



College in the High School

Faculty Liaison/Mentor Handbook

Faculty Liaison/Mentor Policy & Practice Guide
(revised 3-2023)

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College in the High School Program Description

What is the "College in the High School" (CHS) Program?

Everett Community College's (EvCC) College in the High School (CHS) program is a partnership program between local school districts and EvCC. The program allows high school students the opportunity to earn EvCC college credit while simultaneously earning their high school credit for approved advanced high school courses. The courses are taught by qualifying high school teachers who work closely with EvCC faculty mentors to ensure that the work that students perform in the high school course is equivalent to the on-campus course.

Philosophy of the College in the High School Program

The program philosophy is based on the following:

Equitable Aspiration: *Many high school students can successfully complete college-level work while they are in high school. The College in the High School Program encourages students to pursue a rigorous course of study while still in high school.*

Equitable Access: EvCC provides a fee waiver for students who qualify for free or reduced-price meals (two courses per year) which serves primarily historically underrepresented populations. EvCC was the first program in the state that provides funding for low-income students.

Allows for an individual to experience a mutually beneficial relationship with the institution that creates a true sense of ownership, belongingness and familiarity. This dimension challenges the assumption that the community college open door policy equates to access for all, including historically underrepresented populations.

Equitable Achievement: We provide high-quality instruction that builds students' competence and confidence.

"Students who earn college credit are more likely to graduate high school, enroll in college, and complete college degrees (www.wsac.wa.gov)".

Once a CHS student who has received a fee waiver and graduates from high school, the student qualifies for an EvCC scholarship for their first year. This approach has been successful in matriculating underrepresented students to the college.

The intent of the CHS program is to satisfy typical undergraduate coursework. In order for a course to be eligible for the CHS program it must be listed on the [Associate in Arts and Science – Direct Transfer Agreement](#). Courses can be Elective A, but not elective B. Courses that do not fit this eligibility fall under the CTE Dual Credit (formerly Tech Prep) program guidelines.

Funding and Money Matters

Funding for the program credit cost is primarily self-support. The program is not supported by state or K-12 funding. FTE counts are maintained by the high school. Some high schools/students do qualify for state grant funding and varies from year-to-year (*See below).

Both high school teachers and EvCC faculty Mentor/Liaisons receive a stipend for the additional work outside of their main teaching contract. See [MOU](#).

Each five-credit course is \$220. A regular EvCC course is currently \$537. The CHS program provides significant savings over regular college tuition.

Compensation and Expenses

As mentioned earlier, the program is self-support. The student fees (\$220 per five-credit course) are distributed as follows:

Teacher compensation	\$43 per five-credit registration
Faculty compensation	\$35 per five-credit registration
Faculty Professional Development Fund	\$10 per five-credit registration
Benefits contribution	\$10 per five-credit registration
Revenue Excess	\$122 per five credit registration

Explanation for Expenses

Faculty Professional Development: the program contributes \$10 per five-credit registration into the faculty professional development funds. These funds are managed by a [committee](#) with no input other than funding from the College in the High School program. Faculty submit an application for funding and the review committee determines the outcome. Funding can be used for conference registration and travel expenses, book purchases, tuition, journal subscriptions, and professional memberships.

Transfer Expense: transfer expense otherwise known as “TE” is calculated at 10% of all expenses incurred by the program.

Excess Revenue: the excess revenue is used to support the College in the High School and Outreach & High School program (staff, technology, benefits, supplies, etc.) and other initiatives approved by leadership.

Program Governance:

EvCC and School Districts: The program is governed by an Inter-agency Agreement with each school district. The roles and responsibilities of each party are outlined in the Inter-agency Agreement. Agreements are renewed each year, executed and signed by each school board and the Director of Instruction for High School Programs and a copy of the agreement is provided to the high school principal and the participating teachers. [Inter-agency Agreement Template](#)

EvCC CHS Program and EvCC Faculty Liaisons/Mentors: the governance is outlined in the Memorandum of Understanding ([MOU](#)) signed by the AFT President and the college president. A copy of the [MOU](#) is available upon request and available from Human Resources and the CHS website.

Internal Management

The program is split by:

Instruction/Accreditation (Karen Landry, Director of Instruction for High School Programs) reporting to the Dean of Communication & Social Sciences

Student Services (Arantxa Gallegos, Director of Outreach & High School Programs) reporting to the Vice President of Student Services

Program History:

EvCC's program was the first community college program in the State to achieve National Alliance of Concurrent Enrollment Partnerships ([NACEP](#)) accreditation in 2014. This accreditation involves evidence documenting how the college implements [NACEP's](#) 16 national standards for program quality in the areas of: curriculum, faculty, students, assessment, partnerships, and program evaluation.

The EvCC CHS program was established in 1988 with a single English Writing course at Everett High School. The program grew organically via word-of-mouth and each year new schools and teachers were added to the program. The program primarily serves public schools within Snohomish County although there are currently ten schools outside of the service district and two private schools within the service district (Grace Academy and Archbishop Murphy). The out of district schools are a result of the local community college's inability to serve these particular schools (Bellingham, Blaine, CASEE Battleground, Chimacum, Lynden, Lynden Christian, Lynnwood, Meridian, Montesano, Mount Baker, Nooksack Valley, Northshore, North Kitsap, Oak Harbor, Olympia, and Port Angeles).

Available courses

Any course listed on the DTA can be approved for the program although some disciplines have elected to limit which courses can be offered. It should be noted that not all courses are offered at each school.

College Faculty Mentor Duties & Responsibilities

The roles and responsibilities of the participating EvCC Faculty mentor is outlined in a [Memorandum of Understanding](#) which is an addendum to the AFT Everett, Higher Education, Local 1873 bargaining agreement between the EvCC faculty and the Board of Trustees of Washington State Community College District V.

College faculty mentors are essential to the program quality; adhering to and maintaining NACEP Accreditation Standards; and the approval process. Faculty mentors/liaisons continue to be supervised by and report directly to their academic dean. The contractual obligations of a faculty mentor as outlined in the MOU include but are not limited to the following:

- Assists the high school teacher to develop a syllabus, student learning objectives (SLOs), assessment tools and text selection (if appropriate).
- Reviews high school teacher curriculum and text to ensure that it meets EvCC standards.
- Provides discipline-specific orientation as part of the new teacher approval process to discuss course curriculum, assessment criteria, pedagogy, and course philosophy. Faculty use the checklist on the Approval Form for minimum discussion topics.
- High school teacher credentials will be screened before the teacher application is moved forward to Faculty Mentor.
- For those high school teachers that are not approved, provide a reason for denial to the Director of Instruction for High School Programs (Karen Landry) and make recommendations that may lead to future approval.
- Submits application packet (employment application, resume, transcript(s), syllabus, assessment sample and Teacher Approval Form) to dean for review and approval. Once approved, submit these materials to the Director of Instruction for High School Programs (Karen Landry) .
- Meets with teachers during the year and provides high school teachers with professional development as part of the agenda. Faculty must provide a minimum of two hours of professional development during the academic year.
- Conducts classroom observation as part of the approval process or minimally at least during the first term of high school teacher's participation and every fourth term thereafter. Completes Site Visit Observation form and provides feedback to high school teachers. Submits signed form to the Director of Instruction for High School Programs, Karen Landry.
- Develops corrective action plans for teachers who are not in compliance with course requirements or professional development requirements. (Can be developed in consultation with the Director of Instruction for High School Programs and academic dean).

Dean's Report

Each year the Director of Instruction for High School Programs prepares a "Dean's Report." This report contains data to keep the instructional academic leadership apprised of program accomplishments, growth, and areas needing improvement. The dean's report typically includes, but is not limited to the following:

- Legislative Update
- [NACEP](#) Accreditation Update
- CHS Program by the Numbers
 - # of High Schools
 - # of High School Teachers
 - # of EvCC Faculty Mentors
 - # of Sections
 - #of Unique Courses
 - # of students (unduplicated headcount)
 - Total # of enrollments, # of enrollments by discipline, and # of enrollments by school district
 - Annual funding contribution to the Faculty Professional Development Fund
- Students served by EvCC fee waiver and funding total
- Grant or subsidy funding amounts and source of funding
- Program Changes
- Mentor Activities:
 - # of high school teachers and # of new high school teachers
 - # of classroom observations required
 - # of classroom observations completed

Faculty liaisons/mentors that are out of compliance with required assigned duties will be reported to their academic dean. Non-compliance may lead to removal from the College in the High School program.

Course and Teacher Approval Process

Quality and integrity of the program is critical. When EvCC provides credit to high school students' we must be assured the credit is completely equivalent to our traditional campus course credit. We accomplish this goal in several ways.

1. Course Approval Process

Teacher Minimum Qualifications: Minimum qualifications will be equivalent to minimums used for p/t faculty teaching in the subject area for EvCC. Those teachers not meeting minimum qualifications will be reviewed on a case-by-case basis. Other experience and qualifications may substitute.

2. Course Qualifications

High school courses must be equivalent to an EvCC course, 100-level or above, and listed as part of the Associate in Arts & Sciences – Direct Transfer Agreement (AAS – DTA) degree

3. Review Process

Teacher will submit a p/t teaching application, resume, unofficial transcripts, syllabi, and a major assessment sample (i.e. final exam, term project) to the Director of Instruction for High School Programs (Karen Landry).

The Director of Instruction for High School Programs will forward the application packet including approval form to the academic dean or assigned faculty mentor.

All new classes will be available to any interested faculty qualified in the discipline. The dean will notify the faculty of the opportunity and assign the EvCC faculty mentor.

Assigned EvCC faculty mentor will review the course syllabus and sample assessment comparing content, rigor, learning outcomes, assessments, and textbook(s) used. The mentor notes differences and schedules a meeting/interview with the high school teacher. This interview can take place in person, over-the-phone, virtual platforms, or email. The interview addresses differences in the high school course curriculum, the expectations for delivery, assessment criteria, pedagogy, and course philosophy. The high school teacher and mentor may also schedule a classroom observation as part of the approval process; however, this is not required. Classroom observation/site visit is required the first term the teacher teaches the course and every fourth term thereafter (see Site Visit Requirements).

Once the mentor and high school teacher have corrected and/or modified the high school course to align with the college course the mentor completes the Approval Form with the EvCC course number and then forwards the application materials with a recommendation for approval to the academic dean.

The academic Dean will review the application and supporting documents, sign or reject, and forward the documents to the Director of Instruction for High School Programs.

The Director of Instruction for High School Programs will notify the teacher of the determination and invite to the new teacher orientation.

If a teacher is not approved for the CHS program, EvCC faculty mentor will provide a written recommendation to the Director of Instruction for High School Programs and the director will notify the high school teacher.

National Alliance of Concurrent Enrollment Partnership ([NACEP](#))

Accreditation

EvCC’s College in the High School Program achieved NACEP Accreditation in 2014 and was re-accredited through the end of the academic year 2029-30. The program will submit evidence from the 2027-28 academic year in July of 2029 to re-accredit.

Karen Landry has served as a NACEP Accreditation Commissioner beginning in October of 2015 and continues serving through April, 2024.

Washington State requires all CHS programs to be NACEP Accredited by 2027.

NACEP Standards Applicable to Faculty Mentor

STANDARD	REQUIRED EVIDENCE
CURRICULUM STANDARDS AND REQUIRED EVIDENCE	
C2	
The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.	1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.
	2. A Statement of Equivalency for each discipline written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.

STANDARD	REQUIRED EVIDENCE
C3	
Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.	1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors.
	2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors.
	3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title.
	4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline

STANDARD	REQUIRED EVIDENCE
FACULTY STANDARDS AND REQUIRED EVIDENCE	
F1	
All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.	<ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners.
	<ol style="list-style-type: none"> 2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership.
	<ol style="list-style-type: none"> 3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.
F2	
Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.	<ol style="list-style-type: none"> 1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training.
	<ol style="list-style-type: none"> 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used.
	<ol style="list-style-type: none"> 3. Attendance tracking report documenting the date each new concurrent enrollment instructor

	received initial course-specific training.
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F3	
Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.	1. An example from the professional development activities of each discipline, such as: seminar description and materials, event minutes, conference report, or individualized meeting summary.
	2. For each discipline a description written by the faculty liaison of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training.
	3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.

ASSESSMENT STANDARDS AND REQUIRED EVIDENCE	REQUIRED EVIDENCE
A1	
<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p>	<ol style="list-style-type: none"> <li data-bbox="922 338 1328 579">1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
	<ol style="list-style-type: none"> <li data-bbox="922 642 1333 955">2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).

CLASSROOM VISITS & TEACHING OBSERVATION

As part of the high school teacher course review process and ongoing evaluation, the EvCC mentor will schedule a site visit and conduct a teaching observation. If this is not completed as part of the approval process, a classroom observation is required during the first term that the course is approved for EvCC college credit and every fourth term thereafter per AFT Bargaining Agreement 3.17, F1, ii.

Faculty mentors are provided with the list of teachers/courses that are due for a classroom observation no later than the first week of October.

The teaching observation form is provided as Appendix A. It includes not only comparability of the course to the EvCC course but effectiveness of instructional delivery. This is however; an observation of only one class and a single observation will not disqualify a teacher from participating in the program. If the EvCC faculty has concerns regarding the quality of the course or effective delivery, ongoing collegial mentoring will occur with suggestions/requirements for improvement. In some instances where there is substantial deficiency in the high school course a corrective action plan will be developed including specific outcome requirements (see Appendix B). If the corrective action plan outcomes are not met or the collegiate mentoring relationship fails, which it can for a variety of reasons, the college will not renew the teacher's approval for the next year's program. Currently enrolled students will not be affected and compensation to both the teacher and college faculty will not be affected.

The Director of Instruction for High School Programs tracks classroom visits on a spreadsheet. The spreadsheet indicates the terms the teacher has taught, the term of the last classroom visit, a column with a Yes or No indicating if a visit is required, and a column to indicate the date the visit was conducted. Once the faculty mentor completes the classroom visit the completed Observation Form is signed by both the faculty mentor and high school teacher and then submitted to the Director of Instruction for High School Programs. The Director of Instruction for High School Programs reads each and every site visit report and responds accordingly or as necessary. The spreadsheet is updated with the visit date.

Sample of tracking spreadsheet:

COURSE-ID	HIGH SCHOOL	INSTR NAME	PREVIOUS VISIT	TAUGHT SINCE LAST VISIT	VISIT DUE
MATH&141	MARYSVILLE-GETCHELL	Brown B	W12	W13	NO
MATH&141	MARYSVILLE-GETCHELL	McReynolds Jennifer		W13	YES

End of Term Survey

Every course with four or more enrollments will have a student evaluation. Everett Community College uses the Watermark survey. Surveys are conducted two times per academic year based on the course duration:

Cohort 1: First semester only classes.

Cohort 2: Full year and second semester classes

Note: Courses with enrollment below four students are excluded from the survey; minimally four students are needed in order to categorize the results as "acceptably reliable." While this practice does not meet the NACEP Evaluation standard E1, the faculty union advises against surveys for enrollment under four students.

High School teacher duties and responsibilities include:

- Complete employment paperwork (W-4, I-9, etc.)
- Attend the new teacher orientation
- Attend the discipline-specific professional development meeting or activity (scheduled with your EvCC faculty mentor)
- Communicate the CHS enrollment process to every student
- Market the benefits of the program to students and parents
- Verify students have met prerequisite and placement scores on their roster(s). Details can be found [online](#).
- Clarify credit/course information for students and parents (for example, provide course code POLS& 202, 5 credits for one semester at the high school or CHEM& 121, 5 credits for the full year at the high school)
- Remind students to apply for admission and receive their ctcLink ID#
- Remind students of registration deadlines.
- Assist students with registration if necessary (help navigate to the website).
- Verify your roster via online system and notify EvCC of any discrepancies

- Keep “Personal Details” in the ctclink HCM Self-Service current (Human Capital Management). Notify HR of any change.
- Post grades via ctclink at the end of the term using the EvCC grading system.
- Upon request, provides the college the following:
 - outline, learning objectives and syllabus
 - textbook and other teaching materials
 - assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.)
 - evidence that courses reflect the pedagogical, theoretical and philosophical orientation of EvCC academic department
 - grading criteria and standards
- Responds to email requests from college faculty or administrators
- Participates in accreditation committees upon request

Suspension of Approval

Failure to fulfill teacher responsibilities may result in a suspension of approval. In instances where there is substantial or consistent deficiency in the high school teacher fulfilling responsibilities a corrective action plan will be developed including specific outcome requirements (see Appendix B). If the corrective action plan outcomes are not met or the college/teacher relationship fails, which it can for a variety of reasons, the college will not renew the teacher’s approval for the next year’s program. Currently enrolled students will not be affected and compensation to both the teacher and college faculty will not be affected.

New Teacher Orientation

All new teachers attend a new teacher orientation. The agenda for the orientation follows the [High School Teacher Handbook](#) and ends with a Q & A period. The new teacher orientation is scheduled in late September and delivered virtually.

Professional Development

The EvCC faculty mentor and high school teachers practice ongoing collegial communication and professional development in a variety of methods. Blogs, advisory board members, association membership, and invitations to on-campus events are a few of the methods to stay connected. Additionally, the EvCC faculty mentors are invited to participate in activities at the high school, i.e. career fairs, senior capstone project assessments, and other activities.

Each EvCC faculty mentor is required to provide discipline-specific professional development to the high school teachers. Below is a list of professional development ideas:

- Pass on workshop information from a PD event the faculty liaison attended
- Conversation hour
- Outside speaker
- Activities in the classroom (lab) exchange
- Discussion of new research in the field
- High school teacher attends a specific lab or lecture on campus
- Faculty & high school teacher address students regarding careers in the field
- Syllabus Design
- Assignment Design
- Note-taking strategies
- Classroom discussions
- Texts (supplemental)
- Bloom's Taxonomy
- Discussion of AP vs. CHS - AP are content/fact driven vs. CHS classes are analyzing, evaluating (higher level of Bloom's Taxonomy)
- Curriculum Design and applications
- Course Content
- Canvas platform discipline-specific activity
- Discussion of topics students struggle the most with - collaborate and discuss effective outcome-based methodologies
- Article review and discussion
- EvCC faculty request high school teacher "favorite" assignments and then the group discusses why the assignment is successful, how it meets learning objectives, etc.

Professional development activities are monitored and tracked by the Director of Instruction for High School Programs utilizing a spreadsheet. The spreadsheet is organized by discipline on a separate tab then an alpha list of high school teachers. The tracking spreadsheet has a column for the various activities offered during the academic year: Fall Meeting, Other Activity, and Outside Activity. The Other Activity column is for a professional development activity that is sponsored by an outside organization. Teachers who elect an outside activity must first have the activity approved by their EvCC faculty mentor and must submit a completed Outside Activity Report .

In early May of each academic year, CCEC provides the faculty mentors with the tracking spreadsheet. Teachers who have not attended a professional development activity are contacted by the EvCC faculty mentor and a plan is developed to satisfy this requirement. Verification of completing the professional development activity is then submitted to the Director of Instruction for High School Programs.

High School teachers who do not satisfy the professional development annual requirement are sent an email notification and warning which is noted on the professional tracking spreadsheet. Not satisfying the annual professional development can result in suspension of approval.

Course Costs

The EvCC College in the High School program is not funded through the State of Washington or K-12 funding models. The program is 100% self-support. The student/parent pays for courses. Each five-credit course is \$220; which represents less than 50% of regular resident tuition fee structure.

Program Evaluation

To inform and guide program improvement the College in the High School program is evaluated using NACEP's Evaluation Standards. Evaluation results are shared with the Faculty Mentor.

- ✓ Watermark end of term survey is conducted for every class (with a minimum of four enrollments), two times per year
- ✓ EvCC's Institutional Effectiveness department monitors and provides aggregate data for GPA; percentage of CHS student enrollment versus just high school enrollment; how well the program is serving low-income and/or other historically under-represented students; matriculation rates; pass rates; and demographic data.
- ✓ Data sharing agreements with school districts can also increase the program evaluation by providing graduation rates, post high school college and career plans, and baccalaureate degree attainment.

Dear EvCC College in the High School mentor and high school teacher,

As part of the ongoing collegial mentoring and to ensure the high school course is equivalent in content, rigor, and assessment, site visits are required the first term a high school teacher teaches the EvCC College in the High School (CHS) course and every fourth term thereafter.

The EvCC mentor will arrange in advance for a site visit. Please be prepared to submit a sample of a graded student assessment and your course syllabus if you have not submitted a current syllabus this year.

A minimum score of 3 in each content area below is required for an overall satisfactory rating. Rating below a 3 will require a Corrective Action Plan.

Once the visit is finished, both the EvCC faculty mentor and high school teacher are required to sign the site visit summary report. The original signed copy is forwarded to the College in the High School Director.

College in the High School
High School Teacher Observation & Site Visit Report

High School Teacher: _____ Date: _____

High School: _____

College in the High School Course: _____

Guide:

1	Unsatisfactory Performance: Does not meet minimal standards of professional performance
2	Minimal Performance: Does not consistently meet accepted standards of professional performance
3	Standard Professional Performance: Consistently meets accepted standards of professional performance
4	High Professional Performance: Frequently exceeds accepted standards of professional performance
5	Exemplary Professional Performance: Consistently exceeds accepted standards of professional performance

- | | | | | | | |
|----|---|---|---|-----|---|----|
| 1. | The instructor is prepared for class. | 1 | 2 | 3 | 4 | 5 |
| 2. | Instructor states objectives clearly. | 1 | 2 | 3 | 4 | 5 |
| 3. | The instructor maintains an appropriate classroom atmosphere and creates a good learning environment. | 1 | 2 | 3 | 4 | 5 |
| 4. | The instructor presents an adequate number of examples demonstrating the concepts being presented. | 1 | 2 | 3 | 4 | 5 |
| 5. | The students were participating (note-taking, asking questions, participating in discussion, etc.). | 1 | 2 | 3 | 4 | 5 |
| 6. | The instructor is using the departmental approval syllabus. | | | YES | | NO |
| 7. | The instructor is using the approved textbook. | | | YES | | NO |
| 8. | Student assignments have the same rigor and depth equal to the on-campus course. | 1 | 2 | 3 | 4 | 5 |
| 9. | The evaluation of student work is comparable to college faculty evaluation of student work. | 1 | 2 | 3 | 4 | 5 |

Corrective Action Plan

High School Teacher's Name:		High School:
Non-compliance issue:	(State the problem in specific and concrete terms)	
Required Outcomes:	(Articulate the required outcomes)	
How will required outcomes be evidenced?	(Describe what steps/documentation is required i.e. classroom observation, attendance of professional development, attendance at meetings, etc.)	
Due Date:	(Due dates may be attached to specific outcomes above)	
Probationary Status <input type="checkbox"/> YES <input type="checkbox"/> NO	(Probationary status results in temporary suspension of program participation)	



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