

## **Professional Development Committee Minutes**

May 6, 2008, 2:45 - 3:30 P.M.

Room 430

**Members:** Charlie Dullea, Meredith Galvin, Bobby Gavin, Kate Kodros, Mary McCarty, Hillary McKinney, Paul Molinelli, Kevin Quattrin, Linda Rich, Patty Zatzkin

**Excused:** Steve Bluford, John Stiegeler

The meeting began with a prayer.

**In-service Evaluation:** Paul distributed copies of multiple-choice results from the online in-service evaluation. Forty-two faculty or staff members responded, representing slightly under half of those present, since twenty faculty were off-campus visiting Bay Area high schools (and Brophy College Prep in Phoenix) with student laptop programs. In general, faculty were fairly pleased with the day, with 90% rating the overall value of the program either "average" (30%), "above average" (47.5%), or "excellent" (12.5%). Paul shared several samples of written comments, representing some of the highlights of the in-service as well as areas for improving future programs.

**Summer Grant & Sabbatical Update:** All grant recipients have been informed of the Committee's grant decisions and recommendations, and in several cases, grant work has begun to move forward. The Principal has accepted Mary Ahlback's sabbatical proposal, and adjustments to the plan have been made in light of the Committee's recommendations and in consideration of past precedent for sabbaticals.

**Summer Courses & Workshops:** Paul invited committee members to encourage colleagues to register for the new RBT course, Investigating Obstacles to Achievement, to be held here June 10-13. This is a "Part 2" course for Studying Skillful Teaching (a prerequisite). The course focuses on assisting students who struggle in our classrooms, exploring topics such as student self image and behavior, classroom climate, teaching and learning strategies, and standards-based feedback.

**PD Data Team & PD Planning:** To conclude the Committee's work this year, Paul provided a brief overview of the Professional Development Data Team, established at the beginning of the school year for the purpose of planning and executing an evaluation of the professional development program. Members of the PD Data Team include Paul Molinelli, Kevin Quattrin, Kate Kodros, Peter Devine, and Carlos Escobar. Paul distributed a table outlining the essential stages and tasks of this evaluation process (attached). Kevin and Paul highlighted several of the tasks that had been completed or were in progress. While in its early stages, the data team has accomplished several key tasks, and groundwork has been laid for several others. Paul also distributed a list of professional development services, programs, or resources the school currently provides, compiled and categorized by Kevin (attached).

Paul also distributed an extensive checklist of professional learning strategies compiled by the National Staff Development Council, which provides an excellent framework for evaluating the range and type of professional learning opportunities available to our faculty (attached). Discussion followed about the nature and direction of professional development at St. Ignatius, and how we might make a very good program even better.

The meeting concluded with a “thank you” to members of the Professional Development Committee, especially those whose three-year terms have concluded. The Committee also extends a special thanks to Charlie Dullea, for his support and commitment these past ten years to the important work of professional development at St. Ignatius.

Meeting adjourned.

PROFESSIONAL DEVELOPMENT DATA TEAM PROCESS

Evaluation Mode	Purpose	Method
<b>Context</b> <i>(What should we do?)</i>	<ul style="list-style-type: none"> <li>To determine whether the goals and objectives of the program serve the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Review WASC (2000 and 2006)</li> <li>Review institutional documents, especially objectives</li> <li>Review Administrative Evaluations</li> <li>Catalogue services</li> </ul>
<b>Input</b> <i>(How should we do it?)</i>	<ul style="list-style-type: none"> <li>To identify services or approaches needed to assist students toward meeting the goals;</li> <li>To assess existing resources;</li> <li>To determine the most efficient approach to delivering those services.</li> </ul>	<ul style="list-style-type: none"> <li>Read Guskey’s “Evaluating Professional Development”</li> <li>Review the National Standards and correlate to the SI objectives</li> </ul>
<b>Process</b> <i>(Are we doing it as planned?)</i>	<ul style="list-style-type: none"> <li>To determine the extent to which services are implemented and efficiency of delivery;</li> <li>To monitor participation;</li> <li>To account for expenditures;</li> <li>To gather data for program modifications;</li> <li>To determine satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Review data collection procedures and brainstorm new sources of data</li> <li>Rewrite post-workshop survey</li> <li>Create post-workshop survey for six months later</li> <li>Budget Analysis</li> <li>Database of last three years’ activities</li> </ul>
<b>Product</b> <i>(Is it working?)</i>	<ul style="list-style-type: none"> <li>To determine the effects of the services;</li> <li>To relate outcomes to objectives and procedures;</li> <li>To render judgments about outcomes for further program modifications and resource allocation that would better serve the students.</li> </ul>	<ul style="list-style-type: none"> <li>Look at in-service evaluations</li> <li>Review teacher and Dept evaluation trends and cross reference to budgeting</li> <li>5-to-4 Analysis</li> <li>Break out WASC Alumni Survey responses to Dept evaluation by graduating class to look for progress</li> </ul>

## Professional Development Catalog\*

### Training

- In-services
- Summer Workshops (RBT, OAT, UBD, Cooperative Learning)
- Dept Workshops
- Teaching Conferences (NCTM, Asilomar, SCTE, etc.)
- Administrative Conferences (NCEA, JSEA)
- Course work
- Positive Coaching Alliance

### Observations

- EIT
- PD/APA
- Peer Observation
- Coaching Observations
- EIC?

### Involvement in Improvement Process

- Data Teams
- Summer Grants

### Study Groups

- Data Teams
- Summer Grants
- Level work
- WASC Midterms?
- Coaching Staffs
- Theatre staff?
- Book clubs

### Action Research

- Data Teams

### Individual Guided Activities

- Sabbatical

### Mentoring

- Mentoring program
- New teacher induction

### Adult Spirituality

- Ministry mornings
- Ignatian Evenings
- Faculty retreat
- Lenten/Advent prayer groups
- Arrupe project
- 19<sup>th</sup> Annotated
- Spiritual direction
- Summer retreats
- Off-campus coach induction

\*The seven Categories for professional development activities were defined by Guskey's research. He did not consider Adult Spirituality activities.

## DESIGNS FOR POWERFUL LEARNING

**Invite the teachers in your school to tell you what professional learning strategies they have already experienced, which they would like to know more about, and which ones they are ready to try.**

	I have done this	I would like to know more about this learning strategy	I would like to try this learning strategy
1. Conduct action research			
2. Analyze teaching case			
3. Be observed by a colleague and receive feedback			
4. Plan lessons with a teaching colleague			
5. Consult an expert about a subject related to your instruction			
6. Examine data about the learning of your students			
7. Be coached by a peer or an expert			
8. Lead a book study			
9. Participate in a book study			
10. Visit another school			
11. Write assessments with a colleague			
12. Participate in a video-conference or conference calls with experts			
13. Do a classroom walkthrough			
14. Make a presentation at a conference			
15. Lead a schoolwide committee or project			

	I have done this	I would like to know more about this learning strategy	I would like to try this learning strategy
16. Participate in lesson study			
17. Map your curriculum			
18. Coach a colleague			
19. Be a mentor — or be mentored			
20. Join a professional network			
21. Use a tuning protocol to examine student work			
22. Develop a professional portfolio			
23. Videotape yourself teaching			
24. Write an article about your work			
25. Observe other teachers teaching			
26. Participate in a critical friends group			
27. Do a self-assessment			
28. Shadow a student, a teacher, or another professional in the field			
29. Keep a reflective log or journal			
30. Attend a national conference on education			

- To learn more about the strategies listed here, explore the resources available in the members-only area of NSDC's web site, [www.nsd.org](http://www.nsd.org).

- *Powerful Designs for Professional Learning*, edited by Lois Brown Easton (NSDC 2004), also provides an excellent resource for exploring many of these strategies in more depth.

Copies of *Powerful Designs* can be ordered through the NSDC Online Bookstore, [store.nsd.org](http://store.nsd.org).