CIETL Faculty Learning Program (FLP) Proposal

Overview:

The Faculty Learning Program (FLP) is a professional development program designed to improve faculty’s instructional practices. Designed by UC Berkeley STEM faculty, this program has been adopted by over 50 UC, CSU, and CA community colleges.

The modules in the FLP course consist of 7 video lessons alternating with 7 meetings of participants to discuss each lesson's content and how it applies to one’s own teaching practices. These discussions are essential to building a common language and expectations. Topics include: prior knowledge and conceptual change, self-regulated learning, motivation, growth mindsets, stereotypes, and active learning designs.

The program continues with lesson planning for their classes by Community of Practice (CoP) members, training in observation technique under tutelage of the Lead Coordinator, classroom observation and video recording, as well as full debriefing and productive feedback. Each participant is encouraged to develop their practice of reflective teaching.

Success is dependent on the expertise of the Lead Coordinator and the faculty who have already participated in the program. Ideally, each CoP would contain an FLP-experienced faculty member, but that will depend on exactly which faculty participate. All members of each CoP are essential contributors to establishing trust and a safe space in which faculty can try new pedagogies.

The FLP program is well described on the website: https://teaching.berkeley.edu/programs/transforming-stem-teaching-faculty-learning-pro

Plans to further adapt the FLP curriculum for Canada College faculty include integrating two other areas of professional development which have been taking place at Canada. First, we plan to build upon and integrate implicit bias training which took place during FLEX Days in AY18-19. These enhancements will serve to deepen faculty awareness of and commitment to equity in teaching and learning. Second, we plan to integrate elements of Reading Apprenticeship into the curriculum. Reading Apprenticeship focuses on teaching students strategies to increase their comprehension of written content across disciplines.

Although the program was originally designed for STEM faculty, a cohort of 13 STEM and non-STEM Cañada faculty participated in a pilot of the program at Cañada College during AY18-19. This has resulted in the creation of a program model that is adapted for all faculty at Cañada and has been shown to be effective with STEM and non-STEM Cañada faculty.

One participant stated, "This experience has been the single most inspiring professional learning that I've encountered in my years at Cañada. Over the course of a semester, as a group we learned what educational research teaches us about the importance of learning conversations, how to leverage students' prior knowledge and to bring about conceptual change, how to help students develop expertise, and how to motivate learning, foster a growth mindset and avoid stereotype threat."

Goals and Objectives:

The overarching goal of the FLP is to improve student achievement in undergraduate courses. This is achieved through five faculty-focused objectives:

* Deepen faculty understanding of how people learn
* Change teaching behavior to support student learning
* Engage faculty in habits of reflection
* Nurture a tradition of continued learning about teaching
* Build faculty learning communities

This program directly aligns with the college's Quality Focus Essay goal of increasing student achievement and eliminating equity gaps. These objectives will lead to enduring improvements in teaching effectiveness and contribute to maintaining continuous improvement in teaching among established and new faculty.

Beginning in fall 2019, we propose a two-tiered Faculty Learning Program. Faculty in Tier 1 will be new to the program and will follow the structured FLP curriculum as adapted for Cañada faculty in AY18-19. Faculty in Tier 2 consist of “graduates” of the Tier 1 FLP program, allowing these faculty to deepen their engagement and further transform their teaching.

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|  | Tier 1: New participants who will go through the FLP curriculum. | Tier 2: FLP graduates who wish to continue peer observation and lesson studies. |
| Goals | Semester 1: Study and discuss research on student learning.  Semester 2: Apply and synthesize the research studied in the previous semester and conduct peer observations following the FLP Observation protocol. | Extend the ideas of the faculty peer observations and venture deeper into lesson planning through classroom observations.  Create a space for faculty to discuss teaching and learning practices. |
| Activities | Meet to discuss current research in learning.  Apply ideas at small scales and discuss results.  Design active learning strategies for a lesson, unit, or the whole class.  Participate in peer observations to discuss active learning. | Discuss versions of peer observations and lesson studies.  Share teaching practices and lesson plans.  Perform observation and lesson studies in the community of practice. |
| Outcomes | Participants will have common language to discuss active teaching and learning.  Participants will choose an active learning strategy in their class, video-record that lesson in class, present the video, and hold a discussion on the specific focus of learning.  Participants will reflect on the observation and write about what they plan to do to improve their lessons.  Provide intentional support for the affective domain | Participants will have increased understanding of student learning, with respect to their own teaching.  Participants will have improved skills in developing effective lesson plans.  Participants will implement improvements in their other lesson plans.  Support implementation of pedagogical reforms that align with AB 705 and Guided Pathways |

Deliverables:

In addition to the direct impact on student success and retention in participants’ classes, the whole campus community will benefit from the FLP program as well. Through presentations at FLEX Day and division meetings, participants will share testimonials and presentations of effective changes that they have made in their teaching practices. Participating faculty will also create posters which will be displayed in CIETL, enriching the space and sparking dialogue among faculty.

Budget:

A lead coordinator with .2 FTE release time will be responsible for program coordination. This includes recruiting participants, delivering content, facilitating discussions, and coordinating logistics for Tier 1. The coordinator would also be responsible for retaining participants to Tier 2 and preparing them for more advanced inquiries. For both Tiers, the coordinator would also support participants in how best to disseminate their findings to the rest of the college.

Multiple faculty who have already completed the program will attend sessions and support the lead coordinator for facilitation and content delivery support. Involving additional faculty will allow for representation from multiple divisions, providing support for faculty from all disciplines.

In order to provide a rich experience for all participants, the optimal number of faculty participating would be 12-30 participants (6-15 per tier). Faculty will commit to the entire year-long program and will be compensated for their participation. The compensation amount is based on the amount UC Berkeley has been providing to participating faculty across the state.

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| Faculty Role | Number of Participants | Payment Per Year Per Participant | Total Payment - Full Program (30 participants) | **Total Payment - Pilot (20 participants)** | Total Payment - Minimal Program (12 participants) |
| Lead Coordinator | 1 | .2 Release | .2 Release | **.2 Release** | .2 Release |
| Coordination Assistance | Multiple (40 hours divided among participants who have already gone through the program) | $65/hour | 2600 | **2600** | 2600 |
| FLP Year 1 Participant | 6 - 15 | $1500/year | 22500 | **15000** | 9000 |
| FLP Year 2 Participant | 6 - 15 | $1500/year | 22500 | **15000** | 9000 |
| Total |  |  | 47600 + 0.20 FTEF | **32600** **+ 0.20 FTEF** | 20600 + 0.20 FTEF |