

Professional Development Committee

November 29, 2017

Room 420

Members: Steve Bluford, Eric Castro, Tim Egan, Carlos Gazulla, Emily Goodell, Helena Miller-Flieg, Paul Molinelli, Kristen Moraine, Carole Nickolai, Jeff Noblejas

Excused: Ray Orque, Patrick Ruff

Guest: Yosup Joo

The meeting was opened with a prayer.

Announcements

- [Summer Curriculum Grants](#): Applications will be accepted Through Monday, March 26. Please contact Paul to discuss any grant-worthy ideas.
- [Studying Skillful Teaching](#): We'll once again be hosting this course, June 5-9. [Click here to learn more](#) about this foundational course by Research for Better Teaching.
- [Teaching Fellows](#): Please consider applying if you have teaching-and-learning topic you'd like to explore!
- [Charting a New Course](#): Let Paul know if you'd like a copy of Paul Totah's and Eric Castro's book!
- [Classroom\(s\) of the Future](#): Fill out this [Google form](#) if you're interested in teaching in one of our pilot classrooms.
- [Accreditation](#): Home group reports are mostly completed. Integral Group work will take place primarily during our two in-service dates next semester (2/20 and 3/15).

Equity & Inclusion

At last month's Friday Social, Yosup and Maricel produced and shared a short video of student interviews about the [Principles of Culturally Responsive Teaching](#). Students were asked: Where have you seen these principles in action at SI? Where have we, at times, missed the mark?

After watching video, the committee discussed how we might use videos like these to help us attend to how and where these principles are currently present or might be more present in our work with students?

Discussion:

- Student reflections speak to what we've been trying to do in this area the past few years.
- Responses generally reflect students' open and caring stance toward their school and teachers.
- Student comments speak to the importance of relationship building, which takes one-on-one time, something that will be in shorter supply as we move to teaching five classes.
- Maybe we can use these student interviews in departments, with proper support and context (i.e., guide questions, a facilitator)
- How well do we really know these CRT Principles? They're listed on our collegial observation, but should they be more prominent? Maybe they should be posted in more public places where we'd see them regularly (e.g., back of our classrooms or offices).
- Zoretta Hammond is a local expert who may be able to help us with this ongoing work (curriculum integration, facilitation, etc.). We've already read some of her work, shared prior to one of our earlier in-services (['Culturally Responsive Teaching': An Interview With Zaretta Hammond](#)).

Paul will work with Maricel and Yosup to explore using these student interviews in departments, as well as other ways to promote the infusion of CRT Principles into our work.

Ongoing Work with Assessment/Data

The committee discussed the possibility of reading together over the summer a book on classroom assessment/data. Possible selections include the following:

How to Make Decisions with Different Kinds of Student Assessment Data (Susan Brookhart)

Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn (Myron Dueck)

On Your Mark: Challenging the Conventions of Grading and Reporting (Tom Guskey)

Revolutionizing Assessment: Empower Students, Inspire Learning (Rick Stiggins)

Before reviewing these books, the committee discussed the general merits and feasibility of selecting a common summer book at this time. The consensus was that it might be best to wait until a 4:5 transition plan is determined and announced next semester, since additional summer preparation for some faculty may preclude the reading of a summer book.

The committee then briefly revisited the topic of organizing some voluntary reading/working groups in the area of classroom assessment, and agreed that forming voluntary groups next semester might be appealing to interested and available faculty.

Discussion:

- Reading and discussing together shorter pieces (articles, chapters) might be more realistic for busy faculty.
- These groups might be organized around common topics of interest such as using/recording formative assessment data, alternative grading practices/systems, or evaluating the proper role of homework.
- We did something like this several years ago, after Peter Imperial first shared his work on assessment and grading; a small group met monthly to discuss assessment/grading topics, and several faculty experimented with standards-based grading.
- Maybe charge levels to do some of this work, where they could focus on a particular area of interest or growth.

Paul will poll faculty early next semester to gauge interest and identify specific topics/areas of focus, as well as possible times to meet.

Meeting adjourned.

Next Meeting: 1/31/18