LOS ANGELES COMMUNITY COLLEGES

District Academic Senate

Professional Development College

Mission Statement:

The District Academic Senate Professional Development College (PDC) is designed to improve and/or develop competencies of current and future community college instructors. This program will offer skill sets that are important for meaningful and effective teaching and learning. These competencies include the use of authentic activities and multiple instructional delivery methods, interpersonal and affective skills, curriculum and program development, instructional strategies for engaging adult learners, learning process of adults, and evaluation and assessment methods to maximize and meet the learning needs of community college and adult students. This program also helps prospective and current instructors to critically examine urban contexts to develop culturally responsive andragogical knowledge to work effectively with all students—particularly students of color—the working class, immigrants, and those from historically marginalized populations.

PD College's Alignment with District and State Goals

The ***PD College*** addresses long-standing challenges to and deficiencies in student success listed in the 2015 Student Success Scorecard.

Assembly Bill 86 provides this District with both the challenge and the opportunity for **adult education** students under very specific categories.

Accreditation Standard II.A., Instructional Programs, evaluates whether or not "Faculty and others responsible act to continuously improve instructional courses, programs and directly related services...to assure currency, improve teaching and learning strategies, and promote student success."

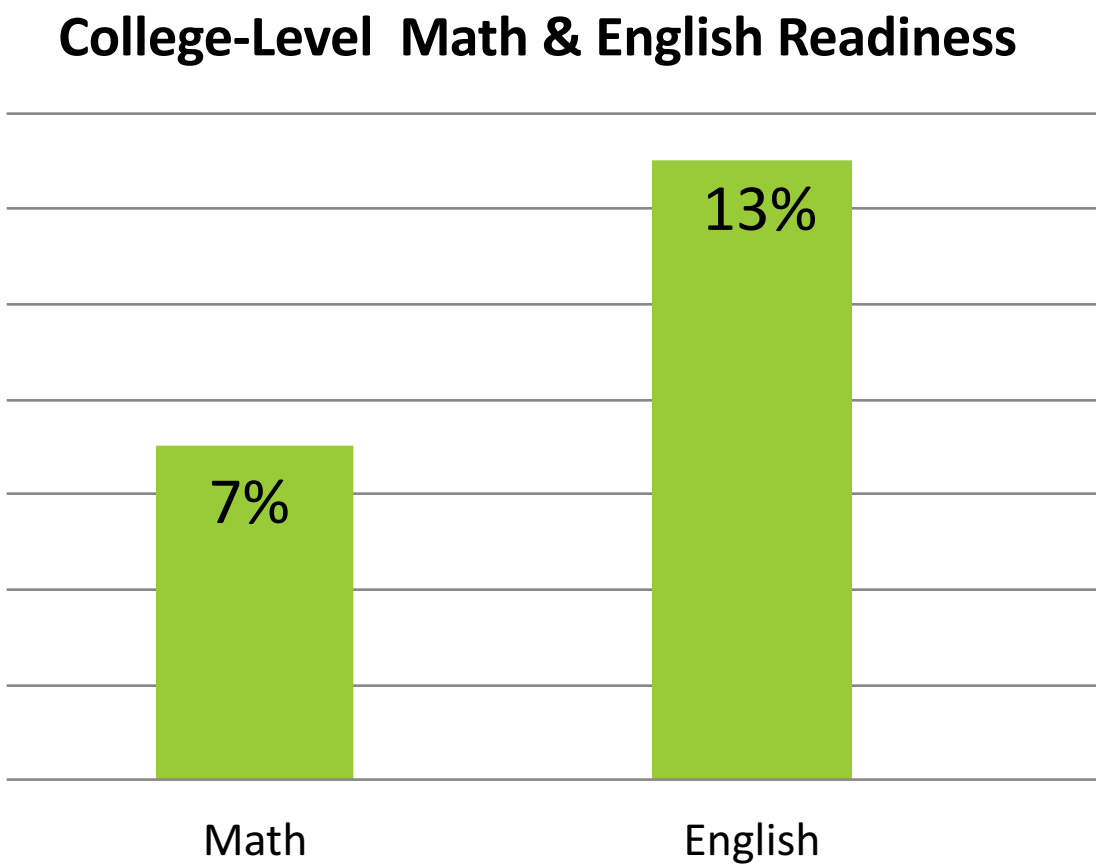
The **District Strategic Plan** outlines four goals. Goals 1 and 2 address **student success** and **teaching** (Access and Preparation for Success; Teaching and Learning for Success) and Goal 3 references **professional development**.

Addresses Challenges to Student Success

Classroom faculty, proficient in their disciplines, often neither received training in andragogical methodology and strategies needed to teach effectively nor the techniques needed to understand and relate to students of diverse cultures, backgrounds and learning abilities.

These gaps are particularly problematic given this district's student demographics—usually economically and educationally disadvantaged and from under-represented populations.

The *PD College* Supports Student Success



Upon initial matriculation, only 7% of all LACCD students are ready to enroll in college-level **math.** Only 13% are ready to enroll in college-level **English**. Consequently, there are numerous possible exit points between matriculation and graduation.

Frequently Asked Questions

- Why the ***PD College***?
- What about the District's Faculty Teaching & Learning Academy (FTLA)?
- Who is the target population of the ***PD College***?
- How will the ***PD College*** benefit faculty?

Faculty Professional Development Background

Faculty already have:

- Prior degree and/or industry experience
- Subject matter expertise
- Professional development experience
- Informal workshops and boot camps

Some faculty may need further:

- Formalized instruction on how to teach to improve student learning
- Guided instruction in teaching strategies
- Knowledge of practical ways to contextualize reading and writing across disciplines
- Specific training in working with diverse populations and learning abilities
- Update for long-time continuing faculty who want a “brush up”

More About the *PD College*

- Focuses on **how to teach** and what learning means
- Equips faculty with the knowledge to address learners from **diverse learning environments**
- Offers a comprehensive and **well-rounded learning experience** based on theory blended with faculty seminars and teaching practicums
- Helps faculty **understand** diverse ethnicities, cultures, learning styles and abilities of students in the LACCD
- Utilizes a **learner-centered** philosophy
- Focuses on the understanding of education in an **urban context**
- Teaches about **various philosophies** and strategies of teaching and learning
- Advocates **deep learning** and **authentic assessment**
- Promotes faculty who support teaching **reading and writing across disciplines**

The Professional Development College and FTLA

Focus is on developing a learner-centered environments and equipping faculty with the competencies and insights to understand and respond to the leaner with appropriate instructional strategies.	Focus is on developing a learning-centered environments and equipping faculty with new and innovating teaching, learning, and technological tools that will help them update their teacher toolbox.

The Professional Development College Offers:
• A **formal**, **comprehensive** and **sustainable** professional development program
• **Program continuity**: Multiple tiers comprised of scalable, stackable, regular 3-unit course leading to a certificate
• Instruction in **andragogical strategies** and best practices for community college-level teaching
• Opportunities to demonstrate application of appropriate teaching styles and modalities for **diverse student populations**
	The Faculty Teaching & Learning Academy Offers:
	• A **semester overview** of numerous topics compacted into one directed-study 3-unit course (EDUC 385)
	• **How-to** training and **practical experiences** in
	  • New learning **technologies,** computer applications, etc.
	  • Class and **syllabus redesign**
	• Opportunities to **dialogue** about new teaching and learning trends
	• Encourages **innovation** in teaching and learning

Who is the Target Population of the ***PD College***?

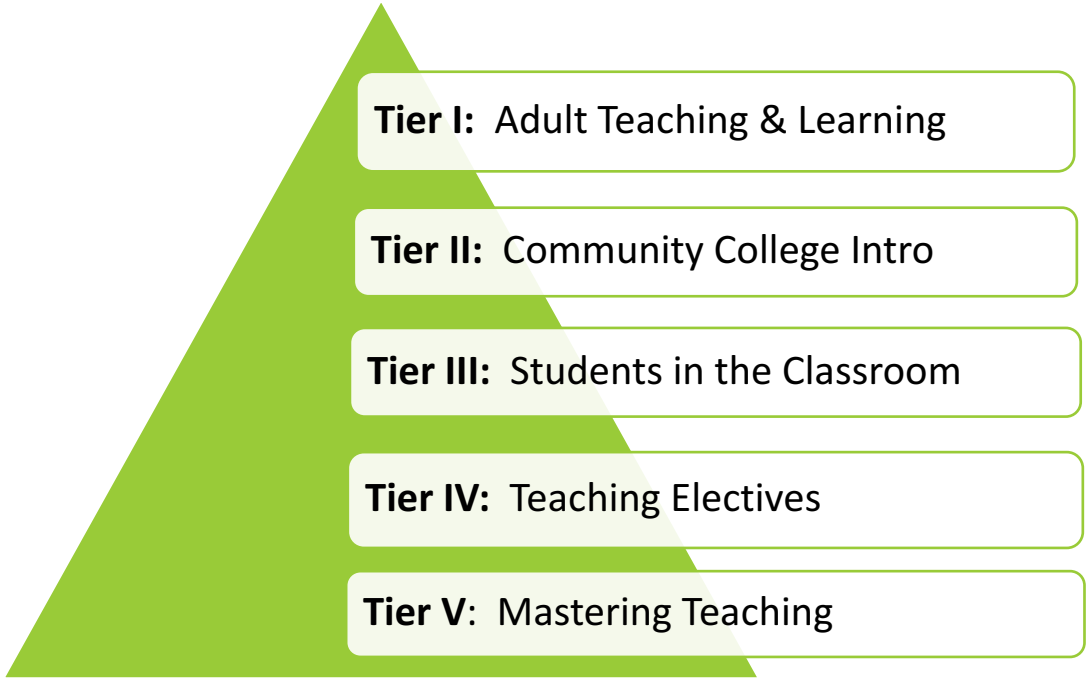
- Anyone working in the LACCD
- New faculty hires
- Project MATCH participants
- Continuing faculty who want to sharpen their skills

Benefits

- Better Student Retention and Success
  - Gives instructors the tools needed to create a supportive learning environment conducive to motivation and learning
- Improved Teaching Methodologies
  - Helps instructors to hone in their professional skills and further develop the craft of effective teaching and assessing students
- Column Advancement
  - Provides opportunity for pay column advancement through participation in this program

PD College Course Organization

The ***PD College*** is made up of five tiers, containing 1-3 stackable courses, leading to a **certificate**. All courses are degree-applicable and CSU transferable.



Tier I: Adult Teaching & Learning

This first series of stackable courses gives faculty an introduction to **adult teaching and learning** and to **instructional design**:

- Adult Learning and Motivation (3 units) [EDUC 250]
- Instructional Design (3 units) [EDUC 252]

Total Units: 6

Tier II: Community College Introduction

This second series of stackable courses gives faculty an introduction to the history, background, and unique characteristics of the **community college**:

- Introduction to Community College and Career Technical Education (3 units) [Education 25] (includes modules presented by CTE, STEM, Liberal Arts, Visual and Performing Arts, and Social and Behavioral Sciences faculty)

Total Units: 3

Tier III: Students in the Classroom

This third series of stackable courses gives faculty a perspective on **diverse student populations**:

- Classroom and Behavior Management (3 units) [EDUC 30] **OR**
- Diversity in the Classroom (3 units) [EDUC 205] (includes module presented by LACCD trainers in the Harbor, Pierce, and West LA Colleges' Culturally Responsive Teaching and Training (CRT) programs; and Teaching Men of Color)

Total Units: 3 or 6

Certificate Eligibility

After completing Tiers I, II, and III, faculty will be eligible for the certificate, ***Community College Teaching***.

- Tier I – 6 units
- Tier II – 3 units
- Tier III – 3 or 6 units
- Total units = 12 or 15 units

Tier IV: Teaching Electives

The fourth series of stackable courses gives faculty an additional opportunities to deepen their classroom communication, assessment and evaluation, and behavior management, contextualization of basic skills, and knowledge of the student populations.

- Introduction to Teaching (3) [EDUC 1]
- Urban Education and Self-Reflective Teaching and Leadership (3) [EDUC 27]
- Educational Assessment and Evaluation(3) [EDUC 29]
- Reading and Writing Across the Curriculum: Basic Skills Contextualization (3) [EDUC 31]
- Online Pedagogy and Teaching Modalities (3) [EDUC 240]
- Communication in the Classroom (3) [COMM 385]
- Faculty Teaching and Learning Academy (3) [EDUC 385]

Total Units: 18

Tier V: Mastering Teaching

Mastering Teaching: Sustaining Teaching & Learning on Your Campus

The fifth series of stackable courses gives faculty a choice of **additional teaching electives**:

- Practicum (3 units)
- Great Teachers Seminars: FACCC (1 unit)
- Project MATCH Mentoring (3 units)
- Curriculum Development
- Seminar (pick a topic – literature review)
- Research Project
- Teaching and Learning Center
- Teach a Class Capstone (Faculty teach a class) – peer evaluation on how they teach

Total Units: 18

Community College Master Teacher Certificate

The courses listed in Tier IV, along with the additional practicums, field trips, seminars, and conferences identified in Tier V, will eventually lead to the prestigious *Community College Master Teacher Certificate*.

Instructional Delivery

PD College courses will be offered on various campuses and locations within the LACCD. Course material and assignments may be web enhanced and offered through online management systems such as Canvas.

Curriculum Updates and Coordination

Classes may be held at various locations within the LACCD, as well as through the online portal, Canvas.

Seminars

- The DAS Professional Development College also offers seminars. Recent seminars include:
  - Mathematica – Winter and Summer 2016 at Los Angeles City College
  - Teachers Teaching Teachers – Summer 2016 at the LACCD Van de Kamp Innovation Center
  - Introduction to Adult Learning and Motivation – Fall 2016 at Van de Kamp
  - Introduction to Instructional Design – Fall 2016 at Van de Kamp

Fall 2016 Seminar schedule – FLEX credit available

- Introduction to Adult Learning and Motivation – introduces participants to adult learning theory, conditions that stimulate adult student motivation, and the methods that can enhance this process.
  - September 30 and October 14; 9 a.m. to 3 p.m.; Van de Kamp; taught by Kathleen Boddicker, Education Instructor at Pierce
- Introduction to Curriculum Development and Instructional Design – introduces participants to developing essential skills for curriculum restructuring, planning and implementation.
  - October 1 and 15; 9 a.m. to 3 p.m.; Van de Kamp; taught by Ayesha Randall, Education Instructor at Trade-Tech

Spring 2017 Schedule (proposed)

SPRING 2017 (February to June)

Tier I: This is the first set of a series of classes leading to a certificate

Tailored to new incoming faculty, current employees, and those in Project MATCH

- **EDUC 250** (3 units) - *Adult Learning & Motivation*
- **EDUC 252** (3 units) - *Instructional Design*

Spring 2017 – Education 250 & Education 252 (proposed)

- **Education 250 (Adult Learning and Motivation)**: This course will examine the adult learning model and survey an array of research-based and culturally-responsive teaching (CRT) strategies and techniques to use in the classroom.
  In-person | Van de Kamp Innovation Center

- •**Education 252 (Instructional Design)**: In this course, various teaching techniques and instructional strategies will be explored. In-person and/or virtual field experiences are designed to provide a practical application for the demonstration of theory applied to practice.

  In-person | Van de Kamp Innovation Center

Fall 2017 Schedule (proposed)

FALL 2017 (August to December)

- **Tier II - EDUC 25** (3 units) - *Introduction to Community College and Career Technical Education* (includes modules presented by CTE, STEM, Liberal Arts, Social and Behavioral Sciences faculty) **AND**
- **Tier III - EDUC 30** (3 units) - *Classroom and Behavior Management* **OR**
- **Tier III - EDUC 205** (3 units) - *Diversity in the Classroom* (includes module presented by LACCD trainers in the Culturally Responsive Training (CRT) program; and Teaching Men of Color [*Also offered Spring 2016]*
- ***Note: Course numbers may change***

Education 250

Adult Learning & Motivation

This course provides tools for current or future teachers to acquire and/or better understand the process of facilitating adult learning, conditions that stimulate adult student motivation, and the methods that can enhance this process. Topics covered are adult learning theory, characteristics of effective teachers, philosophical and teaching style orientations, instructional design, classroom management, and motivational teaching methods. This course will examine the andragogical model of adult learning and survey an array of research-based and culturally-responsive teaching (CRT) strategies and techniques to use in the classroom.

Education 252

Instructional Design

This course is designed to assist faculty in developing essential skills for curriculum restructuring, planning, and implementation and responds to the question, “What will the students learn and how will we teach it?” Three essential processes, assessment, and instruction will be considered with respect to relevant theory, research, and practice. This course will explore various **teaching techniques** and **instructional strategies**. In-person and/or virtual field experiences designed to provide a practical application for the demonstration of theory applied to practice will be an integral part of the course.

Education 25

Introduction to Community College and Career Technical Education

This course examines the mission of the community college, provides an introduction to its philosophy, history, and development, and examines the social, economic, and political influences. It also explores the rationale and strategies for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

Note: Course number may change

Education 30

Classroom and Behavior Management

This course presents best practices in classroom and behavior management--including organizing time, materials, and physical space and managing individual and large group student behaviors--and will emphasize examples and applications of behavior management concepts and processes that are applicable across a range of settings, including schools, workshops, group homes, juvenile detention facilities, day and residential treatment centers, and other community settings. Topics will also include basic federal and state laws and the impact of cultural values, traditions, communication and learning styles, and relational patterns of culturally diverse populations on classroom and behavior management. Effective strategies for dealing with diverse, including disruptive behavior, will also be highlighted.

Note: Course number may change

Education 205

Diversity in Education

This course is designed to examine the concepts, principles, theories, and practices for teaching diverse student populations. The end objective is to cultivate the knowledge and skills necessary to address the issues that present themselves in multicultural and diverse classrooms. To achieve this objective, we will use ourselves as a starting point—our individual thoughts, opinions, feelings about multiculturalism, gender, racism, and prejudice—so that we may shape our teaching philosophy to reflect the needs of a diverse classroom. Throughout the course we will explore strategies for creating classroom learning environments that value and integrate diversity as well as address the specific academic, social, and cultural needs of unique populations.

Winter 2016 - Mathematica

- **Mathematica**: Create an online and open repository of materials, created using *Mathematica*, both during the workshops and beyond. Instructors will use the newly acquired skills and knowledge and apply it in their teaching.
  - Los Angeles City College
  - Presenter: George Dekermenjian
  - dekermge@lacitycollege.edu
    323-953-4000 ext. 2808

Spring 2016 – Communication in the Classroom

- **Communications 385**: Tailored with LACCD instructors in mind, this highly interactive course sets the foundation for delivering successful lectures and presentations. We will explore important verbal and nonverbal skills and proven presentation structure, put innovative delivery techniques into practice, and improve your ability to lecture with poise, clarity, and conviction. Online
  - L.A. Valley College
  - Instructor: Jim Marteney
    Dates: 02/08/16 to 06/06/16
  - 3 units

Spring 2016 – Diversity in the Classroom

- **Education 205**: Education 205 explores strategies for creating learning environments that value and integrate diversity as well as address the specific academic, social, cultural, and other needs of unique populations. In-person
  - L.A. Southwest College, SSEC/210
  - Instructor: Dr. Marini H. Smith
  - Dates: 02/08/16to 06/06/16
  - Time: 2:25 pm –3:50 pm
    3 units

Summer 2016 – Mathematica

- **Mathematica**: Create an online and open repository of materials, created using *Mathematica*, both during the workshops and beyond. Instructors will use the newly acquired skills and knowledge and apply it in their teaching.
  - Los Angeles City College
  - Presenter: George Dekermenjian
  - dekermge@lacitycollege.edu
  - 323-953-4000 ext. 2808

Summer 2016 – Teachers Teaching Teachers

- **Topics:** Learning Theories and styles; Course structure and design; Teaching methods and strategies; Classroom management
  - Van de Kamp Innovation Center
  - Presenter: Karen Miles, Cal Lutheran University, Regional Career Pathways Technical Assistance Provider (SB 1070)
  - Dates: July 15 and 29
  - Times: 9 a.m. to 3 p.m.
  - http://www.lacitycollege.edu/public/cmap/vdk-map.pdf

Fall 2016 Seminar schedule – FLEX credit available

- Introduction to Adult Learning and Motivation – introduces participants to adult learning theory, conditions that stimulate adult student motivation, and the methods that can enhance this process.
  - September 30 and October 14; 9 a.m. to 3 p.m.; Van de Kamp; taught by Kathleen Boddicker, Education Instructor at Pierce
- Introduction to Curriculum Development and Instructional Design – introduces participants to developing essential skills for curriculum restructuring, planning and implementation.
  - October 1 and 15; 9 a.m. to 3 p.m.; Van de Kamp; taught by Ayesha Randall, Education Instructor at Trade-Tech

Spring 2017 – Education 250 & Education 252 (proposed)

- **Education 250**: This course will examine the adult learning model and survey an array of research-based and culturally-responsive teaching (CRT) strategies and techniques to use in the classroom. In-person | Van de Kamp Innovation Center

- •**Education 252**: In this course, various teaching techniques and instructional strategies will be explored. In-person and/or virtual field experiences are designed to provide a practical application for the demonstration of theory applied to practice. In-person | Van de Kamp

Getting Started & How to Register

- **DISTRICT ID NUMBER**: You will need an LACCD student ID number to register for classes but not to participate in seminars. If you do not have a student ID, you can go to CCC Apply: http://home.cccapply.org/

- **COURSE INFORMATION**: The courses can be viewed at the colleges' websites and by this link: http://www.lacolleges.net/

- For more information, contact:
- Don Gauthier, DAS President, at gauthidj@email.laccd.edu or
- Lourdes Brent, DAS PDC Coordinator, at brentlm@lattc.edu

Where is the Van de Kamp Innovation Center?

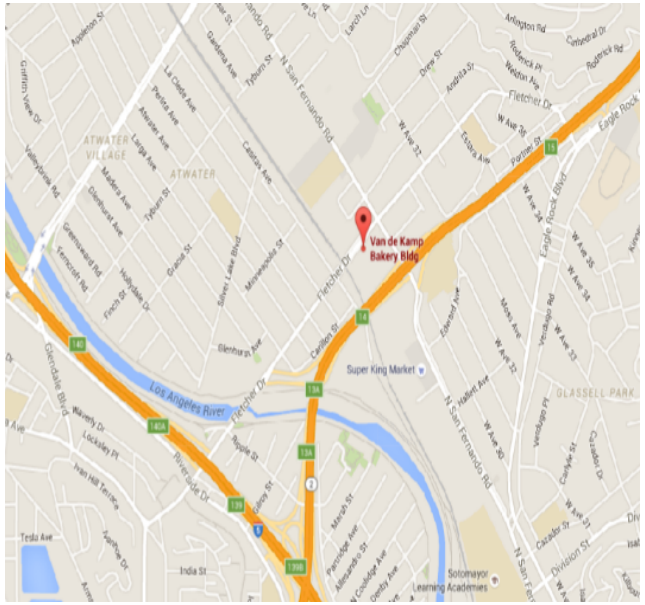
- **LACCD Van de Kamp Innovation Center**
- **2930 Fletcher Drive**
- **Los Angeles, CA 90065**

- **PARKING AND ENTRANCE TO CLASSROOM**
- Parking is free and adjacent to the Environmental Science and Technology High School **(it has the LACCD Van de Kamp Innovation Center sign on the building). Park in the rear of the property under the solar panels. Walk through the courtyard and past the high school (on your left) and landscaping (on your right). The Innovation Center will be straight ahead. Go up the outside steps; entrance is through the rear of the building (not on Fletcher).**

- **DRIVING DIRECTIONS**

- **From the 2 Freeway South**
- Exit at San Fernando Road
- Turn right onto San Fernando Road
- Immediately get into the left turn lane and make the left onto Fletcher Drive (stop light at Fletcher)
- Turn left into first the driveway on the left (Denny's and El Pollo Loco are the signposts)

- **From the 2 freeway North**
- Exit at San Fernando Road
- Turn left on to San Fernando Road
- Stay in left lane and make the first left onto Fletcher Drive (stop light at Fletcher)
- Turn left into the first driveway on the left (Denny's and El Pollo Loco are the signposts)



VDK Building

Parking

High School

Resources

- http://www.ccis.edu/courses/psyc381a/Prepare%20for%20Seminar.htm –
  The nature of the seminar
- http://www.apa.org/ed/governance/bea/learner-centered.pdf -
  APA - Learner Centered Philosophy
- http://www.wamda.com/2013/10/technology-not-always-answer-education -
  Why technology is not always the solution for better education
- http://www.laccd.edu/Departments/EPIE/Research/Documents/Institutional%20Performance%20and%20Accountability/Institutional%20Performance%20.pdf%20Files/Student%20Success%20Scorecard.pdf –
  2015 Student Success Scorecard – LACCD

Members of the DAS PD College Task Force

- Don Gauthier, DAS President
- Angela Echeverri, DAS 1st Vice President
- Elizabeth Atondo, DAS 2nd Vice President
- Naja El Khoury, Senate President, L.A. Southwest College
- Adrienne Foster, Senate President, West Los Angeles College
- Alex Immerblum, Senate President, East Los Angeles College
- Susan Mcmurray, Senate President, L.A. Harbor College
- Leslie Milke, Senate President, L.A. Mission College
- Joshua Miller, Senate President, L.A. Valley College
- Ayesha Randall, L.A. Trade-Technical College
- Lourdes Brent, L.A. Trade-Technical College; Coordinator

Feedback & Recommendations

- What's missing?
- What would you like to see?

Please contact Lourdes Brent, DAS Professional Development College Coordinator with questions/feedback

BrentLM@lattc.edu