

Professional Development Committee

May 4, 2016

Room 420

Members: Katie Blaesing, Ray Orque, Deirdre McGovern, Rob Hickox, Eric Castro, Patrick Lannan, Kristen Moraine, Paul Molinelli, Carole Nickolai, Patrick Ruff, Emily Goodell

The meeting began with a prayer.

Updates/Announcements:

- **Summer Curriculum Grants** have been awarded for the following proposals:
 - **Development and Implementation of a Robotics Course at SI** (*Don Gamble & Pedro Cafasso*) – During this course students will learn the fundamentals of Java programming and will develop skills in mechanical computer-assisted design (CAD) as they work in teams to build simple and complex robotic devices. The class will also explore the use of robotics in modern business and industry and examine how robotic devices are affecting our lives and shaping our culture. (*Level 6 Award*)
 - **St. Ignatius Writing & Style Guide** (*Xan Roberti, Jen Curtin, Donna DeBenedetti, Haley Sanchez, & Christina Wenger*) – This group will develop a writing and style guide that aims to compile and merge excellent writing resources and instructional best practices developed both within and beyond SI's walls. (*Level 5 Award*)
 - **Intro to Design Thinking and App Development** (*Jen Gaspar-Santos*) – In this course students will learn the fundamental principles of Design Thinking, will learn to program using Xcode/Swift, and will develop an "app" concept that addresses a specific community challenge or problem – located either at home, at school, in their city, or in the larger world. (*Level 6 Award*)
 - **Finance Course Curriculum** (*Elizabeth Alexander & Katie O'Reilly*) – This finance curriculum will provide students a foundation in finance principles while also preparing them for making real-life financial decisions. In addition, students will study ethical decision making and social justice issues within a finance and business context. (*Level 4 Award*)
- **Studying Skillful Teaching** (June 7-10) – Space remains available. Please encourage colleagues to contact Paul if interested in attending.
(<http://www.siprep.org/page.cfm?p=5920>)
- **Jesuit Schools Network Colloquium** – 9 colleagues will be attending the JSN/JSEA Colloquium in Cincinnati, June 20-24. The theme of this colloquium is *Deepening Awareness, Calling for Action*. Key strands include "conscience and the environment," "competence and global citizenship," and "compassion and race."
(<https://www.jesuitschoolsnetwork.org/colloquium2016>)
- **Diversity Social** – Our final social of the year will be Friday, May 13, in the Faculty Dining Room.
- **Summer Tuesdays** – We'll once again host these informal gathering throughout the summer, every Tuesday, 10-2, in the PCR. Announcements/reminders to come shortly.
- **Curiosity Grant** – As discussed at the March meeting, we're not moving forward with the curiosity grant as originally proposed, agreeing that there may be more effective ways to support, celebrate and share exploration and innovation on campus.

Feedback on the In-service

The committee discussed on the 4/26 in-service in light of our goals for the day (A) Introduce our PD Goals for Data Analysis and Program Evaluation (B) Provide context for our student perception survey investigation (C) review piloted SPS systems and gather feedback.

Discussion highlights:

- Really enjoyed Naj's presentation. Even though it was about "data," it was still fun and informative.

- Appreciated Naj's willingness to share her own data; model of openness and humility that helped bring people in.
- Liked how we were able to see all three survey reports side by side and see how they differ.
- Data quiz was fun, and helpful to show results graphically. Would have been great to have seen the results change (or not change) in real time. Since most of these pie charts didn't change much after about 20-30% had taken the quiz, this would help demonstrate how sampling works.
- The data piece may have been helpful for those with little to no stats knowledge, but not especially relevant to math, science, and most social science faculty who already have strong background knowledge in this area. This range of learners speaks to our need to differentiate PD in this area.
- Discussion about sampling methods of My Student Survey and Tripod. Some faculty expressed concern about not gathering data from all courses/sections being taught, since there are differences between grade levels and individual classes (voiced during the in-service Q & A and through Naj's survey). Even though company reps for both Tripod and MSS claim that their survey produces valid and reliable data without sampling all classes, is there a way we can insist upon gathering a random sample across all of our classes? —> Not sure this is logistically feasible, but we'll definitely investigate this.
- Concern expressed that none of the items in either of these piloted surveys addresses questions of diversity, equity and inclusion.
- How do we feel about not including comments with these two piloted systems? —> Most faculty don't seem especially worried about losing these. Teachers can simply collect these periodically over the course of the semester at their discretion.

PD Planning for Data & Program Eval: Topics and Priorities

In light of our goals in this area, how should we proceed with our professional learning? Working in small groups, the committee considered several PD topics related to our goals (appended below), addressing the following questions:

- How should we organize this work? What topic or topics are a priority? Which offers the best way to enter into this work?

Groups shared out, highlighted below:

- We should focus on grading, since we all do it and most of us don't like it, see it as a burden; also, we occasionally run up against a bad assessment we're not happy with, where the results don't match up with what we think students know/are able to do.
- We should instead begin with basic stats, since this topic is fundamental to all of these topics. It also extends the work we began with the in-service.
- Another vote for grading, since it's the most relevant to faculty
- Maybe instead we focus on assessment, since it's within this discussion that we first encounter the distinction between formative and summative (graded) assessments.
- Agreement that focusing first on the purposes, philosophies, and varieties of assessment would represent the best starting point for our official work in this area.

Paul will take these recommendations back to the strategic planning group and begin making plans for next year's PD.

Paul thanked committee members for their thoughtful and conscientious work throughout the school year. And a special thanks to Deirdre McGovern, for her 4 years of service as Science Department rep!

Meeting adjourned.

PD Topics:

Stats & Data Analysis

- Basic Stats (cont.)– extend Naj’s in-service intro and apply these concepts to useful/relevant contexts. How do we currently use available data? (in departments, programs)
- Going deeper with data – more advanced stats/data analysis, working with qualitative data, developing program evaluation skill, etc.)

Program Evaluation

- Basic – learning/applying basic tools of program eval (e.g, evaluate clubs, etc.)
- Advanced – developing skills/tools to contribute/lead data teams (CIPP)

Classroom Assessment

- Formative assessment – collecting and using various forms of classroom data to provide feedback and inform instruction
- Summative assessment – designing valid assessments, using summative results to revise curriculum; designing performance assessments

Classroom Grading

- Purpose of grades (“grading 101”) – valid indicators of achievement
- Grading alternatives (standards based, etc.)