

## **PD Committee Minutes**

April 29, 2015

Room 420

Members: Katie Blaesing, Gillian Clements, Grace Curcio, Deirdre McGovern, Rob Hickox, Yosup Joo, Patrick Lannan, Nora Miller, Paul Molinelli, Carole Nickolai, Patrick Ruff, Sandy Schwarz

Meeting opened with a prayer.

### **Announcements**

1. *Summer Grants* – All grants have been awarded to the following three project teams:
  - *College Counseling Curriculum* (Brice Campoverdi, Kevin Asbra, Rolando Crisostomo, Julie St. Clair, & Anna Maria Vaccaro) — This grant was awarded to assist the college counseling team with creating a detailed, three-year curriculum that achieves the Counseling Department's revised program outcomes and that can be effectively delivered through x-period meetings, optional resource period meetings, and individual sessions. The project team will also create a comprehensive toolkit for that will help guide incoming College Counselors. *Level 10 Award*
  - *Developing & Producing a Literature Reader for English 200/203H* (Paul Bourke, Katie Peterson, Jen Curtin, Kristin Moraine, & Dan Vollert) — This grant was awarded to assist this team with developing a comprehensive course reader and textbook for our Sophomore English courses, tailored to our curriculum while greatly reducing textbook costs for our families. *Level 8 Award*
  - *Revision of the Literature Reader for English 100/103H* (Elizabeth Purcell & Kristin Moraine) — This grant was awarded to support the revision of last year's first edition course reader and textbook used in all of our freshmen English courses. *Level 3 Award*
2. *Studying Skillful Teaching* – only one space remains! Contact Paul if you're interested in attending. (<http://www.siprep.org/page.cfm?p=5920>)
3. *Bay Area Writing Project Workshop* – SI will be hosting BAWP's "Research & Writing in a Digital World" on August 10-13. Contact Paul or see the link to learn more (<http://bit.ly/1Ek1rgH>).
4. *Canvas Training* – Make an appointment with Eric, or perhaps with one your Canvas-savvy colleagues. All courses should be loaded into Canvas by mid-June.
5. *Summer Tuesdays* – We'll continue with these weekly summer gatherings beginning Tuesday, June 9, from 10-2. Location to be determined and announced shortly.

### **October 15<sup>th</sup> In-service: AIM Reporting & Curriculum Review**

The Committee reviewed a general outline for the October In-service. The proposed focus would be to begin with a brief report on our Assessment of Inclusivity and Multiculturalism (AIM) process, which are comprised of our AIM survey results (complete) and our Discovery Committee findings (ongoing). The majority of our time would then be used to begin the process of assessing our curriculum with an equity and inclusion lens.

#### *Draft Agenda*

- Report AIM Results
  - Review Climate Survey Data & Discovery Committee (Summary of Findings)
  - Conclusions & Recommendations
- Equity & Inclusion Curriculum Review Process
  - Facilitator from SF State will take us through the process (similar to SF Unified curriculum review process)
  - In-service would be preceded by a planning meeting with the facilitator, department chairs, as well as other department representatives (perhaps DIG members)
  - Time following to begin department-specific work

#### **Discussion Highlights:**

- Suggestion that Matt Balano continue to serve on PDC in an ex-officio capacity as we continue moving forward with this equity and inclusion work.
- There needs to be appropriate faculty pre-lection for this in-service day, such as reminders about what we've done that has prepared us for this work. It would be helpful to begin the in-service with some kind of summary review.
- We also need to offer "catch up" opportunities or resources for those who have recently joined the community.
- Holding a pre-meeting with the facilitator and department chairs prior to in-service is critical for buy-in and the overall success of day.
- We also need to be mindful of the time this might require of chairs, especially at beginning of school year. We should strongly consider including DIG members or other interested department members in this process.
- What will be the product or expected outcome for departments on this day? —> This will be determined as we begin our work with the facilitator.
- What will be the end goal of this curriculum review process? We'll need to be clear about this. —> Matt has identified sample timelines and reports from SF Unified and Oakland Unified.
- What constitutes "cultural competency" in a particular department? We need to recognize that the answer is dependent upon one's teaching discipline.
- Is presenting the AIM results and beginning this equity and inclusion curriculum process too much to do in one in-service? Will there be enough time to consider and discuss the AIM results? —> This will be considered as we work through the AIM Discovery Committee process.

#### **Data & Assessment PD Focus**

The Committee picked up the brief discussion it began on this topic at its February meeting (minutes appended). In addition to forming a Data and Assessment Working Group, what are other key considerations as we organize ourselves for this work? (e.g., being aware of the distinction between program evaluation and student assessment)

#### **Discussion Highlights:**

- Committee members confirmed that the working group seems like a good way to start. Paul will begin seeking volunteers for this group.
- A reasonable goal of this working group would be to create a strategic plan, similar to what the Diversity strategic planning group did last summer. It would take the Data Action Plan item from our accreditation and build a more specific set of goals and action steps tailored to the professional learning needs of our community, outlining plans for year 1, year 2, and so on.
- Briefly discussed the schedule evaluation process, and its relevance to understanding program evaluation.
- Discussed the need to include in this plan a clear rationale for this work, as we've done with equity and inclusion. Why are we doing this?
- Learning in the area of data and assessment/grading seems much more "skill based" than equity and inclusion; that is, it seems that there will be many more baseline "best practices" that we must expect everyone to know and be able to do. We can't depend on voluntary discussion sessions or socials for some of this knowledge.
- When building this data and assessment working group, we need to pay attention to the diversity of this team, that it be comprised of people with different ability levels, different voices; we don't want key understandings to go over people's heads.

Meeting adjourned. Many thanks to all for a great run on PDC!

**Next Meeting:** September 30, 2015

**From February 25<sup>th</sup> Minutes:**

How to address the professional learning dimensions of our Data Analysis Action Plan item? Possible steps in moving forward with this work:

- Create Assessment/Evaluation working group or committee
- Identify appropriate outside consultants/speaker(s) to assist with this work
- Identify key readings (for working group, departments, school)
- Arrange lunchtime or after-school sessions around key assessment/evaluation topics (e.g., grading, formative/summative, program evaluation)

Discussion highlights:

- Creating a working group or committee to help with this seems like a good idea. This structure has been helpful with our work on equity and inclusion (DIG and its various working subcommittees).
- Knowing how to read and use numerical data is still very difficult for many of us; we need help with this!
- As a community, we need more conversations about data, more informal opportunities to check in with our data-savvy colleagues. This is really helpful and preferable to more formal presentations.
- Peter Imperial visited several years ago and shared some of his research on assessment and grading. That started a monthly gathering of folks who wanted to continue and extend the conversation; we read and shared ideas about formative vs. summative assessment, standards-based grading, and general grading practices.

<b>Area of Vital Growth #3: Data Analysis</b> Improve the systematic collection, analysis, and interpretation of data by members of the community to evaluate how curricula, instruction, assessment, and other school-wide programs foster student achievement of graduation outcomes (ISOs).	
<b>Goal:</b> Increase data literacy among faculty and staff and develop effective ways to evaluate school programs, especially current new programs and student achievement of graduation outcomes.	
<b>Rationale:</b> Formal evaluation of new and existing programs will help ensure that all programs are effective in helping students meet graduation outcomes. Developing faculty, staff, and administrators' ability to use data (both quantitative and qualitative/narrative) helps ensure that evaluative decisions are well-founded. <i>Key Evidence: DL: B24-B25; C11, C21, C24-C25, C29, C37; D21-31</i>	
<b>Action Steps</b>	
<b>2. Educate faculty and staff regarding the effective collection, analysis, and interpretation of data to ascertain how well students meet curricular objectives and graduation outcomes (ISOs).</b>	
Acting Agents	<b>Professional Development Director &amp; Educational Data Analyst</b> <i>Principal, Asst. Principals, Professional Development Committee.</i>
Necessary Resources	Time, potential fee for outside speaker, educational material, and/or professional development opportunities.
Ways of Assessing Progress	Review department and level minutes, data-driven analysis reports, parent/student surveys, student questionnaire information, student achievement information as reflected on final exams and standardized testing. Establish data requirements for informing curricular decisions.
Ways of Reporting Progress	Presentations to key stakeholders as appropriate and Accreditation progress reports.
Timeline for Completion	Plan: 2013-2014 Implement: 2014-2015 Assess: Spring 2015, ongoing
<b>5. Continue to use Curriculum Development and Review Process (CDRP) to collect instructional data in order to improve student achievement of graduation outcomes.</b>	
Acting Agents	<b>Asst. Principal for Academics</b> <i>Principal, Asst. Principals, Director of Professional Development, Academic Council, and members to whom they delegate.</i>
Necessary Resources	Time
Ways of Assessing Progress	Review published written curriculum, student questionnaire data, student achievement of graduation outcomes, surveys and feedback from stakeholders, including senior exit interview and alumni survey. Analyze student questionnaire information, surveys, feedback from stakeholders, standardized test and AP scores, final exam achievement data, GPA distribution reports. Review department and level minutes, and CDRP action plans. Review faculty EIT portfolios.
Ways of Reporting Progress	Presentations to key stakeholders as appropriate and Accreditation progress reports.
Timeline for Completion	2013, ongoing