

Professional Development for ECHS & IHE Faculty

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Defining the Partnership



TEXAS EARLY COLLEGE
HIGH SCHOOL

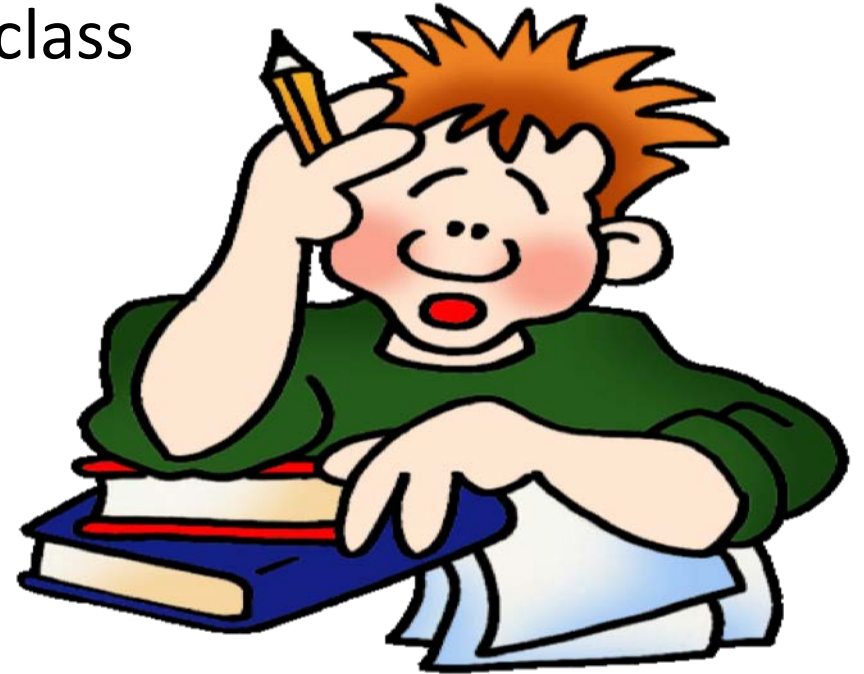
Understanding the Roles

- College Prep (CP)
- ECHS high school teachers
- IHE instructors



How Did the Meetings Start?

- Bridging the gap in curriculum
- Understanding what happens in an ECHS class
- Understanding what happens in a college class
- Grades



Effective Professional Development

- Faculty meetings
- Establishing relationships between college faculty and ECHS faculty (CP)
 - Sharing concerns
 - Providing solutions
 - Recording outcomes

Faculty Meetings

- Mid-semester PD day
- College and ECHS faculty
- Share concerns, ideas for solutions, and breakthroughs
- Evolution of meetings
 - College English faculty and ECHS CP teachers
 - College English faculty, liaison, ECHS CP, and English teachers
 - College multi-disciplinary faculty, liaison, ECHS CP, and core subject teachers

Opportunities for Co-Teaching/Supplementing

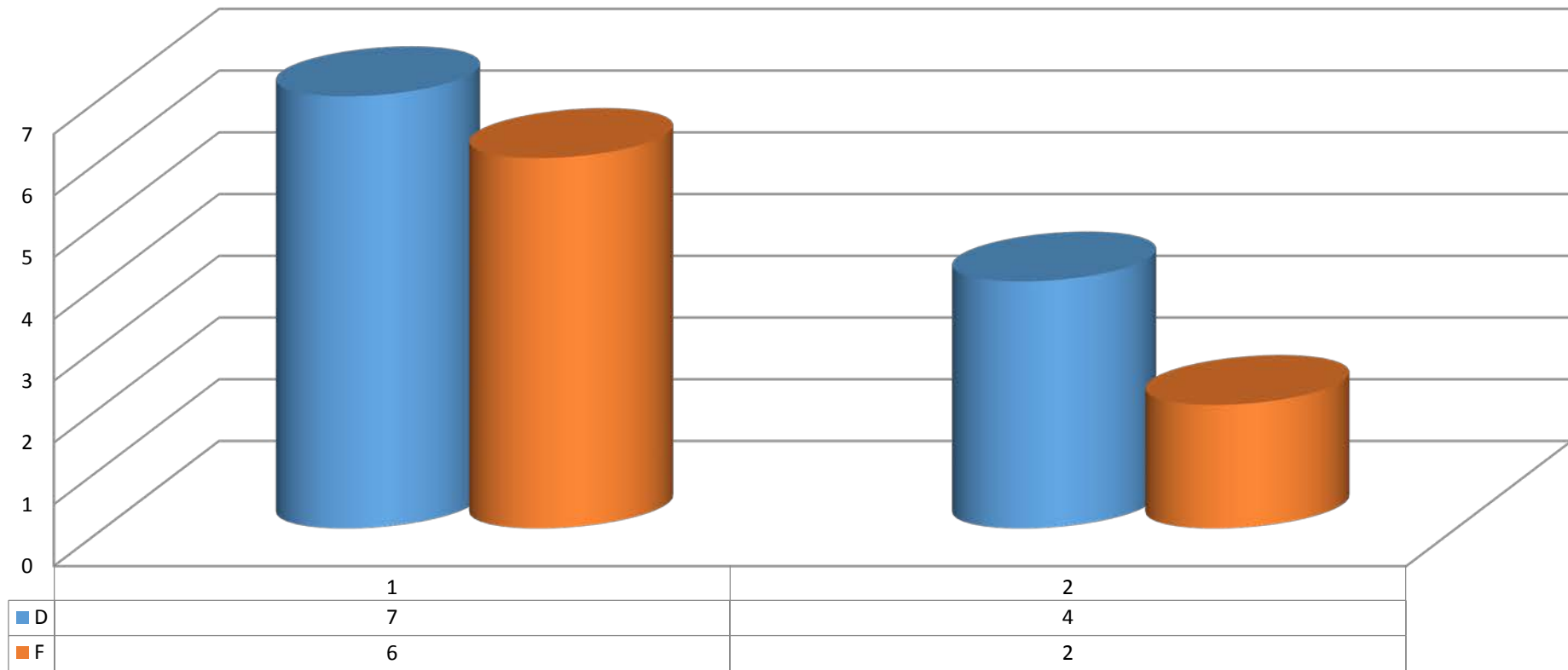
- College instructor and HS teacher
 - Meet at beginning of semester to discuss major assignments, and course expectations
 - Communicate throughout semester
 - Ideal for problematic courses such as English Comp I and II
- Share concerns, solutions, and outcomes
- Increases student accountability
- Enables both sides to be proactive instead of reactive

Sample Discussion

Problems	Solutions
Students are not bringing materials to class.	Institute a book check grade or open-book pop quizzes with a time limit.
Some students are not reading for comprehension, and some students are not reading for class quizzes and have low quiz scores. (NOTE: Keep in mind that the JECA students cannot mark in texts, and students need to interact with what they are reading to help them think about the assignment.)	The JECA College Prep instructors said they would group students in their classes by professors. Each student in the group would be responsible for a different element of the story, or if the students are reading multiple works, each student would be responsible for a different work.
Students are dependent on instructor for simple items they should be able to discover or find themselves.	Explication.

Comparing the Data

Fall 2011 vs. Fall 2012



JECA Intervention Data

Fall 2015

Course	Number of JECA Students Registered	Number of Interventions	Number Completing the Course Successfully
Geology 1301 (Senior course)	50	15	7
Geography 1303 (Sophomore course)	60	21	17
BCIS 1305 (Freshman course)	92	11	9
English 1301 (Junior course)	110	11	11

JECA Intervention Data

Spring 2016

Course	Number of JECA Students Registered	Number of Interventions	Completed the Course Successfully
Geology 1301 (Senior course)	51	20	9
English 1302 (Junior course)	105	10	7
Philosophy 1301 (Junior course)	49	8	7
Psychology 2301 (Junior course)	44	6	5

How Do You Get Buy-In From the ECHS & IHE?



Professional Development Evolves

- More departments involved in the discussion
- Advisory Committee





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