Bay Region Dual Enrollment Professional Development
Cabrillo College/Chabot College/College of Marin
APRIL 12, 19, 26, 2019

Naomi Castro
Director
Career Ladders Project

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Cabrillo College
Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.
Your Dual Enrollment Team Today

Dr. Naomi Castro  
Director

Amal Amanda Issa  
Senior Program Manager

Dr. Mary Soltis  
Instructor, Cabrillo College
Intended Outcomes

- Learn about adolescent brains
- Explore changes to pedagogy and classroom management to support all students
- Enhance K-12/CC partnerships in DE coordination
- Share resources
AGENDA

- Pedagogy and Classroom Management 101
- Pedagogy and Classroom Management for Special Populations
- Connections and Communication in K12 Community College Partnerships
- Federal Privacy Laws and Data Sharing
Dual Enrollment Toolkit and Resources

www.careerladdersproject.org

Teacher Preparation Pipeline (TPP) STEM/CTE Regional Joint Venture (RJV)

https://sites.google.com/a/baccc.net/baccc/TPP-RJV

TOOLS FOR THE FIELD

https://visionresourcecenter.cccco.edu/
Creating a Dual Enrollment Partnership

Professional development for K-12 and college practitioners!

Career Ladders Project is producing workshops, information sheets, and other resources on various topics in building and managing dual enrollment, or early college, in California.

- Creating a Dual Enrollment Partnership
- Federal Privacy Law Related to Dual Enrollment
- Supporting English-Language Learners in Dual Enrollment
- Working with Adolescents
- Designing Professional Development for Dual Enrollment Instructors
- Additional Dual Enrollment Resources
Pair Share Warm Up

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Your Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is something that you do differently than your parents did?</td>
</tr>
</tbody>
</table>
Goal Setting

Use the questions below to think of a goal.

What brought you here today?
What is your goal in attending?
What goal(s) do you have for your students?
PEDAGOGY & CLASSROOM MANAGEMENT 101

Bay Region Dual Enrollment Professional Development

Cabrillo College April 12, 2019

Amal Amanda Issa
Senior Program Manager
Career Ladders Project
Name that brain - Adult or Adolescent

Processing Emotions
Name that brain - Adult or Adolescent

Processing Emotions

Science Daily
Name that brain - Adult or Adolescent

They are both ADOLESCENT

NOT DEPRESSED

Response to Stimuli

DEPRESSED
Name that brain - Adult or Adolescent

Activity While Learning
Exploring the Adolescent Brain

Dorsal lateral prefrontal cortex ("executive functions")

Red/yellow: Parts of brain less fully mature

Blue/purple: Parts of brain more fully mature

Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

Thomas McKay | The Denver Post
Emotion Drives Attention; Attention Drives Learning

AMYGDALA

Frontline 2002
Hardwiring the Brain

“...if teens are doing music and sports and academics, that’s how brains will be hardwired. If they are doing video games and MTV and lying on the couch, that will be how they are hardwired.”

Jay Giedd (UCSD)
Available Resource

DUAL ENROLLMENT

Working with Adolescents
—Strategies for Instructors

Five general factors influence brain development – genetics, environmental stimulation, nutrition, steroids, and teratogens. Educators can affect one of these in particular: environmental stimulation.
The Adolescent Brain - How the brain learns best

- Experiential learning
- Problem-solving & decision-making
- Failing forward
- Scaffolding
- Use of Models
- Physical and other activities
## Ways to Engage Students

Allow students to...

<table>
<thead>
<tr>
<th>Choose the topic</th>
<th>Ask the questions (design thinking!)</th>
<th>Decide the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick the materials and resources</td>
<td>Choose the strategies</td>
<td>Choose the scaffolding</td>
</tr>
<tr>
<td>Choose the format</td>
<td>Choose the audience</td>
<td>Choose the groups</td>
</tr>
</tbody>
</table>
Choose Your Own Adventure

Article A: [Teen Engagement in Learning Starts With Respect](#)

Article B: [7 Tips for Better Classroom Management](#)

Decide on an article you’d like to explore and find a partner or partners to read through and discuss.

You have 10 minutes.
College Strengthens the Brain - Education Matters

Exposure to new ideas and activities strengthens the structure of the brain and the foundation of cognitive abilities.

College-educated people had...

- longer and more complex dendrites than their less educated peers, a feature that is thought to be a critical underpinning of intelligence.
- less gray matter volume loss.
- higher activation levels in areas of the brain associated with working memory.
- brains that were both more efficient and more resilient.

pubmed.gov
Session Reflection

What is something new from this session you’d like to consider? How do you think this can influence your instruction?

YOU CHOOSE

<table>
<thead>
<tr>
<th>Individual reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair Share</td>
</tr>
</tbody>
</table>

Meaningful Reflection

CLP
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Pedagogy & Classroom Management 101
Classroom Management - Holistic Approach
Table Topic Team Time: Instructions

Table Discussion
Using the topic prompts, engage in a discussion about your practice and thoughts. Explore and recommend resources.

Poster Making
*How does your topic impact the environment you create in the classroom?*
- Create poster to share information/promising practices
- Post somewhere in the room once complete
- Gallery Walk

Activity Wrap-Up

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**Syllabus**

**Grades/Grading**

**Instructor Contact**

**Maintaining Rigor**

**Staying Focused**

**College Resources/Tools**

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CLP Career Ladders Project

Pedagogy & Classroom Management 101
Breakout Sessions 10:40 - 11:50

Pedagogy and Classroom Management with Special Populations
Instructors and Counselors

K-12/CC Partnership Connection and Communication
Administrators and Coordinators
PEDAGOGY & CLASSROOM MANAGEMENT: SPECIAL POPULATIONS

Bay Region Dual Enrollment Professional Development
Cabrillo College April 12, 2019

Mary Solitis
Instructor
Cabrillo College
Special Populations - unique features:

➢ **Students with Special Needs** - physical disabilities, mental health or behavioral issues, chronic illnesses, and/or “invisible” disabilities - typically 10% of school population

➢ **English-Language Learners** - home language is not the target language; learning English simultaneously with other content; can be up to 60% of school population

➢ **Home-schooled** - young, under 18 years old; articulate and typically well-educated in a specific content area
STUDENTS WITH SPECIAL NEEDS

Bay Region Dual Enrollment Professional Development
Cabrillo College April 12, 2019
Mary Solitis
Instructor
Cabrillo College
Let’s start with an activity

Describe, in writing, the home where you grew up, or spent most of your childhood -

But first, some “rules”:

● Write in complete sentences
● Start each sentence with a noun or pronoun
● Each word in the sentence cannot have more than one syllable
Activity share out: Talk with a neighbor

How did the activity make you “feel”*?

Debilitative Anxiety is so “intense” that a person is not able to move forward & their task doesn’t get done

Facilitative Anxiety “helps” get a person working on a task; students can feel a little “nervousness,” but can use it to complete the task.

*The way we feel about a task affects how we do on the task

Want to read more?  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4705295/
Students with Special Needs: What to know

- It is not uncommon for students with special needs to experience anxiety around school, regardless of their disability.

- They may or may NOT want others to know about their disability. If they have not visited the Disabled Students Resource Center/Office, they may not know what support they need.

- Without an Accommodations Form/Sheet from the college, technically the instructor of the class cannot give accommodations to the student. The Accommodations Form clearly identifies appropriate accommodations.
High School students with Special Needs: What to know

Even if a high school student has an IEP or 504 Plan, the student **must** contact the college disabilities office/services to receive appropriate accommodations in a college classroom.

IEPs and 504 plans do NOT automatically “follow” the student to the college classroom; the student must work with the college disability office/services to receive accommodations.
But wait! What is an accommodation?

An accommodation is an adjustment or modification that ensures a person with a disability has equal access to course materials. Examples include extra time on tests, a seating change, notetakers, or alternate formats such as digital text, audio or Braille.
Students with Special Needs: How to help

Let ALL students (college students and high school students receiving support services) know that if they require supports, they need to contact the disabilities office to receive support in the college class.

There are high school students with disabilities who may not have an IEP or 504 Plan; they may not even be aware that they have a disability – let ALL students know there are various ways to receive support, and one of the ways is through the college disabilities office/resources.
I encourage students with disabilities, including “invisible” disabilities, such as chronic diseases, learning, and psychological disabilities, to explain their needs and appropriate accommodations to me within the first two weeks of the term (even if you’ve already received accommodations in another class). Please bring a verification of your disability (hard copy – not emailed) from the appropriate campus office and a counselor or specialist’s recommendations for accommodating your needs.

The student is required to abide by all rules, regulations, and policies as outlined by the student handbook of the college. I am here to help you, the student. Your success is important, and it is your responsibility to communicate to me and others clearly so that we have a cooperative learning environment.

How to help: Start BEFORE the semester begins with Syllabus Language: here’s a sample
How to help: Start BEFORE the semester begins

ANOTHER ACTIVITY! - PAIR AND SHARE

● With the person next to you, take two minutes to generate ideas of how to support students with special needs BEFORE the semester starts
● Be prepared to share with the group! Think about the following:
  ○ What resources were necessary to create STUDENT supports prior to the semester start?
  ○ How will this “early start” support ALL students in the classroom?
ENGLISH-LANGUAGE LEARNERS

Bay Region Dual Enrollment Professional Development
Cabrillo College April 12, 2019
Mary Solitis
Instructor
Cabrillo College
Language Learning: FUN Facts

✓ It takes approximately seven years to learn a language
✓ Children who are read to before entering school will be exposed to approximately one million more words than those children who do not interact with books.
✓ There are two “broad” categories of language acquisition: Cognitive Academic Language (CALP) and Basic Interpersonal Communication (BICS).

CALP is academic and more difficult, since there is less contextual support

BICS is social language and “easier” to learn because it is supported by context (Cummins, 1979; 1984)
Language Learning: Keys to Successful Learning

There are several keys to success in learning a language:

1. Access to target language
2. Motivation to learn
3. Opportunity to access resources of learning
4. Access to speakers of the target language

What can an instructor do to create opportunities for successful language learning?
What to do! How to help!

- **Multimodal Teaching**: visual, auditory, kinesthetic
  - Handouts in various colors; reading handouts out-loud, having students annotate handouts for key ideas

- **Group work**: Match Language Learning students with other student with various levels of language ability

- **Wait time**: Give students time to think, write, answer

- **Vocabulary/Word Banks**: Have students maintain a “log” of vocabulary that is unique to the content
What to do! There is a resource for this:

Supporting English-language Learners — Strategies for Instructors

Information sheets associated with this workshop offer more detailed information on working with language learners
Let’s do it - ONE MORE ACTIVITY!

Let’s make this kinesthetic and collaborative:

- Take a sticky note (at your table)
- Write one fact OR strategy that caught your attention on the sticky note - you can abbreviate
- Stand up! Walk the sticky to where it belongs:
  - FACT or STRATEGY

- Once the stickies have landed, let’s look:
  - What trends are we noticing?
  - How does this influence our teaching?
CONNECTION and COMMUNICATION IN K-12 COMMUNITY COLLEGE PARTNERSHIPS

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Naomi Castro
Director
Career Ladders Project
Poster Activity

Areas:
1. Course Offerings
2. Types of Agreements
3. Partner Communication
4. Recruitment & Enrollment
5. Instructor Selection & Support

Think in terms of compliance vs good partnership
Poster Activity

Gallery walk:

- Add dots to ideas that resonate
- Use sticky notes to “speak” to ideas or add further questions
- Summarize posters
We have a handout for that!

- Creating a Dual Enrollment Partnership — Strategies for Coordinators
- Designing Professional Development for Dual Enrollment Instructors — Strategies for Coordinators
<table>
<thead>
<tr>
<th>Creating a Dual Enrollment Partnership</th>
<th>Designing Professional Development for Dual Enrollment Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Choose a section on the checklist and begin to answer the questions.</td>
<td></td>
</tr>
<tr>
<td>- Would your partner (college or high school) have the same answers as you?</td>
<td></td>
</tr>
<tr>
<td>- Choose a section of the handout.</td>
<td></td>
</tr>
<tr>
<td>- Underline areas best designed by the college.</td>
<td></td>
</tr>
<tr>
<td>- Circle the areas best designed by the high school. You may circle and underline the same area.</td>
<td></td>
</tr>
</tbody>
</table>
FEDERAL PRIVACY LAW and DATA SHARING

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Cabrillo College April 12, 2019
Naomi Castro
Director
Career Ladders Project
Choose a visual representation of FERPA based on your experience.
What do you really want to know about FERPA?

- F-E-R-P-A what does it even stand for? I'm a newbie
- Can a high share IEP information with a community college after the student has signed the FERPA agreement?
- Does it concern me as a high school teacher?
- A summary in bullet points and simplified wording
- does the law continually change? wondering if we need to keep updated or if it's been in place but hasn't changed much
- Is FERPA valid if the teacher is both the HS teacher and the college prof? What are the rules then?
- What if student cannot remember their student ID? Am I allowed to tell them?
- Are there any differences between how FERPA impacts community college faculty going into highschoo1s versus high school faculty who are teaching college courses

CLP Career Ladders Project
Available Resource

Federal Privacy Law Related to Dual Enrollment—Strategies for Coordinators
Best Resource for FERPA

Protecting Student Privacy
U.S. DEPARTMENT OF EDUCATION
A Service of the Privacy Technical Assistance Center and the
Student Privacy Policy Office
FERPA: the Family Educational Rights and Privacy Act

- Protects student privacy in federally funded institutions
- Transfers rights from parents to students
  - At age 18 or when they enroll in college.
- Permits higher education institutions to disclose students’ education records to parents who claim the students as dependents for federal tax purposes.
FERPA

How can institutions share data?

- Written consent - a FERPA waiver
- Exceptions
- Health and safety
FERPA - Exceptions

1. Directory information
2. School officials
3. Other schools or institutions
FERPA - Exceptions

4. Audits and evaluations

5. Studies

6. Health and Safety
Data Sharing - Why

1. Program Improvement
   a. Classroom
   b. Process
   c. Supports

2. Troubleshoot

3. Support Instructors
Data Sharing - How

1. Agreement - mandated by AB 288

2. Disaggregated? Anonymized? De-identified?

3. Publically available
   a. Datamart
   b. Dashboard

4. Talking
Data Mart Tutorial

How to Find Special Admit Student Status Enrollment Tutorial

Tutorial developed by Diane Walker
- Director Industry Liaison and Post Secondary Partnerships, Antelope Valley Unified School District
## Data Mart Example - El Camino College

<table>
<thead>
<tr>
<th>Category</th>
<th>Spring 2017</th>
<th>Spring 2017 (%)</th>
<th>Spring 2018</th>
<th>Spring 2018 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>El Camino CCD Total</strong></td>
<td>22,446</td>
<td>100.00 %</td>
<td>22,932</td>
<td>100.00 %</td>
</tr>
<tr>
<td>First-Time Student</td>
<td>1,126</td>
<td>5.02 %</td>
<td>1,054</td>
<td>4.60 %</td>
</tr>
<tr>
<td>First-Time Transfer Student</td>
<td>1,208</td>
<td>5.38 %</td>
<td>1,334</td>
<td>5.82 %</td>
</tr>
<tr>
<td>Returning Student</td>
<td>2,001</td>
<td>8.91 %</td>
<td>2,115</td>
<td>9.22 %</td>
</tr>
<tr>
<td>Continuing Student</td>
<td>17,466</td>
<td>77.81 %</td>
<td>17,440</td>
<td>76.05 %</td>
</tr>
<tr>
<td>Uncollected/Unreported</td>
<td></td>
<td></td>
<td>3</td>
<td>0.01 %</td>
</tr>
<tr>
<td>Special Admit Student</td>
<td>645</td>
<td>2.87 %</td>
<td>986</td>
<td>4.30 %</td>
</tr>
</tbody>
</table>
School Accountability Dashboard Tutorial

How to navigate California’s new dashboard for viewing data on college- and career-readiness

Explore information about your local school and district.

Tutorial developed by Kim Irons
- Linked Learning Pathways Specialist, Centinela Valley Union High School District
CCAP Dual Report
Fiscal Years: 2016-17

Please scan and email all reports to CCAPP@cccco.edu
Do NOT mail hard copies

Reports are DUE: October 1, 2018
AB 288 Reports - Sample from Los Angeles

AB 288 reports - 9 colleges from multiple districts in the Los Angeles Area

- Latino - 76%
- Unknown - 12%
- African American - 4%
- Asian - 4%
- White - 2%
- Amer. Indian/Alaska Native - 1%
- Native Hawaiian/Pacific Islander - 1%
- Two or more >1%
Homegrown Data

- Santa Rosa Junior College - data dashboard

- El Camino College
Questions?
Dual Enrollment Toolkit and Resources

TOOLS FOR THE FIELD

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Teacher Preparation Pipeline (TPP) STEM/CTE Regional Joint Venture (RJV)

https://sites.google.com/a/baccc.net/baccc/TPP-RJV

California Community Colleges Vision Resource Center

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