

Professional Development Committee

October 26, 2016

Room 420

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

Excused: Patrick Ruff

The meeting began with a prayer.

October In-service

The committee debriefed in-service and considered priorities and next steps. Paul began by acknowledging that the day did not meet our expectations, as confirmed by the in-service evaluation results (available at <http://bit.ly/2efajeG>). While the agenda may have been too ambitious, the morning activities (data driven dialogue) took more time than anticipated, and Mary Ann unfortunately skipped several of the more practical activities about specific formative assessment practices and ways in which we might apply these to our work. Paul asked committee members for their general responses to the day and the in-service evaluation results:

- Too much like a review of Studying Skillful Teaching.
- Wanted to go deeper, take the assessment discussion to the next level.
- Hoped for something more particular, directly applicable to my discipline.
- While many reported in evaluation that they already know this stuff, how do we know? And does everyone know why formative assessment is important?
- Table group discussions were valuable; enjoyed learning from my colleagues.
- Perhaps it would have helped to have completed some assessment "pre-work" in our departments. Bringing this to use and work with during the in-service might have left with more concrete direction, way to move forward.
- Would have been helpful to work with our department members at tables.

Committee members divided into small groups to identify 3-4 priorities or key areas of growth in the area of classroom assessment. Small groups shared the top 3-4 items from their discussions, summarized below.

- We need to continue developing a common language around assessment.
- We would benefit from having a deeper understanding of the connection between intrinsic motivation and formative assessment (not relying on extrinsic grades to motivate); seeking ways to make students active users of their assessment data.
- Learn more about the research on grading and on homework in an assessment system. For example:
 - balancing/reconciling formative assessments and grading;
 - the role of homework (giving less and/or not grading it);
 - looking at the role of and approaches to re-assessment.
- More sharing of assessment resources and strategies at department levels; interested in learning about what people are doing.
- Also a desire to work with colleagues from other departments who teach the same level; interested to see how others assess learning in their disciplines in a developmentally appropriate way.
- Interested in using criteria analysis (or other protocols) with department/level colleagues to analyze student assessments.

- Need to practically align our courses; for many levels what is actually taught does not always reflect the core curriculum; summative assessments are not always in common or have common elements.
- Need to work on developing well-written, valid assessments — good writing prompts, multiple-choice questions, etc. How do these items/prompts reveal the depth of students' understanding we seek to measure?
- Perhaps make assessment part of our end-of-year reflection. What have we learned, tried, worked on this year? Identify some assessment goals for ourselves (individual, level/department).

Carole and Paul will review these recommendations to plan how we might continue to learn and implement effective assessment practices in our work.

Paul will post on the PD website various resources from the in-service, including the formative assessment resource booklet referenced during the in-service (available at <http://bit.ly/2eHyO5m>).

Meeting adjourned.

Next Meeting: November 30