FAQs

What is FTLA?

The LACCD Faculty Teaching and Learning Academy, founded by the Student Success Initiative, is a joint effort between the District administration and the District Academic Senate to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced.

What are FTLA's goals?

The FTLA is designed to develop a widening community of faculty who:

- Explore and test methods of teaching and learning
- Facilitate the design of new classroom approaches to student success
- Increase knowledge and skills in a variety of new learning technologies
- Contribute to an ongoing dialogue about pedagogy, curriculum, and technology
- Form strategic partnerships that advance learning-centered practices and encourage and reward innovation in teaching and learning

Who can participate in FTLA?

FTLA is open to all faculty across the LACCD. Particular preference will be given to full-time tenured and tenure-track faculty (especially those in their first or second year), but up to one adjunct faculty member from each college may be admitted.

Participation includes a team project focused on developing teaching and learning innovations that work across the curriculum. Therefore, faculty will be asked to identify a fellow applicant who will become their FTLA partner, and they will team together to design a project that will be implemented at their campus. Though not required, it is preferred that faculty partners be from different disciplines on their campus.

What kind of commitment is required?

The 2015 Winter/Spring FTLA track meets the requirements of a three unit Directed Studies in Education course.   This translates to approximately 48 hours of face-to-face instruction, with additional hours spent on out-of-class collaborative work on the term project and individual online work following up on specific class topics. At the end of the program, the participants will receive a Board-issued certificate of completion; if enrolled for academic credit, they will also receive three units applicable to step/column advancement on the salary scale.

In order to be admitted to and receive credit for FTLA, successful applicants agree to:
- attend all sessions during the Winter/Spring 2015 FTLA,
- submit a revised syllabus and drafts of assignments/lessons and agree to use this syllabus and assignments/lessons in a future LACCD course,
- submit a Peer Teaching Observation and Reflection,
- submit a Teaching Philosophy Statement,

- submit a Team Project that will subsequently be presented with their partner at a Departmental Council or Opening Day meeting at their local campus,
- attend one follow-up meeting in Fall of 2015 (date and time TBA) to discuss results of Team Project, syllabus, and assignments/lessons implementations, and
- be willing to help their colleagues by offering consultation or presentations on any innovations they have been successful at implementing.

When will sessions be held & what general topics will they cover?

FTLA participants will meet on the following dates:
> **January 13-15, 20-22, 28, 29**
> **February 27**
> **March 20**
> **April 17**
> **May 15**

During the first eight seminars held in January, presentations and hands-on work will be heavily focused on instructional design and assessment, with participants creating syllabi, assignments, lessons, and evaluation measures they will use during the spring semester in their classrooms. These initial sessions will typically last six hours each, with subsequent sessions taking place on Fridays during the spring semester and lasting typically three hours in duration.

Overall, the FTLA Program emphases include, but are not limited to, giving faculty the necessary theory-and-practice-based skills to
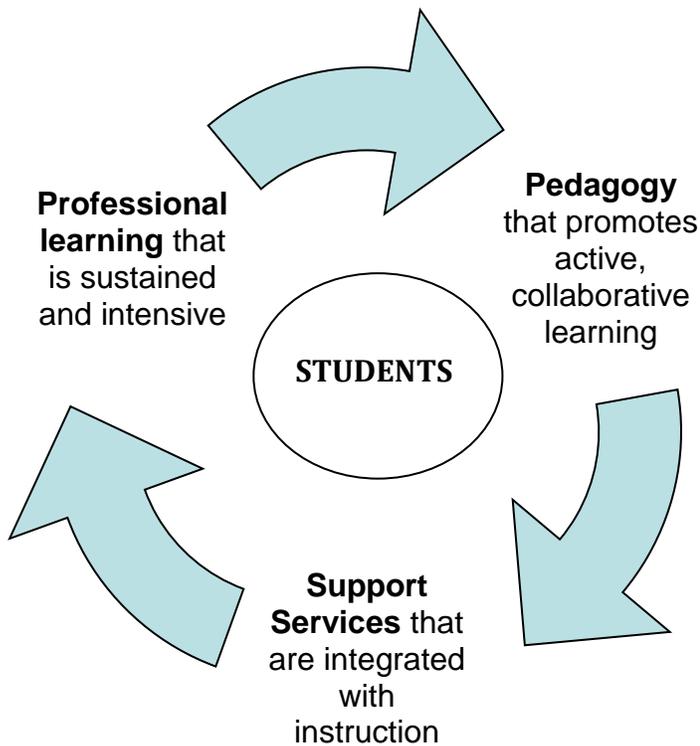- Utilize learning technologies effectively within the context of their specific teaching or research to advance student engagement and success in the classroom
- Incorporate student academic reflection and self-assessment as a means of deeper learning
- Synthesize prior student learning to achieve new learning
- Design and scaffold purposeful collaborative learning activities that teach the discipline-specific and lifelong learning skills that students need
- Create a syllabus that stimulates deeper and more enthusiastic student motivation and learning
- Deploy learning strategies that result in the ability of students to demonstrate acquisition of essential reading, writing, and/or speaking skills within the context of the discipline
- Increase the development of essential critical thinking and/or quantitative reasoning skills in students through problem-solving and learning-inquiry based activities
- Integrate relevant campus support services or academic resources that help students attain discipline-related academic and professional objectives
- Establish meaningful, inclusive, and long-lasting communities of practice with fellow colleagues across the disciplines and the campuses

What will FTLA sessions be like?

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Each FTLA session will be designed around one or more presentations and collaborative work investigating and supporting the scholarly and creative study of effective teaching and learning practices. Instructional methods include, but are not limited to, lecture, discussion, case-study, problem-solving, learning logs, learner-generated content, inquiry groups, etc.

Two models, the first (A) coming from work completed by expert faculty practitioners under the auspices of the Hewlett Foundation and the RP Group, and the second (B) coming from San Francisco State University, inform the instructional design of the FTLA:

A. Diagram for Student-Centered Teaching and Learning

Professional learning that is sustained and intensive

Pedagogy that promotes active, collaborative learning

STUDENTS

Support Services that are integrated with instruction

B. SF State's Key Principles of Universal Design for Learning

There are three key principles of UDL:

1. Faculty can offer various ways to **REPRESENT** essential course concepts

2. Faculty can offer various ways to encourage student **ENGAGEMENT**

3. Faculty can offer students various formats for **EXPRESSION** of what they have learned

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REPRESENTATION refers to how you design and deliver information to your class.

ENGAGEMENT refers to how students participate in your class.

EXPRESSION refers to how you ask students to demonstrate what they have learned.

Will this just be more "talking heads"?

No. FTLA participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real teaching and learning needs at their home campuses. Further, FTLA graduates themselves will join a self-sustaining teaching and learning network across the LACCD, and they will agree to teach and design future FTLA seminars and/or become active contributors to the LACCD SSI online teaching and learning commons and to student success activities facilitated by FTLA.

Who's involved?

The LACCD Student Success Initiative, a joint collaboration between the District administration and the District Academic Senate and chaired by the DAS President and the Dean of Student Success, guides the FTLA effort and will take a direct role in its planning and all future activities. In addition, the FTLA Planning Committee, consisting of representatives from constituencies key to teaching and learning across the LACCD—i.e. SLO Coordinators, DE Trainers, Professional Development Coordinators, Tutoring Center Directors, Counselors, ALP Graduates, VPs of Instruction and Student Services, SSI Steering Committee Members, DAS Members—are working to design the overall program. Nationally recognized expert practitioners from colleges and universities will be involved in every FTLA session.

How do I apply?

To apply for admission to the 2015 FTLA, just fill out the attached form and submit it to the Vice President of Academic Affairs Office on your campus by Monday, November 24, 2014. Applicants will be notified about admissions decisions via email by December 19, 2014.

How can I get further information about FTLA?

For further information about the program, contact FTLA's Founding Director, Deborah L. Harrington, Dean of Student Success, by phoning 213-891-2017 or emailing harrindl@email.laccd.edu; you may also contact Jessica Cristo, 3CSN Los Angeles Regional Network (LARN) Coordinator, by phoning 213-891-2175 or emailing cristojr@email.laccd.edu.