor Qualification Requirements 84

Appendix D Writing Program Administrators Outcomes Statement for First-Year Composition 94

Appendix E Oregon Writing and English Advisory Committee Learning Outcomes 99

Appendix F NACEP Dual Credit Standards 102

Appendix G Table of Oregon Dual Credit Teacher Professional Development 110

Appendix H Umpqua CC Workshop Final Rubric 117

LIST OF TABLES

Table Page

Dual Credit Student Enrollment from 2003-2013.. 6

Dual Credit Writing Course Enrollment from 2005-2008.................................. 7

Summary of Dual Credit Instructor Qualification Requirements......................... 10

Oregon Dual Credit Professional Development Amounts................................. 49

Institutional Observation of Dual Credit Teachers in Oregon............................. 50

Chapter 1: Introduction

For many students in Oregon and across the country, the transition from high school to college is being shifted to a point prior to high school graduation. More and more students are earning college credit during the senior, junior, or even sophomore years of high school through various types of accelerated learning programs. This trend has caused increasing concern among scholars and teachers—both at the high school and college-levels—about the developmental ability of high schools students to effectively learn college-level material. Ultimately, educators are left wondering if accelerated learning is a wise idea. However, in Oregon, the trend of offering college courses to high school students has not and will not decline any time soon. Accelerated learning options are often presented as ways for high school students not only to challenge themselves academically, but to gain necessary college skills that will help them succeed in college in the future. For example, the Oregon "2013 Legislative Issue Brief," claims that "Accelerated Options **increase rates of college entry, academic success in college, and college retention rates,**" and are also "**important and effective strategies necessary to reach… goals for educational attainment and economic prosperity**" (1, original emphasis).

The Oregon state legislature is not alone in viewing accelerated learning options as beneficial. Many students and their parents choose accelerated learning options to save money and to enable the student to advance through college at an accelerated rate rather than waiting to matriculate ("2013 Legislative Brief" 1).

Students have many options for accelerated learning in Oregon:

- Advanced Placement

- International Baccalaureate
- Dual enrollment
    - Dual credit
    - Dual enrollment through distance learning
- Promise Programs

Dual enrollment—a program which allows high school students to take college courses through which they earn both college and high school credit—is a highly popular form of accelerated learning program in Oregon (Promoting Quality" i). Dual enrollment courses come in different forms and can be taught on either the high school or the college campus, and by high school, college, or university instructors ("Promoting Quality" i). Dual credit programs—a subset of dual enrollment—are the most common form of dual enrollment in Oregon. Dual credit courses are college courses taught by high school teachers in the high school setting ("Promoting Quality" 7; "Dual Credit Courses and Articulated Programs"). Dual credit programs have been in use across the country for over 30 years, although various other names have been used to refer to this type of program ("Statement Dual Credit" *CCCC* 1). Dual credit is referred to in Oregon as "concurrent enrollment," "College Now," "College Credit Now," and a variety of other program-specific names. For consistency, I will be using the term "dual credit" to refer to this type of program. A list of definitions compiled from relevant state documents is located in Appendix A: Definitions and Key Vocabulary.

As dual credit programs expand and more students enroll, Oregon dual credit programs must adjust to accommodate that growing enrollment and expansion. In this thesis, I explore dual credit first-year composition courses in Oregon. I examine in

particular the challenging situation of dual credit writing teachers, who must function as both high school and college instructors, and the support, training, and professional development that Oregon dual credit teachers receive from partnered colleges and universities. I argue that improved training and professional development is necessary for the success of dual credit instructors. In this introductory chapter, I will provide information about dual credit programs in Oregon and across the nation. In order to provide context for the situation dual credit programs in Oregon are currently facing, I will share an overview of the national and local histories of dual credit. I will explain important Oregon dual credit enrollment data, Oregon dual credit standards, relevant studies, legislative bills, faculty requirements, issues facing dual credit, the WPA and OWEAC Learning Outcomes as they apply to dual credit first-year composition courses, and a roadmap of the rest of this thesis.

It is important to note that this introduction and thesis take a small snapshot of the dual credit writing programs currently active in Oregon. The growing and changing number of dual credit partnerships in Oregon makes reporting a complete picture of dual credit programs difficult. It is not within the means of this project to provide an examination of all dual credit writing programs in the nation, or even the many programs in Oregon. It is also not within the scope of this thesis to discuss all issues related to this topic, such as access of low income, minority, or first-generation college students to dual credit writing programs, college-readiness, and other concerns. These subjects are extremely important, and I hope that future studies can examine how dual credit programs are serving and can better serve all students in Oregon. With this project, my

goal is to provide insight and useful suggestions for improving one aspect of dual credit writing course delivery: teacher support.

Dual Credit: The Oregon Context and National Concerns

Many educators have voiced concerns about dual credit programs because they are taught in the high school setting by high school teachers. These concerns include the impact of the high school environment on the course, the readiness of high school students for college-level work, the high school students' developmental level, the ability of high school teachers to teach college courses, and the access of dual credit programs to necessary technology, such as library databases. Some worry that pushing college coursework earlier and earlier effectively makes college writing a "hurdle to jump," as Christine Farris states in her 2010 book with Kristine Hansen *College Credit for Writing in High School: The "Taking Care of" Business*.

In response to growing concerns about dual credit programs, the National Alliance of Concurrent Enrollment Partnerships (NACEP) was founded in 1999. The founders were concerned with dual credit course quality, and the organization continues to work "to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus" ("About NACEP"). It is the only organization on the national level that is interested specifically in dual credit ("Home"; "NACEP's History"), and NACEP is the only nationally accrediting body for dual credit programs. Ninety-two programs across the country hold NACEP accreditations for the 2014-2015 year; however, in Oregon, Portland State University is the only NACEP accredited dual credit program ("NACEP Accredited Programs").

Oregon, along with several other states, has adopted the NACEP's standards (with few changes) as its state dual credit standards ("Promoting Quality" i; "NACEP's History"). The NACEP standards were designed in 2002 and set guidelines for dual credit program curriculum, faculty, students, assessment, and evaluation ("National Concurrent Enrollment Partnership Standards"). These standards must be used by all dual credit programs in Oregon. The standards are not specific to any course subject and do not set learning outcomes. For Oregon's dual credit standards document, see Appendix B: Oregon Dual Credit State Standards.

In addition to adopting the NACEP standards as Oregon's dual credit standards, the Oregon Department of Education and the state legislature have increased collection of dual credit program enrollment data and have conducted two state-wide studies of dual credit program effectiveness over the last ten years. There are, as of spring 2015, 22 community colleges and universities offering some form of general dual enrollment program in Oregon ("2014-2015 Oregon Dual Credit Faculty Qualification & Policies"), and more programs being developed (Hodgkins). This has increased from 21 community colleges and universities in 2011 ("Accelerated Curriculum" 3). Student enrollment in specifically dual credit courses has significantly increased as well. From 2003 to 2013, enrollment in dual credit courses of all subjects rose from approximately 8,500 students to 18,700, an increase of almost 10,000 students ("Oregon Community Colleges: Unduplicated Enrollments in Dual Credit and Tech Prep/2+2 Courses 2003-2004."; "Dual Credit and Tech Prep Statistics 2012-13."). The following table shows the yearly enrollment numbers for the state from 2003 to 2013, which I compiled from the yearly Dual Credit and Tech Prep Statistics reports from those dates. This enrollment data is for

dual credit courses of all subjects, not exclusively writing ("Dual Credit and Tech Prep" 2012/2013).

Dual Credit Student Enrollment from 2003-2013

	'03/ '04	'04/ '05	'05/ '06	'06/ '07	'07/ '08	'08/ '09	'09/ '10	'10/ '11	'11/ '12	'12/ '13
Students Enrolled	8,507	8,050	9,514	11,699	13,645	15,592	16,535	15,965	17,139	18,749

Sources: ("Oregon Community Colleges: Unduplicated Enrollments in Dual Credit and Tech Prep/2+2 Courses 2003-2004."; "2004-05 College Now Summary Report: Dual Credit and Tech Prep Statistics."; "2005-06 College Now Summary Report: Dual Credit and Tech Prep Statistics."; "2006-07 College Now Summary Report: Dual Credit and Tech Prep Statistics."; "2007-08 College Now Summary Report: Dual Credit and Tech Prep Statistics."; "2008-09 College Now Summary Report: Dual Credit and Tech Prep Statistics."; "Dual Credit and Tech Prep Statistics 2009-10."; "Dual Credit and Tech Prep Statistics 2010-11."; "Dual Credit and Tech Prep Statistics 2011-12."; "Dual Credit and Tech Prep Statistics 2012-13.")

These numbers show a strong increase in enrollment in dual credit programs from 2003 to 2013. However, enrollment numbers specifically for dual credit first-year composition courses, which in Oregon is a sequence of classes referred to as Writing 121, 122, and 123, show that enrollment has stayed relatively static, at least between the years of 2005 and 2008 which are the only two years with published enrollment data. The following chart shows this enrollment data.

Dual Credit Writing Course Enrollment from 2005-2008

Course	Enrollment during 2005-06	Enrollment during 2007-08
Writing 121	3,273 students	3,438 students
Writing 122	1,528 students	1,585 students
Writing 123	750 students	565 students

Sources: ("Dual Credit in Oregon: An Analysis of Students Taking Dual Credit in High School in 2005-06 with Subsequent Performance in College."; "Dual Credit in Oregon 2010 Follow-up.")

These enrollment numbers for dual credit first-year composition were published in the 2008 and 2010 studies conducted by the OUS Office of Institutional Research with the Department of Community Colleges and Workforce Development. The first study, called "Dual Credit in Oregon: An Analysis of Students Taking Dual Credit in High School in 2005-06 with Subsequent Performance in College," was conducted to explore the effectiveness of dual credit courses. While these studies were designed to be repeated every two years, these two studies are the only ones that have been published on the Oregon Department of Education website thus far. The first study sought to explore the success rates of dual credit students in college, and the 2010 follow up study was ordered by the Joint Boards of Education so that a procedure for "assess[ing] the effectiveness of dual credit programs" could be developed ("Dual Credit in Oregon" 2010 1). If this assessment has been implemented, the results have not been made public.

The 2008 study showed indications, through examining student grades and how long students stayed in college, that dual credit programs prepare students adequately to continue on to college but that dual credit students do not do significantly better than students who take the equivalent courses at college ("Dual Credit in Oregon" 2008 1). The 2010 study showed a more significant correlation between students who took dual

credit courses and future college success by looking at first-year college GPA, overall credits earned in the first-year, and overall college attendance rate ("Dual credit in Oregon" 2010 1). However, the 2010 study also makes it clear that there are other things to consider when talking about student success in college that cannot easily be measured. The report explained that while it is possible to see the success rates of dual credit students, studies

> cannot show that taking dual credit is what leads to students' college success – or even that it helps. To show that, it would be necessary to control for such factors as the comparative academic strength of dual credit students and their non-dual credit peers, using such indicators of strength as high school GPA and SAT scores. After all, it is reasonable to think that academically stronger high school students will do better in college. ("Dual Credit in Oregon" 2010 5)

While these studies hoped to show a relationship between dual credit course participation and student success, the results instead raise greater questions, such as: Are dual credit students doing well in college because of dual credit opportunities, or because of their own aptitude for academics? Are dual credit programs tracking high-achieving students into advanced opportunities rather than equally providing opportunities for all students?

While I do not seek to answer these questions in this thesis, I think it is important to point out the results of these studies because they complicate the assumptions behind many of the publications in Oregon that present dual credit as a gateway for college success for students, such as the "2013 Legislative Issue Brief," the document "Accelerated Curriculum & College Credit Opportunities," and many of the individual program websites, as well as the rapid expansion of dual credit programs itself. A large problem that one faces when trying to catalog information about Oregon dual credit programs is that many of the documents about dual credit attempt to promote it as a

gateway for future college successes, but it is not clear that dual credit student success is causally related to dual credit courses. However, regardless of the questions and concerns raised about the potential benefits of dual credit courses, dual credit programs are persisting in Oregon as a way in which many high school students are earning college credits early.

The Oregon legislature's aggressive agenda to promote early college credit is evident in the numerous bills passed since 2011. For example, the 2011 Senate Bill 253 set out the 40-40-20 goal that states by 2025 40% of adults in Oregon will have a Bachelor's degree or higher, that 40% of adults will have an associate degree, and 20% will have a high school diploma or an equivalent ("Dual Credit Program Standards Appendix E"). Dual credit programs are one of the ways that the Oregon Department of Education is trying to address this goal. Additionally, the 2013 Senate Bill 222 created an Accelerated Learning Committee "to examine methods to encourage and enable students to obtain college credits while still in high school" ("Senate Bill 222" 2). The committee proposed in their legislative report that $15 million be allotted during 2015-2017 in order to ensure every student graduates with three or more college courses with credits, equaling approximately a total of nine to twelve credits; to improve the communication between high schools and colleges; to "address shortages and approval process limitations that impact the supply of qualified high school instructors," in addition to other goals ("Senate Bill 222" 2-3). In addition, the transfer of credit for dual credit programs was organized with the 2005 Senate Bill 342, which ensures that credits earned in high school will transfer to community colleges and universities by mandating communication between community colleges and universities ("Senate Bill 342" 3).

While these mandates are resulting in an increase of dual credit programs across the state, the money allotted doesn't ensure that all dual credit teachers are fully qualified to teach a dual credit course. Each community college or university dual credit program establishes its own requirements for its partnered high school instructors. Below is a chart summarizing the dual credit instructor qualification requirements for each Oregon community college and university for the 2014-2015 school year, which are available in full in Appendix C: 2014-2015 Dual Credit Instructor Qualification Requirements. Many programs accept teachers with a variety of different qualifications, and to represent this programs are listed next to each type of dual credit teacher qualification they accept.

Summary of Dual Credit Instructor Qualification Requirements

Qualification requirement	**Programs that accept that qualification**
Master's in subject area	Chemeketa, Clatsop, Columbia Gorge, Blue Mountain, Central Oregon, Clackamas, Klamath, Lane, Mt. Hood, Portland, Tillamook Bay, Umpqua, Eastern Oregon University, Southern Oregon University
Same qualification requirements as college faculty	Rogue, Southwestern Oregon, Tillamook Bay, Treasure Valley, Oregon Institute of Technology, Portland State University, Southern Oregon University
Master's in any subject	Oregon Institute of Technology
Master's in any subject + 24-30 graduate credits in subject area	Chemeketa, Clatsop, Columbia Gorge, Clackamas, Klamath, Mt. Hood, Tillamook Bay
Master's in any subject + 20 graduate credits in subject area	Blue Mountain
Master's in any subject + 18 graduate credits in subject area	Treasure Valley
Master's in Education or MAT + 24-30 graduate credits in subject area	Lane
MAT + 12 graduate credits in subject area	Umpqua
45 graduate credits in education and subject area, no Master's required	Eastern Oregon University

Summary of Dual Credit Instructor Qualification Requirements (Continued)

27 graduate credits in subject area, no Master’s required	Linn Benton
24 graduate credits in subject area and working towards Master’s approved provisionally	Clatsop
20 graduate credits in subject area, no Master’s required	Eastern Oregon University
Provisional approval for Bachelor degree with 15 graduate credits in subject area	Central Oregon
Approval by president	Klamath, Mt. Hood

Source: (“2014-2015 Oregon Dual Credit Faculty Qualification & Policies”)

These requirements vary widely: the most stringent require a Master’s degree in the content area, while the most lenient require only a Bachelor’s degree and approval by the community college or university. Although the Oregon Dual Credit State Standards require that dual credit teachers “meet the academic requirements for faculty and instructors teaching in the college or university” (“Revised Oregon Dual Credit Standards” 1), the above table shows that many dual credit programs allow dual credit teachers to teach who do not meet that requirement, which is usually a Master’s in the content area.

As the push for more dual credit programs in the state increases, problems like access to qualified teachers are magnified. Regions that lack enough qualified dual credit teachers have developed other methods of offering dual credit-like accelerated learning programs, such as the Promise programs, in order to offer high school students accelerated options. Like dual credit, Promise programs offer courses that are taught by trained high school teachers during the normal high school day and students can earn both high school and college credit. However, the difference between the Promise

program model and a traditional dual credit program is that students earn college credit not through completion of the course but through performance on proficiency exams. The teachers use the college's learning outcomes and curriculum, but credits are earned by the students based on their scores on the proficiency exams at the end of the course ("FAQs"). The high school Eastern Promise teachers need a Master's degree, which can be in education or any subject ("FAQs"). Promise programs are often incorrectly included in discussions of dual credit because of these similarities. While I will not be including this credit by proficiency Promise model in my discussion of dual credit for the purposes of this thesis, I acknowledge that the Promise models are an important facet of, and a growing form of, accelerated learning programs in Oregon and merit closer examination.

Inconsistent teacher qualifications and other issues have led organizations across the state and country to voice concerns through policy statements on dual credit. The Oregon Writing and English Advisory Committee (OWEAC), composed of representatives from community colleges and universities across the state, released a statement about Oregon dual credit in 2007. This policy statement emphasizes the importance of creating a line of communication between college faculty and high school instructors, who "are not protected by tenure and therefore may struggle to ensure quality" ("OWEAC Policy" 1). The Conference on College Composition and Communication's (CCCC) statement calls specifically for "discipline-specific guidelines and high school/college English alliances at the local and state levels" in order "to develop and assess the quality of concurrent enrollment/dual-credit composition" ("Statement Dual Credit" *CCCC* 1). The Two-Year College English Association's

statement about dual credit voices concerns about dual credit programs because it "benefits high-achieving students often already enjoying substantial privilege, thus reinforcing existing economic disparities, impoverishing traditional high school classrooms, and contradicting the promise of dual credit to promote access for all students" ("TYCA" 1). They propose several recommendations, including limiting class sizes and regularly assessing programs for "quality, utility, and equity" (2).

National and State Outcomes for all First-Year Writing in Oregon as They Exist in 2015

Concerns about dual credit programs often revolve around the quality of the coursework offered. However, the state and national learning outcomes for all first-year composition courses—the OWEAC and WPA outcomes—offer guidance to dual credit programs and teachers. Although dual credit teachers are disconnected from the college discourse community, the WPA and OWEAC outcomes serve as pieces of that rich discourse and can help guide high school teachers as they teach college-writing in the high school.

The curriculum for dual credit first-year composition courses is dictated by the partnered community college or university, and some programs give the dual credit teachers more control over the curriculum than others. However, because the WPA and OWEAC learning outcomes do apply to dual credit writing courses as first-year composition courses, it is important to discuss them in some detail. The Council of Writing Program Administrators (WPA) is a national organization of college and university faculty "with professional responsibilities for (or interests in) directing writing programs," such as first-year composition, writing across the curriculum programs, and

writing centers ("About"). The WPA learning outcomes for students of first-year composition are developed by writing teachers based on their teaching experiences, research, and composition theory ("WPA Outcomes Statement" 2014 1). These outcomes guide first-year composition across the nation, and the outcome categories include: rhetorical knowledge; critical thinking, reasoning, and composing; processes; and knowledge of conventions. These outcomes can be found in full in Appendix D: Writing Program Administrators Outcomes Statement for First-Year Composition.

These outcomes expect students to have knowledge of rhetoric, including being able to "analyze contexts and audiences" and to understand how genre, tone, structure, design, and use of technology are related to the audience and purpose of a text ("WPA Outcomes Statement" 2014 1-2). Students are also expected to be able to use critical thinking skills such as evaluating claims and evidence when reading a variety of types of material, from journal articles to books, and to also incorporate source material into their own writing (2). The rest of the outcomes emphasize the importance of students reflecting on the composing process, revision, conventions, and intellectual property (2-3). The Outcomes Statement also encourages teachers across the curriculum to help students meet these outcomes by teaching students about the expectations in their disciplinary field, including common audiences, genres used, appropriate research material, types of critical thinking used, appropriate documentation style, and the types of work process common in the discipline (1-3). These outcomes highlight areas with which students will need to be familiar and proficient in order to succeed in future college writing situations, including revision, engagement with scholarly texts, and rhetorical awareness.

In addition to the WPA learning outcomes, the OWEAC provides both thorough and specific learning outcomes for writing and English courses in Oregon. In Writing 121—the first-year composition course in Oregon colleges—students must write a total of 3000-3500 words which have been revised and must include a 1000 word essay incorporating research ("WR121 OWEAC Outcomes" 1). Additional outcome categories include: academic discourse and conventions; organization, thesis and development; audience, purpose and voice; writing process; and research and documentation ("WR121 OWEAC Outcomes" 1). These outcomes are located in Appendix E: Oregon Writing and English Advisory Committee Learning Outcomes.

The OWEAC learning outcomes, which were developed collaboratively with writing teachers representing Oregon community colleges and universities, expand on those that the WPA provide by including outcomes specific to behaviors and attitudes of successful college students. For example, in the category of academic discourse and conventions, students are expected to participate in class discussion where a diversity of opinions is respected, to engage in a larger learning community, and to engage with opinions that challenge their own (1). Additionally, students are expected to meet outcomes which are focused on certain specific writing skills, such as to read college-level texts where they practice active reading skills such as annotation, to use technology such as word processing and research tools, to use Edited Standard Written English, to write essays that are focused and organized, and to "evaluate and synthesize ideas from [their] own writing and the writing of others" (1-2).

The specificity of the OWEAC outcomes gives clarity to the traits of college-readiness and specific writing practices. For example, the WPA outcomes require

collaborative writing, but the OWEAC outcomes specify collaborative activities, such as engagement with other perspectives, providing feedback to others, and seeking assistance when necessary ("WR121 OWEAC Outcomes" 1-2). Both sets of learning outcomes give insight into what it takes for a student to be college-ready—to be able to try new writing techniques and to work with others. Both the WPA and OWEAC learning outcomes for first-year composition provide dual credit teachers with necessary information about the college-writing skills their students should be cultivating.

Thesis Roadmap

In this thesis, I will analyze the challenging situation of high school teachers teaching college writing in a high school setting. I will explore how a dual credit teacher's training and continued support is necessary for developing a successful dual credit course.

In Chapter 2, I argue that dual credit instructors face the same task of inventing the university as student writers do, which can lead to misunderstanding and incorrectly teaching college-level writing. To avoid the problems that can arise from this, I suggest that the access of dual credit teachers to college discourse communities be strengthened. I explore dual credit professional development offered by partnered community colleges and universities, the Oregon Writing and English Advisory Committee which advises Oregon community colleges and universities about the teaching of writing and English, and national conferences. I suggest that issues of access for high school dual credit teachers to these opportunities must be addressed by dual credit programs and the state legislature.

In Chapter 3, I review the literature relevant to faculty development and examine the professional development offered to Oregon dual credit teachers by partnered community colleges and universities. The first section of the literature review examines links between professional development and student learning and presents crucial aspects of professional development opportunities in recent professional development scholarship. Then the literature review applies these features to examples of dual credit professional development in dual credit scholarship. In the rest of the chapter, I share information gathered from Oregon dual credit coordinators about current professional development opportunities offered to dual credit teachers in Oregon. I use this information and published information about Oregon dual credit instructor qualification requirements to analyze trends. I ultimately suggest that more consistent and rigorous professional development must be provided for dual credit teachers. In order for such a change to succeed, dual credit programs must choose to financially support professional development.

In the concluding chapter, I summarize trends revealed in the second and third chapters, and I call for increased funding for professional development, improved and increased professional development, and more studies of dual credit programs.

Chapter 2: Dual Credit Writing as First-Year Composition

Location and Situation: The Context of Dual Credit Courses

Concerns about dual credit writing programs consistently revolve around the effects of the high school environment on the college-level writing course. As Chris Anson points out, “Simply replicating a college course, reading for reading and assignment for assignment, may not be enough to realize its underlying goals in a different context” (254). The “context” of the high school not only refers to the physical environment of the school but also to other factors. A dual credit writing course is dependent upon the high school location, the curriculum of the partnered college, the resources in the high school, and the training received by the high school dual credit teachers, which puts dual credit programs in a hybrid context, somewhere between college and high school.

The intention of a dual credit course is to try to adequately simulate the college environment in a high school setting. However, there are many differences between high schools and colleges. Because high school students are primarily minors and are mandated by the state to attend school, the freedom of the students is much more limited than on a college campus. The school day is run by bells and can be interrupted by announcements and assemblies, and textbook and technology access is dependent on the funding available in the school district. Language arts classes may have as many as 35 to 40 students. Parents of secondary students also have access to information about their children and control over their educational choices. Parents can and often do want to have a say in what is taught in classes. Alternatively, at community colleges and universities, the school day is not run on a bell schedule, and students are given the responsibility to

choose where they go and if they attend class. Students pay for their education and are not legally required to be enrolled or to earn a degree. Writing class sizes are typically capped at 20-25 students. Additionally, students have access to research databases and libraries, and are required to purchase textbooks, which are frequently updated by instructors.

These differences between high school and college show a shift in the location of educational responsibility for student learning. In high school, the responsibility is placed on the school and the teachers to make sure that students receive a sufficient education and perform well on standardized tests (Thompson and Gallagher 3); at the community college or university, the responsibility is primarily placed on the students to attend class and do the work asked of them. However, in dual credit courses, students are supposed to be responsible for their work just as in a college course, and additionally teachers are responsible for adapting their own teaching to the needs of a college writing course while the rest of the high school functions around them.

Many aspects of a dual credit program, such as the rigor of the coursework and the classroom culture, hinge on the ability of the high school teacher to adapt their teaching and expectations to create an environment that adequately mimics the college environment. So, what do high school teachers need in order to teach a college class in a dual credit context?

In this chapter, I will examine the challenges faced by dual credit teachers teaching first-year composition in the high school location. I will explore the effects of the high school context on the teacher’s perspective of college writing and explain ways in which high school’s culture of standardization can negatively affect a dual credit

teacher's instruction of college writing. I will then explore ways in which existing possibilities for support for high school dual credit teachers provide insufficient collegial interaction. Through that examination, I suggest that support for dual credit teachers must be strengthened, and improved opportunities for communication among dual credit teachers and college instructors must be developed.

The Challenging Situation of the Dual Credit Teacher

Concerns that high school dual credit teachers in Oregon, and across the country, lack sufficient training and supervision to teach college writing ("TYCA Statement"; "OWEAC Policy"; Anson), and that dual credit courses are not always held to college-level standards (Farris "Minding the Gap"; "OWEAC Policy"), are common and reveal an underlying belief among college writing faculty and scholars that there is not only a difference in educational level between high school and college but also in the teachers' perspectives of college writing.

Teachers Tom Thompson and Andrea Gallagher illustrate that there are differences between their own perceptions of what college writing constitutes in their article "When a College Professor and a High School Teacher Read the Same Papers." Gallagher, a dual credit high school teacher, and Thompson, a professor and rhetorician, co-teach a dual credit course and examine together the student writing. They find that indeed they favor different qualities in student writing, and they pinpoint high school's focus on standardization as having an impact on Gallagher's perspective. They explain:

> Andrea, who is required to teach to the state standards, and who has therefore internalized those standards, reads with a mental checklist, regardless of (or in addition to) the rubric in play; Tom, operating without such guidelines, (unless he imposes his own), is left to read from whatever perspective (or for whatever features) he finds most appropriate or

> compelling. These differences, we believe, are related to the different worlds we inhabit. (23-24)

Those “different worlds we inhabit” refer both to the differing educational contexts of high school and college and to the attitudes teachers bring to the teaching of writing. In the experiences of these teachers, the differing contexts influenced their perceptions of college writing, their teaching, and their grading.

Chris Anson explains in his article “Absentee Landlords or Owner-Tenants? Formulating Standards for Dual-Credit Composition Programs” that misconceptions and misunderstandings of college writing, or even the favoring of different writing qualities, can lead dual credit teachers to incorrectly evaluate student writing. Anson writes:

> Yet too often ‘assessment’ is based on successful completion of the high school course with a passing grade, which high school teachers may award based on an imperfect understanding of the college standards or on the standards that apply in their own high school setting. (255)

This may be a result of insufficient training or an entrenchment in high school writing expectations, or likely both. However, dual credit teachers must teach college-level writing. Attempts to define college writing are often personal—lore used by teachers to describe what they think of as college writing. However, scholars have identified several traits of college writing through teaching experience and research. College writing skills include synthesizing reading material into writing, developing a clear point, and writing free of errors (White 258). Additionally, the WPA and OWEAC learning outcomes outline writing skills expected from students in first-year composition.

Alternatively, other scholars have argued that college-writing cannot be easily defined with a set of universal qualities or traits, but rather depends on the rhetorical situation in which the writing is happening—including the location, the course, the

academic discipline, etc. In Edward M. White's chapter "Defining by Assessing," he argues that college-level writing is dependent upon the rhetorical situation. He explains:

> When we apply some simple rhetorical concepts to the term *college-level writing*, we see clearly why the term lacks intrinsic meaning. Rhetoric requires a rhetorical situation, that is, a purpose and an audience, for speaking or writing if we are to take it seriously. (245)

Certainly the purpose of and audience for any piece of writing dictates the qualities that the writing needs, and the learning outcomes that the WPA and OWEAC provide outline specific college writing and reading skills that first-year composition students must learn in order to write successfully in any rhetorical situation. In a dual credit course, teachers are expected to simulate the rhetorical contexts in which college writing occur and ensure that students gain the writing skills to help them fit those rhetorical situations. However, dual credit instructors may not have a complete understanding of college-writing expectations or what college writing should look like, primarily because they are separate from the college environment.

Ultimately, dual credit high school teachers are engaging in the same task of "inventing" the university as student writers are. College-level writing is influenced by the rhetorical situation in which it is produced, and students and teachers must gain an understanding of the audience, subjects, and expectations of the type of writing assignments they encounter. Because those involved in high school dual credit—students and teachers—are less able to draw on knowledge of writing and work expectations in college courses because of their limited daily exposure to the college environment, students and teachers are left trying to imagine the expectations of a college writing class. In his widely read article "Inventing the University," David Bartholomae claims that

students have to invent the university every time they write—this involves not only understanding the audience, but fully engaging in the language and the audience as a member of the discourse community before they are even truly a part of it. He explains:

> The student has to appropriate (or be appropriated by) a specialized discourse, and he has to do this as though he were easily and comfortably one with his audience, as though he were a member of the academy or a historian or an anthropologist or an economist; he has to invent the university by assembling and mimicking its language while finding some compromise between idiosyncrasy, a personal history; on the one hand, and the requirements of convention, the history of a discipline, on the other. (606)

High school teachers, similarly, are distanced from the academy and most likely are not also practicing historians, anthropologists, or rhetoricians.

A discourse community is defined by *College Composition and Communication* (CCC) as a group that "share[s] a common interest and [that] use[s] the same language, or discourse, as they talk and write about that interest" ("CCC Poster Page 11: Discourse Community" 1). Discourse communities in higher education are divided along disciplinary lines—dividing the sciences from the humanities, and the individual sciences and humanities into their own communities with their own expectations and ways of doing things ("CCC Poster Page 11: Discourse Community" 1). Discourse communities dictate the appropriate genres to use, the appropriate audiences, and their expectations and valued evidence (1). Thus the discourse community dictates how members engage in writing and communication within that discourse community. In his article, "The Idea of Community in the Study of Writing," Joseph Harris explains, "We write not as isolated individuals but as members of communities whose beliefs, concerns, and practice both instigate and constrain, at least in part, the sorts of things we can say" (12). Harris also

suggests that rather than seeing discourse communities as separate entities that students, and teachers, must move between, "it might prove more useful (and accurate) to view our task as adding to or complicating their uses of language" (17). Rather than seeing the high school and college discourse communities as entirely separate and viewing the college discourse community as something to which entrance must be earned or attained, this perspective views moving between discourse communities as the development and expansion of language skills. Both high school students and teachers must expand their uses of language.

It is valuable for me as a researcher of dual credit writing programs to understand how the concept of discourse communities applies to the situation dual credit teachers face. Dual credit teachers are asked to help facilitate students as they begin to engage in a discourse community with different and higher expectations while the teachers are also newly engaging in this discourse community themselves. Discourse communities, including college writing, are not communities that one can simply transfer between, but rather require an understanding of the variety of language expectations for members to enter the community. In order to be able to engage in and to teach these expectations, teachers must have opportunities to learn about the discourse communities themselves.

A dual credit teacher's understanding of college writing may come primarily from their own past experiences as a college student, and their experience with grading and evaluating writing may be mainly or only with high school level writing. High school writing expectations are dictated by the Common Core Standards or other state standards and are greatly influenced by the pressures of state testing. A teacher's experience with the teaching of writing is shaped by the need to ensure that all of his or her students attain

the state standards and can pass the state testing. The pressures to standardize learning and help students write often formulaic essays to help them pass tests leads to the "checklist" perspective of writing that Thompson and Gallagher described (23-24). This "checklist" perspective ignores other important qualities of college writing that cannot be on a simple checklist such as evaluating documents for credibility or synthesizing research material to support an argument ("WR121 OWEAC Outcomes" 1).

This high school culture of standardization is not easily abandoned by teachers who have been entrenched in that focus in their teaching, and it affects the way in which college writing is taught in dual credit courses. Christine Farris explains in her article "Inventing the University in High School" that a potential reason behind the difference in perspective of college writing between high school and college teachers could be that high school teachers may find that their "identity and authority may lie primarily in the encouragement of self-discovery through reading and writing, a love of literature, and in some cases, the maintenance of form and correctness. . ." (438). Farris noted in her own experience as a dual credit coordinator in Indiana that high school dual credit instructors sometimes transformed complex issues of writing analysis to simple formulaic writing tasks (438). This type of pedagogy, which seeks to prepare students for the difficulties of college writing but does not actually engage students in college writing, is called "brokering." In a class that emphasizes brokering, Farris explains, teachers focus on correctness and simplify the difference between personal and academic writing. Because of this, students may struggle to develop their own arguments. Elizabeth Wardle describes brokering as "a connection made by a person with memberships in multiple

activity systems; brokers 'introduce elements of one practice into another'" (qtd. in Blake Yancey & Morrison 272).

The potential consequences of high school teachers inadequately adapting their teaching to the expectations of college writing are apparent when examining the OWEAC learning outcomes. The section "Academic Discourse and Conventions" calls for students to "Participate in class discussion and activities; speak, read, respond, and listen reflectively, understanding self as a part of a larger community" (1). In a dual credit course, students and teachers can certainly participate in active discussion where they situate themselves in the context of a larger community, which would inevitably be the learning community of the high school. The WPA outcomes also suggest that instructors help students meet these outcomes by teaching students the expectations of the college writing in their disciplinary field. A high school teacher is thus asked to teach students about the audiences, genres, types of critical thinking used, conventions, and writing processes for the generalized audience of "college" while being in the context of the high school.

What I see at the root of the concerns scholars have raised about high school teachers being able to teach college writing is the issue of teacher preparation and support as they take on a college writing course, not a concern about the ability of high school teachers to teach first-year composition. Many high school teachers have the ability to teach an equally rigorous writing course to that taught at the college location; however, the disconnection of the teacher from the college discourse community can lead to a misunderstanding of college-level writing expectations, the phenomenon of "inventing the university" for the high school teacher themselves, and brokering rather than teaching

college writing. As scholars such as Thompson and Gallagher, Farris, and Anson have pointed out, dual credit high school teachers do indeed favor different writing qualities than do college teachers and may diminish writing to systematic or formulaic patterns.

To avoid issues such as these, I argue that improved and strengthened opportunities for communication among high school dual credit teachers and college first-year composition instructors are necessary. High school teachers ultimately need access to the college discourse community, and providing opportunities for collegial interaction with other teachers of the same course across the state would give high school teachers that access. I argue that this increased collegial interaction could be one way to provide teachers with the support they need to teach rigorous college-level writing in the high school location. In what follows, I will extend this argument by examining potential opportunities for collegial interaction for Oregon dual credit teachers and will ultimately suggest that improved opportunities are necessary.

A Need for Improved Opportunities

The existing opportunities for collegial interaction between dual credit teachers and first-year composition instructors in Oregon are not accessible enough for all dual credit teachers to be able to participate. Many opportunities for professional development for dual credit teachers also do not emphasize the importance of collegial interaction, but rather focus only on the course curriculum. Potential opportunities for Oregon dual credit teachers to communicate and engage with other first-year composition instructors include professional development and training programs provided by sponsoring colleges and universities, involvement in OWEAC, and national involvement in conferences such as NACEP's annual national conference, the National Council of Teachers of English

(NCTE) conference, and the annual Conference on College Composition and Communication (CCCC). While these are all technically options for dual credit teachers, there are obstacles that keep many teachers from participating.

Individual Dual Credit Program Professional Development

The Oregon dual credit state standards require that teachers be provided "with training and orientation in course curriculum, assessment criteria, [and] course philosophy" and to be a "part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators… [including] professional development in the field of study" ("Revised Oregon Dual Credit Standards" 1). These standards reflect the importance of teachers having opportunities for engagement with the college discourse community—the curriculum, the philosophy of the course, and assessment standards. However, the standards do not specify what "professional development in the field of study" refers to or how extensive that professional development needs to be. Although these standards exist, the type, amount, and rigor of dual credit teacher professional development that teachers should have access to is not specified in the standards, and, as I have discovered, varies widely among programs.

Often dual credit teachers have limited opportunities for the kinds of collegial interaction that the standards call for. Many dual credit teachers in Oregon are provided with only one short orientation to the curriculum by their partnered college or university. Some programs provide yearly professional development opportunities for dual credit teachers, while others do not. The topics of these opportunities vary, and some do not pertain to the subject of writing but rather focus on other aspects of dual credit, such as

student requirements and enrollment procedures. The amount of supervision, or observation, that dual credit teachers are provided also differs. Some programs do not conduct observations, others observe teachers once every few years, and some observe teachers every term.

The variation of amounts of professional development that dual credit teachers have available to them is problematic. Teachers in one school may have access to more collegial interaction and support than another, which is unfair at best and detrimental to the teacher's teaching and student learning at worst. This wide variation in the types of support that dual credit teachers receive across Oregon is concerning. If teachers only have a small orientation to the curriculum and nothing else, they are more likely to have an incomplete understanding or misunderstanding of college writing expectations and are more likely to use brokering pedagogy. While many teachers are not supported, Portland State University dual credit teachers are provided with multiple professional development opportunities every year, several observations a year, and can be required to take classes on the teaching of writing (Sally Hudson 16 April and 6 Feb.). Not only are teachers receiving uneven amounts of support across the state, but the quality of the coursework could suffer. One teacher should not receive much more support than another, and one student should not receive better instruction than another.

This variation in support provided for dual credit teachers also illustrates that the kind of support I call for *can* be provided. There are schools in Oregon providing opportunities for engagement with the college content and collegial interaction for teachers, such as Portland State University, which offers graduate writing courses for teachers and multiple observations per year that serve as opportunities for the dual credit

teacher to co-teach with a college instructor (Sally Hudson). At the same time, there are also schools that offer limited collegial interaction, like Rogue Community College, where dual credit teachers are provided with one orientation to the curriculum and no further professional development or observations (Verne Underwood). If the goal is to provide consistent, quality dual credit courses to all Oregon students, then consistent opportunities for professional development that not only orient teachers to the curriculum but engage teachers in discussions with college writing faculty about college-level writing should be emphasized by each dual credit partnership.

The Role of OWEAC

Instructors also have inconsistent access to state-wide communities, such as the Oregon Writing and English Advisory Committee (OWEAC), which is an "advisory committee serving college and high school English faculty in Oregon"—both at colleges and through dual credit and dual enrollment programs ("Mission"). OWEAC was developed in 1974 as an Ad Hoc Committee by the State System of Higher Education and Community College Coordinating Committee and works to "promote high academic standards in English composition and literature in community colleges, four-year colleges and universities, and high school dual enrollment programs," "to facilitate communication among English faculty in Oregon," and "to provide policy recommendations regarding English instruction" ("Mission"). At quarterly OWEAC meetings, program policy, learning outcomes, and issues teachers are facing in the teaching of composition and literature are discussed.

If dual credit teachers were to attend OWEAC meetings and events, they would gain access to conversations about college composition and to decisions made about

learning outcomes and policies. However, dual credit instructor access to opportunities for communication with teachers across Oregon through OWEAC is limited because of issues of time and funding, and not every teacher has knowledge of the organization. Dual credit instructors, as high school teachers, do not have the ability to cancel class in order to attend an OWEAC meeting or a conference. They must find a substitute teacher, and the high school or community college will rarely fund the hiring of a substitute.

Although access is an issue for dual credit teachers, OWEAC has served a pivotal role in providing a means of communication between and among community college and university instructors. Oregon community colleges and universities had faced concerns regarding providing consistency of instruction, rigor, and coursework across community colleges and universities similar to those faced by dual credit programs now. While community colleges and universities are both forms of post-secondary institutions, there are differences, including varying admissions requirements, faculty demographics, and campus cultures. Community colleges have lower admissions requirements than most universities, and the percentage of the faculty which are adjunct is higher. Developing consistency in writing expectations among new faculty members can be difficult when they have varying past experiences with what constitutes college-level writing (Gentile 320). Additionally, the culture of the campuses has to be considered. Community colleges primarily serve commuter student populations, and while university student demographics may also vary, university faculty members conduct research and produce scholarship, which contribute to the environment of the campus. To address issues of consistency of writing instruction, OWEAC designed learning outcomes that, along with the National WPA learning outcomes, set expectations for all first-year composition

courses across the state while still allowing for the institutions and the teachers to control the curriculum. Additionally, OWEAC helped facilitate the development of credit transfer agreements called articulation agreements. OWEAC itself also provides opportunities for communication among community college and university composition instructors across the state. The committee itself meets every quarter during the school year with representatives from community colleges and universities across the state. In addition, OWEAC co-sponsors the Oregon Information Literacy Summit, which occurs annually and provides an opportunity for Oregon instructors to communicate about information literacy in the classroom ("Mission"), and also the Oregon Rhetoric and Writing conference.

Dual credit writing programs benefit along with community colleges and universities from the work of OWEAC with the development of the learning outcomes and the creation of articulation agreements. However, dual credit teachers do not always benefit from these developments. The first-year composition learning outcomes apply to all first-year composition courses, including dual credit courses, which serves as a way to help align course work with the college. Additionally, the articulation agreements help dual credit students transfer their credits easily because the credits are earned through the partnered institution. However, it is not always clear if high school teachers are aware of the existence of the learning outcomes or if they use them; and while articulation agreements make the transfer of credits easy, they make tracking the progress of dual credit students beyond graduation from high school extremely difficult. There is no way to tell if the credits were earned at the community college or university, or if they were earned through dual credit. This makes conducting studies about the progress and success

rates of dual credit students in future college or university courses difficult. Ultimately, it makes it hard to tell if dual credit courses are successfully preparing students for future college work.

Although dual credit teachers do not have enough access to the OWEAC community, I believe OWEAC might serve as a valuable model for a community that could provide dual credit teachers with opportunities for collegial interaction with first-year composition instructors across the state. In addition to improved program specific professional development that emphasizes engagement with college-level writing expectations, I call for the development of regional communities like OWEAC specifically for dual credit instructors and college instructors of first-year composition. Development of a community or communities such as this would provide a space for dual credit teachers to communicate and collaborate with other instructors of the same courses across the state, and would provide an opportunity for high school dual credit instructors to engage in the college discourse community from which they are separated. They could also work together to develop strategies for helping high school students meet college writing outcomes.

Ultimately, improving access for high school teachers to the college discourse community requires the state to put more emphasis on teacher support, meaning more funding and time for professional development beyond that offered by the partnered community college or university. Activities such as grade norming and discussing assignments, teaching tools, and information literacy with other college composition instructors in Oregon could provide valuable experiences for dual credit teachers.

National Opportunities: NACEP and CCCC and Teacher Challenges

Additional communities for dual credit teachers to participate in are national conferences like NACEP's annual conference, the Conference on College Composition and Communication (CCCC), and the National Council of Teachers of English (NCTE) annual conference. NACEP is the national accrediting body for dual credit programs, and NACEP hosts a national conference about dual credit programs annually. Additionally, CCCC is an annual national conference that many college composition and writing teachers attend. At the 2015 CCCC, dual credit programs were a popular topic and I attended several panels focused on issues facing dual credit programs. Christine Farris chaired and participated in a panel called "'The Readiness is All': Re-Aligning High School and College Writing and Reading." Other dual enrollment specific panels included: "Bridging the Gap without Falling In: What a Community College and Local High School Learned from College-Readiness and Collaboration," and "Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions," among others. The topic of first-year composition in general is also consistently an important topic at the CCCC. At the 2015 CCCC, there were many panels focusing on various first-year composition pedagogies and strategies, including "Taking Risks in Teaching Politics and Ethics in FYC" and "Rethinking Course Design for First-Year Composition."

In addition to CCCC, the NCTE conference also provides high school and college instructors with the opportunity to explore topics of writing, reading, and language arts. The NACEP conference, CCCC, and the annual NCTE conferences provide instructors with opportunities to talk with other instructors across the nation, to learn about current trends, issues, and pedagogical theories, and stay up to date in the field. Dual credit

teachers have access to these events; however, the ability to attend events like these is dependent upon funding, time, and ability to travel. Participation is expensive, and attendance is not feasible for many dual credit teachers.

Conclusion

While there are many moving parts in a dual credit program—the college-readiness of the student, the curriculum, the funding, the access to textbooks and technology, etc.—the preparation and support of the teacher is vital to creating a successful dual credit writing course. High school teachers are disconnected from the college context. Without being able to engage in the college discourse community, teachers are ultimately faced with the task of inventing the university themselves. Many scholars and teachers believe a lack of training is problematic for the reasons I have discussed, such as it leading to a misunderstanding of what college-level writing is and to brokering. While I agree with and see that these issues are problematic, I also think that there is an underlying issue here for the high school teacher. I argue that by not providing teachers with adequate professional development and with access to college-level discourse communities, the state of Oregon is ultimately failing to provide teachers with support that they need to do their job well. This puts the teacher in a potentially uncomfortable situation at best and at worst could be considered exploitative. Teachers deserve support, especially when teaching a course that is new to them, and if they are not given the support that they need in order to adequately teach college-level writing—which I believe includes access to the college-discourse community—they are forced to invent the university and may perpetuate the issues seen in dual credit courses already.

I am not alone in calling for this kind of change. OWEAC and other organizations such as CCC have called for increased supervision and funding for teachers to participate in professional development opportunities (“Statement Dual Credit” *CCCC*; “OWEAC Policy on Dual-Credit Programs”). I endorse this call for increased funding. I also extend this call and argue that a community for teachers of first-year composition across Oregon should be created, using the model that OWEAC provides. I believe that this could provide a beneficial option for dual credit teachers to engage in conversations about their teaching, about dual credit programming, and about first-year composition with other teachers of the same course across the state. While I think this would be very beneficial, I acknowledge that issues of funding for teachers to participate in professional development events must be addressed before additional expectations should be added.

In the following chapter, I examine current professional development opportunities provided by partnered community colleges and universities for dual credit teachers in Oregon. I first provide a literature review exploring professional development scholarship and then examine the professional development currently offered to Oregon dual credit teachers.

Chapter 3: Oregon Dual Credit Teacher Support

In the previous chapter, I examined the challenging situation of dual credit writing teachers. I argued that to be able to adequately provide college-level coursework to high school students, teachers must have access to the college discourse community. I concluded in the last chapter that professional development opportunities that promote communication and collegial interaction between high school and college first-year composition instructors and the community involvement model that OWEAC provides for community college and university instructors would both benefit dual credit instructors. However, issues of access to communities of higher education make these options difficult, including lack of funding, time, and transportation.

This chapter will begin with a literature review exploring scholarship on professional development in general and for dual credit teachers. Following the literature review is a further exploration of the current professional development opportunities offered to dual credit teachers in Oregon by partnered community colleges and universities. I ultimately suggest that dual credit professional development opportunities should emphasize the features of successful professional development represented in professional development scholarship.

Literature Review: What Makes Effective Professional Development?

In "Measures Matter: Evidence of Faculty Development Effects on Faculty and Student Learning," Willett et. al. argue that professional development, also known as faculty development, has two goals which may be in addition to institutional goals: 1) to give faculty a chance to meet other faculty and collaborate, and 2) to improve teaching and thus student learning (20). Types of faculty development that meet these goals range

broadly, including workshops, co-teaching or mentoring situations, opportunities where committees from diverse disciplines examine student work or assignments, or book or study groups (Desimone 182). Electronic communication such as discussion boards or email also could potentially meet these goals (Holder 12; Desimone 182). Individual professional development opportunities, including teachers reflecting on their own teaching experiences and conducting individual research on topics of interest, have also been acknowledged as potentially beneficial forms of professional development (Desimone 182).

Professional development tends to be seen by the education community as something that will inherently improve teaching, and thus student learning. Many scholars and researchers in the field of professional development, such as Hilda Borko, Jennifer Merriman Bausmith, Carol Barry, and Laura Desimone, contend that there is a measurable connection between professional development and student learning, although further study and research is necessary. In the article, "Professional Development and Teacher Learning: Mapping the Terrain," Hilda Borko explains, "…we have evidence that professional development can lead to improvements in instructional practices and student learning. We are only beginning to learn, however, about exactly what and how teachers learn from professional development, or about the impact of teacher change on student learning" (3).

Scholars Carol Rutz, Ellen R. Iverson, Catheryn A. Manduca, and Gudrun Willett in their article "Measures Matter: Evidence of Faculty Development Effects on Faculty and Student Learning," and in the additional article with co-author William Condon, "Faculty Professional Development and Student Learning: What is the Relationship?"

attempt to measure the connection between student learning and professional development. They explain the results of the Tracer Project, which attempted to determine the extent of the connection between faculty development and student learning in the area of critical thinking at Washington State University (WSU) and Carleton College, which is located in the Midwest.

Faculty development in this study is defined as workshops and assessment activities that "serve as goal-oriented curriculum for faculty" (Willet et. al. 21). Using interviews, observation, textual analysis, and evaluation of student writing and class assignments with rubrics specific to the learning goals (Rutz et. al. 41), they found that at WSU there was a direct correlation between increased faculty development in the area of critical-thinking and student improvement in critical-thinking (42). They also found that the assignments the teachers used changed as they participated in more faculty development, and that faculty development was not isolated to the teachers who had participated in the event, but rather teachers shared ideas with others who had not participated in the same programs (Rutz et. al. 42).

Student critical-thinking scores were anonymously evaluated using a critical thinking rubric with a six-point scale. The rubric included skills such as "identifies, summarizes (and appropriately reformulates) the **problem, question, or issue**" and "identifies and assesses **conclusions, implications, and consequences**" (Rutz et. al 42; original emphasis). The rubric was used to evaluate samples of student work at WSU, and the scores ranged from 2.6 for students with teachers who participated in fewer professional development programs, to 3.6 for students with teachers who participated moderately, and to 4.1 for students with teachers who participated highly (Rutz et. al. 43).

Their research also found that students rated more highly in critical thinking when their teachers were tenure track faculty rather than temporary or adjunct faculty because they were more likely to try new teaching techniques without having concern for their job safety (Rutz et. al. 44).

The findings from Carleton College were less distinctively in favor of professional development in helping student learning (Rutz et. al. 45). They note that the critical-thinking rubric from WSU that was used at Carleton College was not well aligned with the instruction of critical thinking at Carleton College because the faculty development at each college was different (Rutz et. al. 47). However, the evidence at WSU indicates that the connection between professional development and student learning can be measured. These scholars ultimately argue for more research at the institutional level about how teaching is improved through faculty development and how this affects student learning (Rutz et. al. 47).

While professional development is a subject of continuing research, scholars have identified several key features of effective professional development. These elements are compiled by Laura Desimone in her article "Improving Impact Studies of Teachers; Professional Development: Toward Better Conceptualization and Measures" using trends in research studies (183). Desimone attempts to address the need for a more organized way to research faculty development at the secondary level and proposes five main features of professional development that can be used and adapted for any professional development study (183). These five features of effective professional development are:

- Content focus

- Active learning
- Coherence to the teachers' beliefs and "school, district, and state reforms and policies" (184)
- Duration
- Collective participation

Desimone argues that the use of these features in studies of professional development "will allow us to take the next step to understanding the relative importance of the features for improving student achievement in different contexts" (183). Desimone explains that the incorporation of these features into research on professional development has already begun (183-184). In their article "Revisiting Professional Learning Communities to Increase College Readiness: The Importance of Pedagogical Content Knoweldge," Bausmith and Barry reiterate several of these features, including duration of professional development, focus on pedagogical content knowledge, and "opportunities for teacher teams to work collaboratively on student learning," as important traits of professional development (Bausmith and Barry 176).

The importance of developing both content knowledge and a teacher's knowledge of how to teach that content is present in both Desimone's features of professional development and in the scholarship of Bausmith and Barry and Borko and Putnam. This combination—a teacher's knowledge of the content *and* "how students learn that content" (Bausmith and Barry 176)—is called pedagogical content knowledge. Hilda Borko and Ralph T. Putnam explain that "strong pedagogical content knowledge is characterized by an extensive repertoire of powerful representations and the ability to

adapt these representations in multiple ways in order to meet specific goals for specific sets of learners" (48-49). They expand on this idea, explaining:

> teachers' thinking is directly influenced by their knowledge. Their thinking, in turn, determines their actions in the classroom. Thus to understand teaching, we must study teachers' knowledge systems; their thoughts, judgments, and decisions; the relationships between teachers' knowledge systems and their cognitions; and how these cognitions are translated into action. (37)

This idea shows a linear connection between a teacher's knowledge and his or her teaching. Desimone also provides a framework illustrating a potential model for how teacher learning impacts student learning:

1. Teachers experience effective professional development.
2. The professional development increases teachers' knowledge and skills and/or changes their attitudes and beliefs.
3. Teachers use their new knowledge and skills, attitudes, and beliefs to improve the content of their instruction or their approach to pedagogy, or both.
4. The instructional changes foster increased student learning. (184)

If this is the trajectory of the relationship between faculty development and student learning, then this framework can be applied to the Tracer Study, and then to other future studies of dual credit professional development and related student learning—specifically a student's ability to meet college-writing outcomes. For example, the Tracer Study showed a direct correlation between faculty development and student learning in the WSU case where the faculty development aligned with the aspect of student learning being measured—critical thinking—and the rubric used to measure the learning directly correlated to both the training and the skill. In the WSU case, the professional

development was effective; it increased the teachers' knowledge, which improved their instruction, resulting in an increase in student performance. Additionally, the design of the professional development at WSU exhibited the main features of effective professional development Desimone has compiled. It is clear that duration and content focus were evaluated at both Washington State and Carleton College. Students were shown to have performed better with teachers who had more faculty development experience (duration), and the critical thinking rubric was used to measure the results (content focus). However, the coherence between the faculty development and the critical thinking rubric was not taken into account at Carleton College where different faculty development than at Washington State had been used. The results of the study could have been improved by tailoring the type of professional development teachers received before teaching the course to the method used to assess student learning (the rubric in this case).

The insights about professional development design and teacher learning that professional development scholarship provides are not limited to one teaching level or situation, and they help illuminate the needs of dual credit teachers. Dual credit teachers are expected not only to learn new content—college-level writing—they are asked to learn new pedagogies—ones that emphasize college-level thinking and the habits of mind that students will need as they approach college-level tasks. As these scholars have discussed, professional development should not only cover content, but should be informed by an understanding of how teachers themselves learn and how students learn. This multi-tiered understanding of how professional development works is especially important for dual credit teachers. The developers of dual credit professional

development must know how high school teachers learn and how high school students learn college content.

While there is no current research specifically on the relationship between professional development for dual credit writing teachers and student learning, scholarship about dual credit programs has reinforced the observations of these professional development scholars. Much of the scholarship about dual credit professional development consists of personal anecdotes and narratives about the experiences of different dual credit programs across the country. These reflections reinforce the importance of the main features of effective professional development discussed, including collaborative participation, content focus, and duration of professional development opportunities. The fact that these examples rely on anecdotal evidence also indicates a need for more controlled studies.

In the chapter "Round Up the Horses—The Carts Are Racing Downhill! Programmatic Catch-up to a Quickly Growing Concurrent Credit Program," Joanna Castner Post, Vicki Beard Simmons, and Stephanie Vanderslice share their experiences working with a quickly expanding concurrent enrollment program through the University of Central Arkansas. Through an examination of student essay exams, the program learned that the dual credit courses and the college did not have a "unified vision for what college composition does" (176). Through the program's experiences, they noted the importance of collaboration among high school and college teachers. They explain:

> We believe that as high school and university teachers work together on using effective writing pedagogy, we can achieve greater understanding of one another's very different worlds, strengthen writing instruction at both the secondary and postsecondary levels, and help students make a smoother transition from high school to college. (166)

Collaboration and collective participation were important professional development traits for this program.

In addition, Syracuse University's dual credit program emphasizes the importance of dual credit teachers having the opportunity to engage with college-level work. In the chapter "Syracuse University Project Advance: A Model of Connection and Quality," Patricia A. Moody and Margaret D. Bonesteel describe the dual credit program at Syracuse University, that began in 1972 and serves students in several states (228). In order to support communication and a positive relationship between high school teachers and college instructors, the Syracuse University program asks their dual credit high school instructors to participate in a two-week workshop with faculty coordinators before they teach the course. They discuss the course material, practice the assignments themselves, and learn about the pedagogy that Syracuse University supports (233). The example that Syracuse supplies shows the importance again of pedagogical content knowledge. The teachers through this program not only practice the content, but they practice how to teach the content. Syracuse attributes the success of the workshop to its rigor. They explain: "this rigor, though sometimes overwhelming, also reinforces the notion that the teachers are considered intellectual colleagues, and it helps them see themselves as college instructors" (233). The experience working with the material helps high school teachers engage in the type of academic discourse in which instructors at the college engage. It is significant that Syracuse also provides regional seminars where teachers can engage in continued work with the course content, do grade norming, and address questions with faculty (234-35).

The qualities of effective professional development highlighted by both University of Central Arkansas and Syracuse University align well with the recent scholarship on professional development. Other dual credit scholars have also emphasized the importance of such professional development qualities like focusing on pedagogical content knowledge ("Minding the Gap" 278), and having a longer professional development duration (Anson 262), and having opportunities for high school teachers and college faculty to collaborate (Anson 262).

So where does Oregon fit into this national dialogue? In the section that follows, I will examine the professional development opportunities that dual credit high school teachers receive in Oregon.

Current Teacher Support in Oregon

The professional development opportunities that dual credit teachers receive across Oregon vary widely. Twenty-two different community colleges and universities offer dual credit courses to Oregon high schools. Each college institution partners with multiple high schools, and some institutions even offer several kinds of accelerated learning opportunities to students. For example, Eastern Oregon University offers dual enrollment and dual credit courses to partnered high schools as well as Eastern Promise courses, which are credit-by-proficiency courses taught by high school teachers. Through this variety of program types, Eastern Oregon University partners with 35 high schools in the region ("Participating Schools"). The rapid expansion of dual credit and other similar accelerated learning options in Oregon makes cataloging the types of professional development opportunities that are offered to teachers through each institution a challenge for any researcher.

Dual credit programs in Oregon are guided by a set of state standards for curriculum, faculty and student requirements, assessment, and evaluation that are based on the NACEP standards and state policy on dual credit. The NACEP standards are located in Appendix F: NACEP Dual Credit Standards. The Oregon dual credit state standards were updated in 2014. The faculty standards call for dual credit teachers to meet the hiring requirements of any college instructor, to have an orientation to the program and curriculum, and to participate in annual "professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators" ("Revised Dual Credit Standards" 1). Although there are standards to guide the hiring of dual credit teachers and the support they receive, the individual programs have control over the ways they meet these standards, resulting in a variety of different professional development programs.

In order to learn more about how the dual credit partnerships in Oregon are addressing these state standards, I contacted dual credit coordinators at all of the community colleges and universities that offer dual credit courses. I contacted the coordinators through email between October 7th, 2014 and April 15th, 2015, and responses came from October 8th, 2014 to April 16th, 2015. The majority of the correspondence occurred between February 3rd and 9th 2015. The two questions I asked were:

1. What types of training or professional development do high school dual credit writing teachers receive before and during their time teaching college writing?

2. How often are teachers observed, and what are the qualifications of the observers?

I received responses from the following programs: Chemeketa Community College, Clatsop CC, Columbia Gorge CC, Linn Benton CC, Portland CC, Rogue CC, Umpqua CC, Eastern Oregon University, Oregon Institute of Technology, Portland State University, and Western Oregon University. The responses I received are summarized in Appendix G: Table of Oregon Dual Credit Teacher Professional Development. This information provides insight into these programs' faculty development, but is not a complete representation of each program and does not provide information for all of the programs in the state.

This sample of information about the professional development and supervision provided for dual credit high school teachers in Oregon illustrates how teacher preparation and support varies from program to program. Some programs offer high school dual credit teachers only one short orientation to the program, the curriculum, and their responsibilities as dual credit teachers—like Columbia Gorge CC, Rogue CC, and Linn Benton CC—while other programs offer additional professional development events. Several programs provide annual professional development events, such as Portland CC, which provides one professional learning community (PLC) meeting for dual credit teachers per year, although the types of professional development provided varies from program to program. Several programs offer more than one annual professional development event in addition to an orientation. Below is a table summarizing the professional development information compiled in Appendix G.

Oregon Dual Credit Professional Development Amounts

Programs with only one orientation	Programs with orientation and an annual professional development event	Programs with orientation and more than one annual professional development event
• Columbia Gorge CC • Rogue CC • Linn Benton CC	• Oregon Technology Institute • Western Oregon University • Umpqua CC • Portland CC	• Chemeketa CC • Clatsop CC • Eastern Oregon University • Portland State University

Three programs report only offering dual credit teachers one orientation event, four programs report offering an orientation and some form of annual professional development event, and four programs report offering an orientation and more than one annual professional development event. While some programs offer teachers minimal professional development, there are also programs that offer dual credit teachers quarterly professional development opportunities. A total of three dual credit programs report using professional learning communities as the annual or multi-annual professional development opportunity for their dual credit teachers. According to this data, three dual credit programs are not meeting the Oregon dual credit standards for providing an annual professional development opportunity, while four programs are exceeding the minimum requirements of the standards.

Below is a table summarizing the practices by which different institutions observe dual credit teachers.

Institutional Observation of Dual Credit Teachers in Oregon

Never observed	Observed less than annually	Observed annually	Observed more than annually	Observed, but no time frame given
• Chemeketa CC • Linn Benton CC • Rogue CC • Eastern Oregon University	• Portland CC	• Columbia CC	• Portland State University	• Clatsop CC • Oregon Technology Institute

Of the eleven programs that responded to my questions, only five programs conduct observations of their dual credit teachers. Two programs conduct observations annually or quarterly. Four dual credit programs never observe dual credit teachers at all.

These variations in professional development and support also correlate with the level of qualifications requirements that instructors need to have to be dual credit teachers. The programs that offer more professional development and observations, like Clatsop Community College and Portland State University, also have higher qualification requirements for their dual credit teachers. Clatsop CC requires dual credit teachers to have a Master's degree in the subject area or a Master's degree in any subject with over 30 graduate credits in the subject area ("2014-2015 Oregon Dual Credit Faculty Qualification and Policies"). Clatsop CC also offers teachers an orientation and more than one professional development event a year, and reports that they conduct observations of dual credit teachers although a time-frame was not provided. Portland State University is similar: teachers must meet the qualification requirements of any adjunct instructor ("2014-2015 Oregon Dual"), PSU offers the same professional

development amount as Clatsop CC, and PSU conducts observations multiple times a year.

Similarly, programs that offer less professional development and fewer observations also have lower dual credit teacher requirements. For example, Linn Benton CC only requires dual credit teachers to have 27 graduate credits in the subject area ("2014-2015 Oregon Dual"), provides an orientation only, and does not observe dual credit teachers.

Not only are dual credit teachers across the state being provided with unequal support, the variations in the amount of professional development offered and its focus on content could also have consequences for student learning. Teachers need opportunities to cultivate pedagogical content knowledge, and teachers who are provided with only one orientation to the curriculum are not getting the opportunity to practice their skills in a learning environment. In those cases, no opportunity for professional development follow-up or collaboration between teachers is provided. Additionally, the lack of observations means that dual credit programs have no opportunity to learn if the dual credit teacher's teaching is aligned with the college's teaching philosophy and content.

Although these variations in amounts and types of professional development and observations are problematic, they could be caused by a variety of factors, including limited time on the parts of the colleges and the dual credit teachers, limited funding, rapid expansion of dual credit programs, transportation issues, and others. Possibly the most important factor among these is funding—a lack of which can magnify other issues such as transportation and time constraints. Maybe the most beneficial aspect of Portland State University's observation system is that the observers are financially compensated.

The teachers are also financially compensated for their participation in workshops, thus making sure that money is not an obstacle to the teacher's learning. However, other programs may lack the funding to follow the Portland State model.

The differences in amounts and types of professional development and observations conducted also correlate to the geographic location of these programs in the state. Colleges that are located in larger cities, like Portland State University and PCC, offer more frequent professional development opportunities and observations than colleges which are located in rural regions, like Umpqua and Rogue Community Colleges, which offer less teacher support. This could be because the colleges located in rural areas may serve high schools in multiple towns, which may be far away from the college itself.

In addition to geographic variance, there also seems to be a difference in the amount of professional development offered between universities and community colleges. Portland State University and Eastern Oregon University both offer professional development opportunities more frequently than many of the community colleges. Are these variations based on differences in funding available for the type of institution? This is not a question I can begin to answer in this thesis; however, I think it is important and merits future investigation.

Insight Gained from Attending Workshops

I had the opportunity to learn about two specific professional development workshops for high school dual credit teachers in Oregon and to attend one of these events. Like the professional development opportunities summarized above, these workshops also varied in format, duration, and goal.

Umpqua CC

On September 23rd 2014, I attended the second day of a three day professional development workshop at Umpqua Community College. The three sessions were spread out over several months. The workshop I attended was focused on the general alignment of writing between high school and college. Although the graduate credits participants could earn through this workshop were education credits, the workshop counted as continuing education for dual credit writing teachers who were still in need of graduate writing credits. Contextualization of the concept of writing alignment between high school and college was not provided, and the workshop was not specifically tailored to the needs of any specific group: high school, college, or dual credit writing teachers. Of the ten people who attended, the majority were high school teachers, several were dual credit teachers, and several were community college writing instructors.

I recorded in my notes the goals for each day of the workshop as they were written in a PowerPoint presentation shown at the start of the day by the Education NorthWest presenters. They were:

- Day 1: “Set the focus by selecting WR outcomes on which to guide our partnerships” and “Calibrate student performance expectations for selected WR outcomes”
- Day 2: “Determine criteria for measuring student performance on selected WR outcomes” and “Develop method for assessing performance and identify opportunities for student learning”
- Day 3: “Create plan for continued collaboration”

On the day of my attendance, the second day of the workshop series, we discussed and revised two learning goals that had been crafted by participants during the first day of the workshop. These learning outcomes were meant to represent important writing skills that students should learn, although these learning goals were not benchmarked to any specific grade level, or to college or high school. The first learning goal focused on written conventions and vocabulary, and the second learning goal—which was revised and finalized during the workshop—was: "Students will be able to clearly integrate and interpret evidence in support of their claims" ("Final Rubric UCC"). A copy of the final rubric is located in the Appendix H: Umpqua CC Workshop Final Rubric.

Working in small groups, we evaluated several essays that had been written by Umpqua Community College students for their attainment of the second learning goal, although the grade-level expectations for the learning goal were still unclear. We also brainstormed a design for a short in-class activity that could assess how well a student met this learning outcome.

This workshop provided an opportunity for teachers from different high schools to work together with college instructors and to discuss writing. At the end of the day, the high school teachers reported during a discussion that they found this workshop to be very helpful for them in thinking about the writing skills that their students need to develop in a college writing class, although this was not the stated goal of the workshop. The high school teachers also discussed incorporating the topics that were discussed in this workshop in their freshman and sophomore English classes at their high schools.

While some participants expressed having received some benefit from this workshop, I found this workshop problematic as an opportunity for professional

development for dual credit teachers in several ways. The lack of specificity about intended grade or educational level made having a productive discussion about college-level writing for dual credit teachers difficult. While the activities could have been very useful—such as using real student essays to practice evaluating how a writing sample met a learning goal, grade norming, and developing assessment activities—they remained generalized without developing a clear understanding of what level of student writing we were discussing. Most importantly, the workshop activities did not acknowledge that there is a developmental difference between college and high school writing, that there is a difference in expectations for these levels of writing, or that there are other factors working in the instruction of writing, such as the WPA learning outcomes, the OWEAC learning outcomes, or the Common Core Standards for high school language arts.

One may wonder how a workshop that is not focused on the content of a dual credit specific course could count as continuing education for dual credit teachers who lack the required graduate credits to teach dual credit courses. This feeling of disconnect between the activities of the workshop and the needs of dual credit teachers could be because the workshop was presented by an outside educational program called REL Northwest, one of a number of Regional Educational Laboratories (RELs). The workshop was funded by a grant, most likely from Umpqua CC, although how this particular workshop was funded is unclear. Although there were Umpqua CC dual credit administrators and instructors there, the workshop was designed and presented by this outside provider.

Cascades Commitment Workshop

Another example of a professional development workshop for dual credit teachers happening in Oregon is the summer workshop for Cascades Commitment instructors at Central Oregon Community College. The workshop is held over a week during the summer, and the participants meet every month during the following school year to continue discussing their teaching. The workshop is described on a handout as a workshop where "instructors will create an invigorating and collaborative learning environment in order to develop a strong working relationship between experienced high school and community college English instructors" ("Cascades Commitment Summer Workshop"). The purpose of the workshop is to prepare teachers in this specific region of Oregon to teach college writing in high schools. Participation in the workshop certifies teachers to teach Writing 121 and 122 for Central Oregon Community College only ("Cascades Commitment Summer Workshop").

Although I did not personally attend the last Cascades Commitment workshop, from the materials shared with me it appears that this workshop provides dual credit teachers with a professional development opportunity that is sufficiently long, focuses on the content of the course and pedagogical content knowledge, and promotes the collective participation of dual credit teachers and college instructors, thus meeting the necessary goals of an effective professional development workshop.

The differences between these two examples of professional development workshops highlight the ways in which the design of professional development opportunities can promote teacher learning that could then result in improved student learning. While the Cascades Commitment workshop emphasizes activities that focus not

only on the content but pedagogical knowledge, the Umpqua CC workshop remained general and did not focus on either college-level writing content or on college-level pedagogical content knowledge.

Conclusion

In this chapter, I examined current research about effective professional development and connections between professional development and student learning. I then explored available information about dual credit professional development in Oregon. Through research, I learned that there *are* examples of improvement in student learning through increased professional development activities focused on the specific area of student learning being measured. In order to help high school teachers teach effective dual credit writing courses, and ultimately to help students successfully learn to write at a college-level, professional development opportunities must be designed using the qualities of effective professional development, including pedagogical content focus, effective duration, and participation with other writing teachers. I believe that using the framework and five features of professional development that Desimone compiled and other professional development scholars have endorsed can help improve professional development workshops and hopefully also student learning in Oregon.

However, for this to be implemented by all programs, issues of funding must be addressed. Programs, like Portland State University's dual credit program, that offer more professional development and have higher instructor qualification requirements also provide more funding to make sure teachers have access to these resources. In order to have effective professional development opportunities for dual credit teachers, and in order to expand professional development opportunities, sponsoring institutions and the

state must decide to fund dual credit teacher development. If the goal of Oregon dual credit programs is to provide effective, successful, rigorous dual credit courses for high school students, then more support—financial and otherwise—must be given to the teachers of these courses.

Chapter 4: Conclusion

In this thesis, I have argued that thorough training, support, and professional development are vital for high school teachers teaching dual credit writing courses, who without it may find themselves faced with "inventing" the university. Professional development scholarship reinforces the important roles that professional development and pedagogical content knowledge play in effective teaching. However, the professional development that Oregon dual credit teachers receive varies too widely across programs and in many instances is very limited. To ensure that all dual credit teachers have the support they need in order to teach a rigorous college writing course, dual credit programs must put more emphasis on dual credit teacher support and training. This emphasis must come in the form of high standards for and increased amounts of professional development, access for teachers to that professional development, and financial support for these opportunities. For the positive shift I am calling for in dual credit teacher qualifications, training, and support to occur, all institutions sponsoring dual credit programs must decide that teacher training is an important part of creating an effective dual credit program and find creative ways to qualify dual credit teachers without lowering qualification standards.

During the process of writing this thesis, the state of dual credit in Oregon has continued to change and develop. Community colleges that do not currently offer dual credit programs, like the Oregon Coast Community College, are developing programs for the upcoming year (Hodgkins), and Oregon educators have voiced growing concerns about the rigor of dual credit programs. In January of 2015, the Oregon Education Association's Community College Council released a white paper entitled "Oregon's

Dual Credit Options: Analysis and Recommendation," which assessed and placed in order from most effective to least effective Oregon's dual enrollment, dual credit, and accelerated learning options.

This white paper aligns with and reinforces my argument that the instructor plays a vital role in making sure dual credit courses are as rigorous as the college equivalent. The Council favored methods, like traditional dual enrollment, that provide students with more access to the college environment and culture because they are often more rigorous and help students transition more smoothly into future college courses. Other methods, like dual credit, are less favorable because the student has limited or no access to the college environment. The Council believes that the trend of lowering instructor qualification requirements in order to offer college early programs to school districts—especially in rural areas that lack instructors with necessary qualifications—will lead to a diminished quality of coursework (14).

As community colleges and universities continue to expand college early options, the need for qualified dual credit teachers will only grow. To ensure that quality dual credit courses are offered in Oregon, increased funding, improved professional development, and more studies of dual credit programs must be implemented. I will now make some suggestions for solutions to issues facing Oregon, some which could be immediately implemented and some which would require high levels of funding.

There are several solutions that could be implemented immediately. These low-funding improvements include updating the Oregon Department of Education dual credit page to reflect the most recent information about each program, and ensuring that each dual credit teacher is educated about the OWEAC and WPA Outcomes and the

Framework for Success in Postsecondary Writing. All information on the dual credit Oregon Department of Education website should be updated and checked for correctness because it sometimes houses incorrect information and faulty links. Future studies of Oregon dual credit programs would benefit from having access to correct and organized program information. Additionally, every dual credit program should present dual credit teachers in Oregon with comprehensive professional development introducing them to the OWEAC and WPA learning outcomes for first-year composition as well as the Framework for Success in Postsecondary Writing. The orientation to these important learning outcomes and framework would ensure that all teachers understand and can use these outcomes.

In addition to these solutions that could be implemented quickly, the amount of professional development opportunities offered to dual credit teachers must also be increased and made consistent across programs. In order for this to be feasible, state and program funding for professional development must be increased. Dual credit teachers must receive funding to travel to and attend professional development events, especially to cover the cost of hiring a substitute teacher. It is important for all dual credit teachers across the state to receive adequate training.

Additionally, studies of dual credit programs should be increased. To learn whether dual credit programs are an effective method of teaching college courses like college writing, the two studies conducted about Oregon dual credit student success in college should be re-instated. Studies of dual credit teacher professional development should also be conducted, and should attempt to evaluate what forms of professional development specifically dual credit teachers need to successfully teach college content.

Studies like those I shared in the third chapter that explored the connection between student success and professional development would provide valuable information about the connection between dual credit teacher professional development and student learning. In addition, studies should be conducted to catalog and record information about each dual credit program, including the content of professional development opportunities and attendance rates, the qualifications of each individual dual credit teacher, and how many dual credit teachers are aware of the WPA and OWEAC learning outcomes and the Framework for Success in Postsecondary Writing. Nationally, dual credit is also an expanding form of accelerated learning and many programs across the country are facing the same concerns as Oregon dual credit teachers. Studies of dual credit program success and professional development should also be conducted on a national scale. The information national studies could provide could help improve dual credit program offerings across the country and in Oregon.

As many Oregon dual credit programs are approaching the deadline for renewal, I believe this is an opportune moment to collect useful and important data about each program, especially about the professional development they offer dual credit teachers. Each partnered community college or university applies for renewal to the Oregon Dual Credit Oversight Committee within six years of their original approval ("Oregon Dual Credit Program Approval" 4). A new round of renewals will begin in 2016, which provides an opportunity for the data collection I call for (4). In order to ensure that Oregon dual credit programs are meeting dual credit standards, the process of program renewal must be held to high standards and rigorous program assessment must occur.

Many of these suggestions would require a great deal of funding. Although this thesis has not dealt with the financial side of dual credit programs, issues of funding play an integral role in the suggestions I am making. I suggest here one way that dual credit programs could allot funds in order to strengthen dual credit professional development in the ways I am calling for. It is a common understanding that the community colleges and universities that offer dual credit programs make money from dual credit courses, and I suggest that a portion of that money be required to be used by the partnered college institution to offer rigorous professional development to dual credit teachers.

Like Oregon's Percent for Art legislation—which requires that every state building built with a budget of over $100,000 must use one percent of the budget to fund public artwork ("Percent for Art")—Oregon dual credit programs could allot a set percentage of the revenue they gain from offering dual credit courses for dual credit teacher professional development. If a law like this were to be mandated, it would ensure that every Oregon dual credit program had earmarked funds available for professional development and would be a positive step towards ensuring that all dual credit offerings in Oregon are adequate. I do not suggest what percentage of funds should be allocated, and I believe that if the state were to instate such a law, the amount of funding needed and the percentage of revenue that correlates to would have to be evaluated thoroughly.

In the beginning of this thesis, I stated that the transition for students between high school and college is being shifted earlier for students taking accelerated learning courses like dual credit writing. High school dual credit teachers also are always transitioning between college and the high school context. Additionally, dual credit programs in Oregon are facing a moment of transition. Oregon is faced with expanding

dual credit programs and addressing growing concerns. To address these concerns and ensure quality dual credit course offerings for all dual credit programs, changes like I suggest must be made. This transition moment must be a time for improved assessment, increased support, and high standards.

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Appendices

Appendix A: Definitions and Key Vocabulary

Definitions and Key Vocabulary

The following is a list of definitions and vocabulary necessary for the reader of this research. Sources used to assist in writing these definitions are referenced using in-text citations.

Accelerated Learning. Accelerated learning programs, such as dual credit, dual enrollment, Advanced Placement (AP), and the International Baccalaureate (IB) Programme, offer students courses that are advanced, thus providing students with opportunities to learn at a more accelerated rate than the average pace.

Advanced Placement. Advanced Placement (AP) courses use a curriculum developed by The College Board, and students are awarded credits by their college or university based on their exam scores ("Accelerated Curriculum" 2).

Career and Technical Education. Like dual credit, CTE courses allow students to earn both high school and college credits for career and technical education courses (Rosselli Slide 4). According to the Oregon Department of Education website, "CTE is organized by a national framework called career Clusters, which presents a complete range of related career options to students of all ages, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career." ("Career and Technical Education")

College Ready. College ready is a term used frequently to refer to students being ready to perform at the level of college work, specifically writing in this case. Determining a student's readiness for college writing is determined differently by different institutions. Some dual credit programs use placement exams to determine college readiness.

Credit by Proficiency. Credit by proficiency courses offer college credit from partnered community college or universities based on student performance on course assessments (Rosselli "Ensuring Equitable Access" Slide 4). Students must take a course, but only earn college credit based on their performance no the assessments. A variety of academic subjects are offered through this format. The Eastern Promise and Promise replication grant programs are examples of credit by proficiency programs in Oregon.

Dual Credit. Dual credit programs offer high school students college courses of a variety of academic subjects taught by trained high school teachers ("Promoting Quality" 7; Rosselli "Ensuring Equitable Access" Slide 4). Students earn both college and high school credit for these courses. Dual credit is referred to as "concurrent enrollment" in most states other than Oregon ("Promoting Quality" i). The terms "College Now," "College Credit Now," and other program specific titles are also used to refer to dual credit programs in some parts of Oregon (Rosselli "Ensuring Equitable Access" Slide 4).

Dual Enrollment. Dual enrollment programs offer college courses to high school students for both college and high school credit ("Promoting Quality" i). These courses can be taught in the high school or college setting, by distance learning, and by high school or college instructors ("Promoting Quality" i). Dual credit (concurrent enrollment) programs are a form of dual enrollment which are taught specifically at the high school by high school instructors.

Eastern Promise. The Eastern Promise program is a credit by proficiency program in Eastern Oregon. Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College, and the InterMountain Education Service District are partnered through this program to offer opportunities for high school students in

Eastern Oregon to earn college credits before graduating high school (“FAQ”). Like other dual credit programs, students take these courses in the high school taught by high school teachers. Instructors of Eastern Promise programs must have a master’s degree in any subject, not necessarily in the subject they teach, and use a college curriculum (“FAQ”). As Eastern Promise is a credit by proficiency program, students are awarded credit based on their assessment scores (“FAQ”). Proficiency exams are said to be evaluated by certified high school teachers, although it is not conclusive if this is always the case or if college instructors also are evaluators (Traci Hodgson “Willamette Promise Query/Update”). The Eastern Promise program has “significantly increased the number of students earning 9+ college credits and is building a strong college-going culture in Eastern Oregon” (“Chief Education Officer”).

Eastern Promise Replication Grant Programs. The Eastern Promise program has been viewed as a success in Oregon, and in 2014 Oregon awarded grants to develop programs like the Eastern Promise Program in other regions of the state. The Eugene and Portland Metro Areas, the Mid-Willamette Valley, the High Desert Region, and the Southern Oregon region all were awarded grants from $250,000 to $500,000 (“Chief Education Officer”). Each region’s program proposal suggests a use for the funding that is specific to the needs of the region, from offering improved training for teachers who do not meet necessary qualifications for teaching dual credit to improving the college-going culture in the region.

International Baccalaureate Programme. The International Baccalaureate (IB) Programme is an international curriculum which “emphasizes critical thinking, intercultural understanding, and exposure to a variety of viewpoints” (“Accelerated

Curriculum" 3). There are standards the schools must meet in order to be approved by the IB organization, and then the IB organization will "administer programs and examinations according to international protocols" (3).

Appendix B: Oregon Dual Credit State Standards

Revised Oregon Dual Credit Standards
Recommended by the Dual Credit Oversight
Committee April 22, 2014 Adopted by Higher
Education Coordinating Commission June 12, 2014

Curriculum	
Curriculum 1 (C1)	(C1) - College or university courses administered through a Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
Curriculum 2 (C2)	(C2) - College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
Curriculum 3 (C3)	(C3) - College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
Faculty	
Faculty 1 (F1)	(F1) - Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
Faculty 2 (F2)	(F2) - The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
Faculty 3 (F3)	(F3) - Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	(F4) – Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
Student	
Student 1 (S1)	(S1) - The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.

Student 2 (S2)	(S2) - Colleges or universities outline specific course requirements and prerequisites for students.
Student 3 (S3)	(S3) - High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit.
Assessment	
Assessment 1 (A1)	(A1) - Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	(A2) - The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.
Assessment 3 (A3)	(A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Evaluation	
Evaluation 1 (E1)	(E1) - The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not

Oregon Department of Community College and Workforce Development Oregon Department of Education

Appendix C: 2014-2015 Dual Credit Instructor Qualification Requirements

OREGON COMMUNITY COLLEGE	**Cost per course/program** **Do fees support program?**	**Instructor requirements?** AT = Academic Transfer CTE = Career & Technical	**Instructors submit transcripts?** **What else?**
Blue Mountain	$10/credit. Fees go to General Fund	AT – Masters in discipline or Masters + 20 graduate credits in discipline CTE – Professional/technical teachers must have appropriate combination of education and experience (generally accomplished via CTE Endorsement) Eastern Promise Proficiency – Bachelor's in discipline and Masters (generally of Education). Must be a member of a discipline PLC	Instructors must submit a BMCC application, including a transcript, along with a form detailing the course or course they wish to teach. Eastern Promise does not require this additional form since courses are determined from which PLCs are formed
Central Oregon	CTE and AT: $15/credit. Positions are paid from other General Fund accounts but fees pay faculty mentor stipends and travel expenses related to high school teacher mentoring.	AT - masters in content area or provisional approval based on Bachelors + 15 credits of graduate-level coursework in the content area. CTE - Combination of education and industry experience as required in the content area.	AT and CTE - Yes. All high school teachers submit transcripts and an approval application where they describe their relevant work experience and degrees.

Chemeketa	$25/year- Students pay the high school and Chemeketa then invoices the high school at the end of the year. $20 of fee goes to Chemeketa and the high school keeps the remaining $5. Fees support program at both college and high school.	Masters in subject or Masters + 24-30 graduate hours in discipline for AT. Experience is considered for CTE	Online application process to include transcripts, résumé and information about experience and course syllabus
Clackamas	$10/credit. Fees support program.	AT- masters in subject or masters + 24-30 graduate hours in discipline. Alternative approval options available if approved by college president. CTE – bachelor's degree and/or industry experience related to program/subject.	All submit transcripts and resume, course outlines, exams & text information
Clatsop	CTE: no fee AT: $30/course for transcription – Fees support General Fund.	AT- Dual Credit Instructors must have a Master's degree in the primary subject area taught or a Master's degree in another subject area plus 30 graduate quarter credits in the primary subject area. Instructors with a minimum of 24 graduate quarter credits towards a Master's degree in the primary subject area while demonstrating evidence of active progress toward obtaining a Master's degree will be approved provisionally. Coastal Commitment Instructors have a Bachelor's degree in the subject matter and Master's degree in Education or another subject area. The Instructors work	Yes. Transcripts, 2 letters of reference, certifications & licenses

		with a Clatsop Community College Faculty and/or Instructional mentor(s). CTE- 1) a Master's degree in education or related subject area; 2) a Baccalaureate degree in education or related subject area and a minimum of three years of recent full-time verifiable work experience in the subject area to be taught (experience teaching in the subject area will be considered work experience); or 3) a Baccalaureate degree and a nationally recognized certification in the subject area. In addition to the above qualifications, applicant must possess a state and/or national industry licensure/certificate required or considered essential for practice in the industry directly related to the credential field.	
Columbia Gorge	CTE and AT: $44.50/course, $89/sequence	AT- masters in content area or 30 hours of graduate credit in content area. CTE- Combination of degree/relevant work experience must be approved by college using on-campus CTE instructor standards (number of years work experience varies depending on degree).	Yes. In addition to transcripts, submit CGCC application form, resume and two letters of recommendation.

KLAMATH	No fees	AT – 1) Master's in subject, OR 2) Master's in related area + 30 quarter hours of graduate credit in the subject area, OR 3) Presidential approval of study, teaching experience, professional performance and or licensing in subject area. CTE – 1) Hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area) and have a minimum of three years of recent full-time non-teaching experience in the subject area, OR 2) Hold a bachelor's degree in the subject area (or hold a bachelor=s degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time non-teaching experience in the subject area, OR 3) Hold an associates of applied science degree in the subject area, and have a minimum of five years of recent (less than 4 years old) full-time non-teaching experience in the subject area, OR 4) Have a high level of demonstrable competency gained through a combination of study, teaching experiences and/or professional performance on the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a	Yes. All submit application, resume, certifications and syllabi.

		minimum of five years of recent full-time non-teaching experience.	
Lane	No fees (Tuition and fees waived)	AT – Varies; generally masters in discipline or M.Ed./MAT with 24-30 graduate quarter credit hours in discipline; sometimes experience required. CTE - TSPC vocational certification for the content area.	Yes. Instructors also submit resume, copy of TSPC license, supporting documentation and course syllabus.
Linn Benton	One time $25 fee Fees to General Fund	AT - 27 graduate credits in subject matter. CTE - professional competency. The same qualifications as regular faculty.	HS instructors submit transcripts and application explaining level of experience. Scope & depth must match LBCC
Mt. Hood	No Fee	AT - Masters in content; Masters in another area + 24 graduate credits in content; Presidential Waiver. CTE - 3 years' work experience or occupational competency plus specialty training.	College Now application, syllabus, resume, TSPC, other credentials dependent upon content or program area
Oregon Coast	Dual Credit not currently offered		
Portland	No fees	AT- Generally a Masters in the subject area. Specific requirements vary by subject area. CTE - Varies from a Masters + experience to demonstrated competency. Each department has their own qualifications.	Yes, PCC requires transcripts for all teachers. AT & CTE instructors submit comprehensive resume or CV. Sometimes additional documentation is requested to support experience.

ROGUE	No fees	Same requirements as for hiring on-campus part-time faculty.	Yes. Instructors complete RCC on-line application (same at PT faculty), submit transcripts, letter of recommendation, criminal background check, employment history, references, and all information that PT faculty submit when applying to the

SOUTHWESTERN OREGON	No fees	Same requirements as for hiring on-campus faculty.	All submit transcripts, résumé and information about experience and course syllabus
TILLAMOOK BAY	No fees.	Qualifications same as for CC regular faculty. AT-masters in subject area or in related area + 30 quarter hours in subject area. CTE-varies.	Resume and transcripts.
TREASURE VALLEY	$40/credit for Col-Cred AT $19/credit fees for College Choice (space available classes one week before beginning of	AT meet campus hiring requirements – Masters with min. 18 graduate credits in subject area. CTE use campus CTE requirements	All submit transcripts and complete college application
UMPQUA	No Fees No cost per course/credit.	AT – Currently Master's in discipline or MAT + 12 graduate credits in discipline. CTE – 1) AAS + 5 years directly-related experience, OR 2) journeyman or other industry credential + 5 years' experience, OR 3) BS/BA in primary field + 3 years'	Instructors complete employment application, submit transcripts, complete dual credit approval paperwork, and meet with Department Chair.

OREGON UNIVERSITY	COST PER COURSE/PROGRAM DO FEES SUPPORT PROGRAM?	INSTRUCTOR REQUIREMENTS?	INSTRUCTORS SUBMIT TRANSCRIPTS? WHAT ELSE?
EASTERN OREGON UNIVERSITY	$10 Credit BY Proficiency $40 on Campus or Dual Credit $88 online No, fees do not support program	1.Masters degree or 20 graduate credit in discipline or 45 graduate credits in education and discipline 2. 3 years experience 3. Completed PLC training	1. Request to Teach form 2. Transcripts 3. Resume
OREGON INSTITUTE OF TECHNOLOGY	$25.00 per credit. Yes, the tuition supports the ACP office	Varies per dept. Same qualifications as adjunts. Masters required but not always in discipline	Transcripts, Vita, syllabus for each course
PORTLAND STATE UNIVERSITY	$230 per 4-credit class; fees support the program	In all cases, consistent with selection process employed by University departments for adjunct instructors.	Candidates submit transcripts and a CV . There is an expectation that the instructor has taught an equivalent course for two years. Approval is contingent on an interview by the faculty liaison in the Department and an assessment of training needs.

Southern Oregon University	Advanced Southern Credit is $41.00 per credit or $164.00 for a 4 credit course in 2014-2015. Yes, fees support the program. High school instructors also receive a 14% rebate of student tuition to re-invest in their curriculum.	Minimum of a Master's degree and curriculum that aligns with Lower Division SOU course work. Instructors must meet the same criteria as adjunct faculty at SOU.	Instructors submit a course proposal form, syllabus, course outline and resume or CV. Math instructors must submit undergraduate and graduate level transcripts.
Western Oregon University	$30 per student per year. No limit on number of courses taken per year. Student paid fees cover a portion of the costs. The university subsidizes the rest	Yes. All high school instructors are reviewed by WOU faculty and all must complete a training process. Each instructor is required to actively participate in a PLC with WOU faculty for continued collaboration and professional growth.	WOU will cross score 20% of student portfolios. Instructors are required to provide completed student work portfolios annually for review and cross scoring.

Appendix D:
Writing Program Administrators Outcomes Statement for First-Year Composition

WPA Outcomes Statement for First-Year Composition (v3.0) (adopted 17 July 2014)

Introduction

This Statement identifies outcomes for first-year composition programs in U.S. postsecondary education. It describes the writing knowledge, practices, and attitudes that undergraduate students develop in first-year composition, which at most schools is a required general education course or sequence of courses. This Statement therefore attempts to both represent and regularize writing programs' priorities for first-year composition, which often takes the form of one or more required general education courses. To this end it is not merely a compilation or summary of what currently takes place. Rather, this Statement articulates what composition teachers nationwide have learned from practice, research, and theory.[1] It intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards to measure students' achievement of these Outcomes has deliberately been left to local writing programs and their institutions.

In this Statement "composing" refers broadly to complex writing processes that are increasingly reliant on the use of digital technologies. Writers also attend to elements of design, incorporating images and graphical elements into texts intended for screens as well as printed pages. Writers' composing activities have always been shaped by the technologies available to them, and digital technologies are changing writers' relationships to their texts and audiences in evolving ways.

These outcomes are supported by a large body of research demonstrating that the process of learning to write in any medium is complex: it is both individual and social and demands continued practice and informed guidance. Programmatic decisions about helping students demonstrate these outcomes should be informed by an understanding of this research.

As students move beyond first-year composition, their writing abilities do not merely improve. Rather, their abilities will diversify along disciplinary, professional, and civic lines as these writers move into new settings where expected outcomes expand, multiply, and diverge. Therefore, this document advises faculty in all disciplines about how to help students build on what they learn in introductory writing courses.

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

1 This Statement is aligned with the *Framework for Success in Postsecondary Writing*, an articulation of the skills and habits of mind essential for success in college, and is intended to help establish a continuum of valued practice from high school through to the college major.

By the end of first-year composition, students should

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Faculty in all programs and departments can build on this preparation by helping students learn

- The expectations of readers in their fields
- The main features of genres in their fields
- The main purposes of composing in their fields

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use--whether print texts, photographs, data sets, videos, or other materials--they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of first-year composition, students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

- Use strategies--such as interpretation, synthesis, response, critique, and

design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources

Faculty in all programs and departments can build on this preparation by helping students learn

- The kinds of critical thinking important in their disciplines
- The kinds of questions, problems, and evidence that define their disciplines
- Strategies for reading a range of texts in their fields

Processes

Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of first-year composition, students should

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

Faculty in all programs and departments can build on this preparation by helping students learn

- To employ the methods and technologies commonly used for research and communication within their fields
- To develop projects using the characteristic processes of their fields
- To review work-in-progress for the purpose of developing ideas before surface-level editing
- To participate effectively in collaborative processes typical of their field

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

By the end of first-year composition, students should

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

Faculty in all programs and departments can build on this preparation by helping students learn

- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines
- Strategies for controlling conventions in their fields or disciplines
- Factors that influence the ways work is designed, documented, and disseminated in their fields
- Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields.

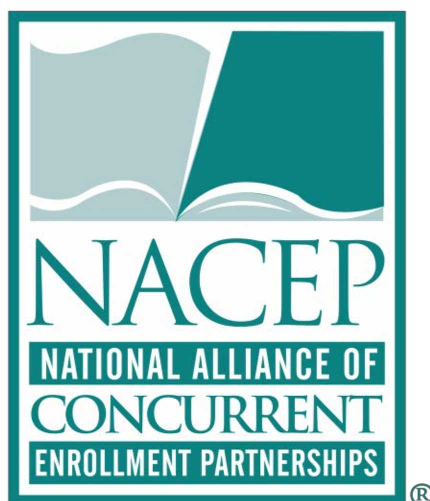
Appendix E:
Oregon Writing and English Advisory Committee Learning Outcomes

WR121 OWEAC Outcomes: ***Students will produce 3000-3500 words of final, revised draft copy, including one essay of at least 1000 words that integrates research.***

Academic Discourse and Conventions	Organization, Thesis and Development	Audience, Purpose, and Voice	Writing Process	Research and Documentation
1. Engage in and value a respectful and free exchange of ideas 2. Practice active reading of college-level texts, including: annotation, cultivation/development of vocabulary, objective summary, identification, and analysis of the thesis and main ideas of source material 3. Participate in class discussion and activities; speak, read, respond, and listen reflectively, understanding self as a part of a larger community 4. Appreciate and reflect on challenging points of view through reading and writing; measure another writer's viewpoint against personal experience and assumptions and the experience of others 5. Use appropriate technologies in the service of writing and learning. For example: use word processing tools to prepare and edit formal writing assignments (spell check/grammar check,	1. Try more than one organizational strategy in essay drafts including reworking thesis statement 2. Write well-focused, logically organized, and well-transitioned essays, using introductions, discussion, and conclusions in which the relationship of ideas to the thesis and to one another is clear 3. Develop and organize essays using evidence that may include examples, illustration, and research to support ideas 4. Evaluate and synthesize ideas from own writing and the	Develop rhetorical competence: • Identify the roles played by situation, purpose, and audience in directing a writer's choices, and make appropriate choices of tone, voice, and level of formality based on the essay's genre and/or discourse community • Assess knowledge, expectations and biases of audiences • Anticipate questions an audience is likely to have and supply appropriate information • Analyze how a writer's tone and voice effect audiences' perception of the writer	1. Explore the ideas of others in both informal and formal writing 2. Recognize that strong organization, thesis, and development result from a recursive writing process 3. Exercise original thought in selecting and narrowing writing topics 4. Develop essays through a flexible writing process that proceeds from exploration and discovery, through drafting, peer review, revision, editing, and proofreading 5. Work effectively and collaboratively with other writers to evaluate and revise essays ,	1. Use a database and the Internet to locate information and evidence 2. Evaluate source materials for authority, currency, reliability, bias, sound reasoning and validity of evidence 3. Demonstrate an ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer's voice from that of his/her sources 4. Produce at least one paper that demonstrates an ability to synthesize sources to support an assertive or argumentative thesis through summary, paraphrase, and integrated quotation 5. Credit source material using a discipline-

find and replace); understand the limitations of such tools; locate course materials and resources online; and use online communication tools such as e-mail 6. Word process and format final drafts with appropriate headings, titles, spacing, margins, demonstrating an understanding of MLA citation style 7. Demonstrate the ability to use Edited Standard Written English to address an academic audience 8. Use a writer's handbook and/or other resources for style, grammar, and citation	writing of others 5. Write at least one argumentativ e essay that demonstrates an understandin g of the basic elements of argumentatio n including claims, support, logic, and credibility	• Identify the different levels of formality through vocabulary, syntax, and other conventions, and the situations in which they are appropriate • Employ strategies of developmen t appropriate for the purpose and audience, recognizing that effective writing usually involves combination s of modes, including finding and integrating outside source material	sharing work in process and providing constructive feedback to others according to established guidelines, and revise according to peer and instructor feedback 6. Appraise own writing skills, abilities, and process and those of others, identifying strengths and addressing weaknesses 7. Use available writing assistance	appropriate documentatio n style

Appendix F:
NACEP Dual Credit Standards



National Concurrent Enrollment Partnership
Standards

Adopted April 2002
Revised December 15, 2009

Effective January 1, 2011

NACEP Concurrent Enrollment Partnership Standards

Overview

About NACEP	The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.
Definition	NACEP defines concurrent enrollment as college-credit bearing courses taught to high school students by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit at the time they successfully pass the course. Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum. Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses. Although concurrent enrollment courses share some elements or characteristics of the programs below, concurrent enrollment differs in significant ways from the following: ▪ Programs in which the high school student travels to the college campus or college faculty travel to the high school ▪ Programs where the student takes a course from a college instructor via distance education ▪ Articulation agreements where a college retroactively assigns credit for high school coursework upon matriculation ▪ Advanced Placement and International Baccalaureate high school courses where standardized tests are used to assess students’ knowledge at the end of a course

Standards Purpose	NACEP's *Standards* are measurable criteria that address quality in concurrent enrollment programs in the areas of curriculum, faculty, student, assessment, and program evaluation. The standards promote the implementation of policies and practices to ensure that: ▪ College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university; ▪ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; ▪ Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are provided discipline-specific professional development; and ▪ Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations. The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.

NACEP Concurrent Enrollment Partnership Standards

Curriculum

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

NACEP Concurrent Enrollment Partnership Standards

Faculty

Faculty 1 (F1)	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non- participation in CEP training and/or activities).

NACEP Concurrent Enrollment Partnership Standards

Student

Student 1 (S1)	The college/university officially registers or admits CEP students as degree- seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
Student 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.
Student 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

NACEP Concurrent Enrollment Partnership Standards

Assessment

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

NACEP Concurrent Enrollment Partnership Standards

Program Evaluation

Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non- respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

Appendix G:
Table of Oregon Dual Credit Teacher Professional Development

Oregon Dual Credit Teacher Professional Development

Dual Credit College Partner	**Dual Credit Coordinator (s)**	**1) What types of training or professional development do high school dual credit writing teachers receive before and during their time teaching college writing?**	**2) How often are teachers observed, and what are the qualifications of the observers?**
Chemeketa CC	Kim Colantino English Instructor and College Credit Now Liaison Bruce Scanlon Dual Credit Coordinator	Chemeketa CC organizes an event called the College Credit Now Kickoff "where CCN teachers and college faculty liaisons come together with CCN staff to discuss those standards outlined in the program guide" (Bruce Scanlon). Additionally, the dual credit liaison, Kim Colantino, provides two required meetings for dual credit teachers each year (Kim Colantino). Course materials including assignments, calendars, rubrics, and syllabi are given to dual credit teachers, but they are required to have their course materials approved by Colantino. (Kim Colantino 3 Feb.; Bruce Scanlon 3 Feb.)	Like campus adjunct teachers, dual credit teachers are not frequently observed. Teachers must be qualified to teach on the Chemeketa campus in order to teach dual credit, and Bruce Scanlon approves these applications and the dean gives final approval. Chemeketa believes that if dual credit teachers are observed by the high school administrators then the quality of their teaching is being sufficiently monitored (Kim Colantino 3 Feb.)
Clatsop CC	Debby L. Robertson High School Partnerships/ Perkins Regional Coordinator	At Clatsop CC, the Program Coordinator meets with the dual credit teachers to talk about the dual credit program, including the registration, grading, and various aspects of the course. Additionally dual credit teachers	Clatsop CC teachers with a Master's Degree in writing observe dual credit teachers. (Debby

		and Clatsop CC faculty meet "continiously" to review "course outlines, syllabi, learning outcomes, assessments, grading, etc." (Robertson). Additional meetings are available as teachers need them. (Debby L. Robertson 4 Feb.)	L. Robertson 4 Feb.)
Columbia Gorge CC	Mary Kramer CTE, Science and Math Director	The Columbia Gorge CC Writing Department Chair meets with dual credit teachers before they teach and shares course information including "syllabi, department philosophy," and address questions (Kramer). There is also an online training for new teachers which covers registration and grading practices. (Mary Kramer 28 Jan.)	The Writing Department Chair observes dual credit teachers once every year and provides them with feedback. (Mary Kramer 28 Jan.)
Linn Benton CC	Jane Walker English Department College Now Writing Coordinator	Dual Credit teachers at Linn Benton CC must have 27 graduate credits in their concentration area. If teachers have 12 credits, they can earn the rest over five years. Linn Benton allows teachers with masters in teaching, with a Bachelor's Degree in English, to teach dual credit. Teachers meet with the dual credit coordinator when they first start teaching a dual credit course to discuss the course and the exit exam students will take. Additional help is available for teachers, but they are in control of how much guidance they would like. The exit exam students take is worth 30% of their grade, and is the same test that college students take at Linn Benton CC. The exams are scored with all other courses, so the alignment of the course	As a general rule dual credit teachers are not observed, but could be if they requested it. The dual credit coordinator regards the high school teachers as fellow professionals, and does not feel it is respectful to force observations on them. (Jane Walker 15 April)

		expectations is maintained. (Jane Walker 28 Jan.)	
Portland CC	Jennifer Satalino Dual Credit Coordinator for University Transfer	When a high school dual credit teacher begins teaching a college course, he or she meets with the PCC Dual Credit Coordinator to discuss the course. Teachers also work "extensively with an on-campus faculty member" to develop a course syllabus which "aligns with the course content, course outcomes, pedagogy, and rigor at PCC" (Satalino). PCC faculty and dual credit high school teachers meet a minimum of once time per year for a Professional Learning Community which they call a Connections Meeting. (Jennifer Satalino 28 Jan.)	High school dual credit teachers are assessed on the same schedule as part-time PCC faculty: once during their first year teaching and then every three years after that. These course assessments evaluate the articulation between PCC and the high schools, and are not an assessment of the instructor. Assessments are conducted by English and Writing PCC faculty. There is an assessment form used. (Jennifer Satalino 28 Jan.)
Rogue CC	Dr. Verne Underwood, Chair English and Humanities Department	In order to be a high school dual credit teacher at Rogue Community College, a teacher must have a Masters in English or Education with an English endorsement. They must also submit a syllabus for review. Teachers meet with the dual credit coordinator to review the curriculum before teaching. There is no other form of professional development for instructors. The instructors are usually Advanced Placement	High school dual credit teachers are not observed. (Verne Underwood 28 Jan.)

		composition course teachers. Their students may choose to earn college credit for taking the AP exam or through the course as dual credit if they earn high scores on the reading and writing placement exam and final writing exam for the course. (Verne Underwood 28 Jan. and 3 Feb.)	
Umpqua CC	Joan Campbell, M.Ed. Director of eLearning and Educational Partnerships	Dual credit teachers meet with the department chair at Umpqua CC to discuss the course. They also participate in professional development activities once a year, which varies in level of formality and topic. Dual credit teachers teach using the Upmqua syllabus and learning outcomes but may interpret the course differently. Dual credit teachers have the option to communicate with the department chair and the dual credit coordinator about issues such as registration. Dual credit teachers who do not have the number of required graduate writing credits have opportunities to earn credits through participation in workshops. Although some workshops only count as graduate level education credits, the department can decide to accept these credits as graduate writing credits. There are also opportunities for dual credit teachers to attend faculty meetings, but they do not generally attend. (Joan Campbell)	No information was reported regarding observations. (Joan Campbell)
Eastern Oregon University	Nancy Knowles	Dual credit teachers at Eastern Oregon University meet every quarter as part of a professional	The faculty that run the professional

	Professor of English/Writing Director, Oregon Writing Project @ EOU	learning community. Teachers participate in "activities like norming, sharing teaching strategies, and instruction on issues that seem to be arising in teachers' classrooms and students' work" (Knowles). Eastern Oregon University is also designing a graduate course about the teaching of writing that dual credit teachers could potentially take. (Nancy Knowles 28 Jan.)	learning communities would like to observe dual credit teachers but are unable to because of time and travel constraints. (Nancy Knowles 28 Jan.)
Oregon Institute of Technology	Carleen Drago Academic Partnership Coordinator	The Oregon Tech program follows the Oregon State Dual Credit Standards. (Carleen Drago 29 Jan.)	The Oregon Tech program follows the Oregon State Dual Credit Standards. (Carleen Drago 29 Jan.)
Portland State University	Sally Hudson, Director, High School Programs College of Liberal Arts and Sciences	The Challenge Faculty Coordinator offers two content-specific professional development workshops per year which dual credit teachers are required to attend. Portland State University covers the cost of any substitute teachers hired so that teachers can attend the workshops. These workshops include a presentation and time to discuss various aspects of the course such as assignments, textbooks, and grading. Eligibility to teach PSU writing courses in the high schools require teachers to meet the same requirements as an adjunct on campus. This starts with a Masters Degree in English and a minimum of two courses in teaching writing (equivalent to PSU's composition theory course and teaching & tutoring writing	Dual credit teachers are assigned a faculty partner who is the high school instructor's primary contact from the Department. As such, the faculty partner is responsible for providing a detailed orientation to familiarize the instructor with the course; visit classrooms at least once a quarter/semester to work with the students and instructor in

		course). Teachers with a Masters in Education who have been teaching higher level writing classes in the high school may be considered for teaching PSU writing courses, contingent on Department approval, as well as completion of the two teaching writing courses and another two graduate courses in literature. If these courses are not offered at PSU during a particular quarter, the English Department tries to provide this learning as a Reading & Conference course. The Challenge Program covers a third of the tuition cost for these courses. (Sally Hudson 16 April)	whatever way the partners determine is most useful (e.g., give a lesson, work with a small group of students, observe); attend the Challenge workshops; and otherwise be available to support the instructor. Faculty partners receive a stipend for this work. (Sally Hudson 6 Feb.)
Western Oregon University	Dave McDonald Associate Provost	Western Oregon University uses a student proficiency model of dual credit, which they claim promotes collaboration between dual credit teachers and faculty. Teachers also participate in professional learning communities every year which are run by faculty. They also cross score twenty percent of student portfolios in order to align scoring between high school and faculty and to evaluate areas in need of improvement. (Dave McDonald 29 Jan.)	No information was provided regarding observations.

Sources: Kim Colantino, Bruce Scanlon, Debby L. Robertson, Mary Kramer, Jane Walker, Jennifer Satalino, Verne Underwood, Joan Campbell, Nancy Knowles, Carleen Drago, Sally Hudson, and Dave McDonald.

Appendix H:
Umpqua CC Workshop Final Rubric

RUBRIC: SOURCES AND EVIDENCE

Specific Outcomes (Example)	1 Limited Proficiency	2 Some Proficiency	3 Proficiency	4 High Proficiency
Students will be able to clearly integrate and interpret evidence in support of their claims	The claim is **not clear** Evidence is not integrated Relationship between evidence and claim is lacking, with no interpretation	The claim is present but **inadequately** focused and sustained An attempt is made to integrate evidence, but may be inconsistent Relationship between evidence and claim is limited, with little interpretation	The claim is **clearly** stated, **generally** focused, and **adequately** sustained Evidence is integrated Relationship between evidence and claim in is adequately clarified and interpreted	The claim is **clearly** stated, focused, and **strongly sustained** Evidence is smoothly integrated Relationship between evidence and claim is thoroughly clarified and interpreted

Source: Radick, Rachel. “Re: Day 3 UCC Writing Partnership.” Message to the author. 29 Oct. 2014. E-mail.