

## **Professional Development Committee**

January 25, 2012

Room 430

**Members:** Joanna Bethencourt, Katy Dumas, Don Gamble, Brian Kelly, Paul Molinelli, Carole Nickolai, Patrick Ruff, Charlie Stanley, Dan Vollert, Chad Zullinger

**Absent:** Rob Hickox, Shannon Vanderpol

The Meeting opened with a prayer.

### **Summer Curriculum Grants**

- Paul welcomed Anne Stricherz, whom he had asked to present her work in creating the *Sports & Spirituality* Religious Studies elective and course reader that had been supported by a 2011 Summer Curriculum Grant. Anne shared with the Committee the many results and benefits of this project. Both the course and the course reader have been a success thus far, as evinced by both Student Questionnaire results and other student surveys. Anne further elaborated upon some other, less-obvious benefits of this grant project. These have included the department-wide professional conversations that resulted from this project, as well as discussions with colleagues at other schools and with authors of articles used in the reader.
- Paul reviewed with the Committee the summer grant timeline — applications are due March 12, and presentations are currently scheduled for 3/27 & 3/28 (Tue-Wed), with decisions to follow by no later than 4/16. Paul noted that several faculty teams have expressed interest in submitting proposals and will be meeting with him shortly to discuss their plans in more detail.

### **February 17<sup>th</sup> PD Day — Revising Curriculum for Extended Periods**

- Paul reminded the Committee that the essential plan for this day is to make time for departments/levels work together to revise their curriculum in light of next year's extended teaching periods. A proposed outcome for the day, suggested at the last PDC meeting, was to re-chunk an entire unit to accommodate the 80-60-60 schedule, and to receive feedback from one or more colleagues in the process of revising this unit.
- After some discussion, the Committee agreed that departments ought to determine for themselves what they wish to produce during this day. For example, it may be more useful for a department or level to map out an entire year or semester. The bottom line is that whatever departments choose to do should be most useful for them in preparing for next fall's schedule.
- In addition to choosing what to produce on the 17th, departments/levels will be able to tease out questions from the process that will help them determine what additional resources they will need to complete this task. Carole reminded the Committee that this topic would also be discussed at tomorrow's Academic Council meeting.
- Some key questions that emerged:
  - *Will next year's calendar be available by February 17<sup>th</sup>?* Although a final, detailed version of next year's calendar is still in development, a basic version that identifies school days and holidays will soon be available.

- *Will we students have iPads next fall?* Patrick reported that this decision will be determined through the budget-approval process with our Board, scheduled to conclude in April. Each student will either have his/her own iPad, or we will have more carts.
- *Will department chairs ask their faculty to split work between levels A & B?* This decision will be left entirely up to departments.

**Other Extended Period Prep**

- Paul reminded the Committee that he remains available to assist with the arrangement of off-site collegial visits to Bay Area schools with extended teaching periods.
- Paul will also work with departments to identify and contact teacher-consultants from these schools to work with departments on curriculum revision.
- Deb Reed was scheduled to be available for consulting on February 1<sup>st</sup>, but her February and March visits to the Bay Area were cancelled. She will return in April, and will forward dates shortly.
- Additional “Friday Social” sharing session(s) will be arranged sometime after midterms.

**PD Areas of Focus – Next Year & Beyond?**

- Paul asked the Committee to take a few minutes and consider our school-wide professional learning priorities over the next few years. Most of our in-services and many of our individual PD efforts are already aligned with WASC and LRP action items. However, can we be more systematic in the way we structure and phase our efforts? For example, we might introduce a topic or theme one year (set the context), make it the primary area of focus during the second year, and then offer follow-up opportunities and evaluate our efforts during the third year.

	<b>Introduce (Context)</b>	<b>Focus (Implement)</b>	<b>Follow-up (Evaluate)</b>
<b>Year 1</b>	Topic A	--	--
<b>Year 2</b>	Topic B	Topic A	--
<b>Year 3</b>	Topic C	Topic B	Topic A
<b>Year 4</b>	Topic D	Topic C	Topic B
<b>Year 5</b>	Topic E	Topic D	Topic C

- Committee members thought that this was a reasonable approach. Members then suggested several topics that ought to be considered as school-wide areas of focus, such as the following:
  - Increasing cross-curricular opportunities within our curriculum
  - Designing effective blended learning environments (i.e., courses that are part online and part face-to-face)
  - Connecting and co-ordinating with other departments on important wellness topics
  - Creating more informal or social opportunities that allow faculty to share ideas (e.g., Friday socials)
  - Focus upon assessment and grading

- Broader discussion about the qualities of good homework
- Paul thanked the Committee for these ideas and that he would consider them in establishing any long-range PD plans.

**Meeting adjourned – next meeting, 2/29**