Professional Development Committee
January 25, 2017
Room 420

Present: Gillian Clements, Emily Goodell, Helena Miller-Flieg, Paul Molinelli, Kristen Moraine, Carole Nickolai, Jeff Noblejas, Ray Orque, Patrick Ruff
Excused: Steve Bluford, Tim Egan

The meeting opened with a prayer.

Announcements
a. Buying PD related books: please let Paul know if you have books/resources that would support your department's professional learning!
b. Summer Curriculum Grants: Applications are due Monday, March 20. The PDC will convene April 5-6 to review proposals with applicants. Information and applications are available at http://www.siprep.org/page.cfm?p=5931.
c. Learning & the Brain Conference: 9 of our colleagues will attend this annual conference at the SF Fairmont Hotel, Feb. 16-18. This year's conference is entitled, "The Science of How We Learn: Engaging Memory, Motivation, Mindsets, Making And Mastery" (info available at http://bit.ly/2kKllxB).
d. Teaching Fellows:
   • *Daniel Brown* has completed his one-semester investigation and will share his work shortly (time and venue to be determined).
   • *Katie Wolf* & *Kevin Quattrin* to share their work toward end of the semester.
   • Follow and respond to the work of our Teaching Fellows at https://canvas.siprep.org/courses/1781, and learn more about how to become a Fellow at http://www.siprep.org/page.cfm?p=10685.

Feb 21st Ministry Morning and PD Day
The committee discussed the plans for our Ministry Morning and In-service day on Tuesday, 2/21, which will follow this general schedule:

8:30   Ministry Morning (Orradre) — Guy Consolmagno, SJ
9:30   Breakfast (Commons)
9:45   In-service (Commons) — Peter Imperial keynote + Dept/Level discussions
1:00   End

Our Ministry Morning presenter will be Br. Guy Consolmagno, SJ, Director of the Vatican Observatory in Rome, who will talk about his work and the intersection of science and religion. After Br. Consolmagno's presentation, we'll move to the Commons for a full breakfast. (Yes, lots of bacon.)

The in-service portion of our day will be dedicated to identifying some specific and practical goals relating to our classroom assessment practices (individual, departmental, and school-wide). To guide us with this work, we've asked Peter Imperial to provide a short presentation about assessment and grading, framed around "essential questions" that a school community should answer for itself in developing a research-based, integrated assessment and grading program. Peter is an SI grad, former member of the SI Board of Regents, and currently in his 11th year as Principal at St. Mary's High School in Berkeley. Prior to St. Mary's, Peter taught and served as an administrator at Riordan High School and at Marin Catholic. Peter's dissertation was an investigation of assessment and grading practices at Catholic schools around the country.

After Peter's presentation, we'll ask ourselves to reflect upon these questions in light of our current practices. Which questions resonate as most important? Do they help illuminate areas of strength or areas of growth (individually, department/level, school)?

As time permits, we'll examine our upcoming midterm exams in light of the criteria identified through Peter's essential questions (e.g., how well aligned is this summative exam to our written curriculum?).

Possible pre-lection activities include tasking ourselves to bring our own philosophy of classroom assessment, or to forward specific questions for Pete to address.

Discussion:
• We need to be clear about our rationale for this, especially since there's a lot of great work going on in this area.
• However, it's an opportunity to go deeper, get better, which we can all do.

- What data do we have that indicates this as a growth area? —> We have our 2013 accreditation Action Plan, informed by student/parent/faculty surveys and Integral Group self-study reports. Also, some significant inconsistencies exist across departments, levels (i.e., frequency and kinds of assessments).
- Appreciate the idea of having time to calibrate with each other, to talk about how we assess, evaluate and grade student work, etc.
- It would be interesting to hear colleagues share their stories, maybe offer testimonials about their journeys toward different or innovative assessment practices. What impelled them to change? What were the challenges? What have been the rewards?
- Interested to know students' perspectives. Could we survey them? For instance, some students can be resistant to non-traditional assessment (e.g., video project).
- If we have time, it would definitely be instructive and practical to apply some of these essential questions to our upcoming midterm exams.
- Could we survey faculty before regarding their assessment practices? (e.g., policies about zeros, retakes, etc.) We could even do this online during the in-service, or maybe it would better if we did this by level?

Paul will take this feedback to Peter and work with Carole on refining the plan for the day.

Data and Assessment Resources on Canvas
Paul quickly shared with the committee the draft of a Canvas course "container" including several modules organized around key topics related to data and classroom assessment (e.g., Essential Questions About Assessment, School Data, Designing Assessments, Grading, etc.). This is a response to the committee's desire to find flexible ways of establishing some common language relating to school data and assessment, and to provide some differentiated resources for our faculty to deepen their understanding around specific topics. This Canvas course could serve as a repository for key readings, videos, and other assessment-related resources while providing a space for discussion.

Also, by completing course modules and passing some basic quizzes, we could use it to earn "digital badges" to demonstrate new skills and competency in these areas. We could even require that all of us either complete or "test out of" some modules.

Modules might be completed individually, or they might be completed with groups. Readings might be selected and discussed as part of department or level meeting work, depending upon department-identified priorities or need. As a way to develop these modules, we would ask colleagues to share great articles or resources, as well as effective practices on any of these topics.

Brief Discussion:
- Not sure about making these required or subject to testing.
- Like the idea of using these for department or level meetings.
- Could be incorporated into FDB, and it could be a great resource for new faculty.

Paul will continue to work on this with Jen Gaspar Santos and other interested committee members and will report back at our next meeting.

Meeting adjourned.

Next Meeting: March 1st