

Professional Development Committee

March 1, 2017

Room 420

Members: Tim Egan, Emily Goodell, Helena Miller-Flieg, Paul Molinelli, Kristen Moraine, Jeff Noblejas, Ray Orque, Patrick Ruff

Excused: Steve Bluford, Gillian Clements, Carole Nickolai

The meeting began with a prayer.

Announcements

- [Summer Curriculum Grants](#): due Monday, March 20. The PD Committee will convene April 4-5 to review proposals with applicants.
- [Teaching Fellows](#): Thanks to Daniel Brown for sharing his work as our first Teaching Fellow last week! Learn more about Daniel's investigation and the work of our other Fellows on Canvas (<https://canvas.siprep.org/courses/1781>).
- [Assessment Training Institute](#) (July 10-12), Denver. Please let Paul know if you'd be interested in attending this highly regarded annual conference on classroom assessment.

Feb 21st Inservice

The Committee discussed feedback from the [in-service evaluation](#). What was helpful? How to move forward? Discussion highlights:

- Impressed by St. Mary's conversation and work in this area.
- Found Pete's comments scattered; wish there had been more focus to his presentation.
- Moving forward, it would be helpful to develop some institutional policies around assessment and grading.
- Consider how we investigated our learning management system; there were institutional reasons for why we standardized around one LMS. Similarly, we should identify policies here (e.g., late work, zeros, etc.).
- Important to think about how we sustain, make sure we keep moving forward with this this conversation and work. Perhaps task a subcommittee with investigating this further; examine research about best practices, collect policies from other schools.
- Maybe departments do some of this work first, since there are disciplinary differences in how we assess.
- Appreciate Pete's comment about policy dictating culture; determine the policy first and culture will follow.
- At the end of the day, policies we develop should reflect good professional practice and be in the best interest of students.

Paul will take this feedback and suggestions and work with Carole as we continue our work in this area. He will forward Pete's slides and St. Mary's grading policy (Rigor with Redemption).

March 27th In-service: Ed Camp on Assessment

The Committee discussed our next PD day, which will be structured as an EdCamp or "un-conference." This structure can serve as a way to allow us to follow up and extend some of the assessment and grading conversations we began at our February in-service. Paul [shared this video](#) and reviewed the basic structure of an EdCamp: participants show up and identify topics about which they would like to discuss or share ideas/resources. They list these topics on a white board with designated times and meeting locations. Whoever lists the topic is responsible for simply leading the conversation. They are not responsible for making any presentation, although they are welcome to share a specific practice, resource, etc., if they wish. (More details about the structure of an EdCamp are [available here](#).)

- Pete Imperial will return to participate, lead a session or two, as will one of Jen's former colleagues from Castilleja, Karen Strobel, who specializes in designing assessments.
- Several members of the committee had participated in an EdCamp previously, Eric Castro hosted one at SI a couple of years ago, and Jen Gaspar Santos hosted an EdTech version here last August.

The Committee discussed several questions topics, format, and other logistics about how to structure and organize our EdCamp

Comments:

- Topics: Are there must-have" topics? —> Yes, absolutely. See February pre-inservice survey data for some of these. (add link?)
- Although topics should be generated organically the day of, also need to make sure certain topics are represented; we can shoulder tap some folks to lead these conversations
- Space and location: need to make sure all rooms are in close proximity, so people can move from room to room easily. Choral room could work as a starting point, but probably too far removed from classrooms.
- Maybe start from Student Center? Eric hosted an EdCamp here a couple of years ago, and it worked well. We could use tables in the student center as well first floor classrooms.
- Scheduling: In addition to the physical whiteboard schedule, we can use a hyperlinked google spreadsheet as the digital whiteboard; as it's updated in real time, participants would know which sessions are being offered regardless of where they are on campus.
- Schedule – consider scheduling blocks that include small (25 min) and large (50 min) "chunks" to account for different kinds of conversations (e.g., short introductory conversations, longer "deep dive" kinds of conversations)
- Could use the bells/PA to announce session times.

Paul will take this feedback and continue planning the day with Jen.

Meeting adjourned.

Next Meetings: April 5-6