Professional Development Committee
September 13, 2017
Room 420

Members: Dave Bowe (for Eric Castro), Gillian Clements, Tim Egan, Emily Goodell, Helena Miller-Flieg, Paul Molinelli, Kristen Moraine, Carole Nickolai, Jeff Noblejas, Ray Orque, Patrick Ruff
Excused: Steve Bluford, Eric Castro

The meeting began with a prayer.

1. Announcements

- Summer Curriculum Grants: These curriculum projects are complete or near completion. Check this link to learn more about these excellent new courses!

- Teaching Fellows: Kevin Quattrin will share results of his investigation into effectively blending vs. face-to-face learning in BC Calculus on Friday, 9/29. Come get the weekend started by joining us for some collegial conversation and late afternoon refreshments!

- Equity & Inclusion: Thanks to everyone who attended the Friday Diversity Social the first day of school! Please let Yosup Joo and Maricel Hernandez know how the Magis Office can support you, and how we can all work together to support our students.

- Kagan Cooperative Learning: Over 20 faculty attended this one-day workshop last June. Nearly every academic department was represented, with large contingents from Social Science and Religious Studies. Click here for a list of participants, and be sure to check in with department colleagues who attended for simple ways to integrate cooperative structures into your classroom. Also, click here for a collection of simple resources describing several cooperative structures shared during the workshop.

- Assessment Training Institute: A group of six attended this July conference in Denver (Reese Bayze, Eric Castro, Jen Curtin, Deirdre McGovern, Paul Molinelli, Annelise Morris). They will continue meeting to share strategies and to explore how our school can continue to grow in the area of classroom assessment and grading.

- *Most Likely to Succeed*: SI will host a viewing of this documentary on Friday, 10/6, in the Faculty Dining Room. This highly acclaimed film examines how our conventional approaches to schooling are not adequately preparing students for the world that awaits them, and the film explores compelling and revolutionary new approaches. All are encouraged to attend this screening and discussion!

- *Charting a New Course: Reinventing High School Classes for the New Millennium*: Congratulations to Paul Totah and Eric Castro on their recently published book! It profiles 33 teachers from across the country whose interdisciplinary, experiential, and real-world approach to curriculum reveals common themes that can help "chart a course" for 21st century high school educators. Please let Paul M know if you'd like a copy of the book!

- Classroom(s) of the Future: Faculty in Rooms 224, 314, and 307 have been piloting various types of mobile furniture, white boards, and projection technologies as we imagine creating the best possible learning spaces for our students. See Jen Gaspar Santos for more information, and check out these rooms or talk with our faculty who are piloting these spaces.

- October 19th In-service: We will kick off our accreditation process and begin our work in Home Groups next month. The day will begin with Morning Ministry in the Chapel and large breakfast in the Commons!

2. Work with Assessment & Data

The committee reviewed several suggestions from its conversation last May about how to most effectively sustain our work toward our PD goals in this area (goals and objectives appended), given that our in-service time will be dedicated to developing our accreditation self-study:

- Individual goal-setting: maybe integrate assessment/data goals into our year-end reflection/portfolio
- Collegial observation alternative: faculty might discuss and share an assessment practice with a colleague, create a goal resulting from that meeting, and implement a new assessment strategy
- Reading groups: read and discuss data/assessment articles with a group of colleagues (possible readings available here)
- School policy: develop philosophy/policies around assessment and grading that are based on research and best practice.

Discussion:

- Several members liked the collegial observation alternative of possibly sharing, implementing, and reflecting upon new assessment practices with a colleague.
- Discussed the possibility of recommending that our department/level colleagues select and commit to a collective goal in this area.
- Can this serve as our professional goal for the year, even if we've already chosen one? *(—>Yes, it can.)* Also, can we extend this Friday's due date for choosing our professional goal to provide time for departments/levels to discuss and identify appropriate goals? *(—> Yes, we may.)*
- Discussed possibility of forming reading groups around various assessment/data topics. This has been done previously, when a small group of faculty met monthly to discuss articles on assessment and grading; some went on to change homework practices, experiment with standards-based grading, etc.
- Perhaps if we form groups like these again, we should wait for people to establish assessment goals, then form reading groups based upon common goal topics.
- Discussed how to move forward with developing assessment/grading philosophy/policy; agreement that these discussions might best be integrated into our accreditation work, both in home groups in the fall and integral groups in the spring. Our accreditation protocol includes an "Assessment" standard under the "Teaching and Learning" category. Also, members of our Assessment Training Institute conference team may be helpful participants in these group discussions.

3. PD InFocus

The Committee reviewed PD InFocus, an online PD learning platform developed by ASCD and provided for free by the Archdiocese of SF. The platform features hundreds of hours of video showing research-based teaching practices in action and is easily tailored to a teacher's topics of interest and specific learning needs. The platform also provides ways to track progress and demonstrate specific areas of competency. Committee members logged in and explored the system together for about 10 minutes, then discussed their reactions. There was general agreement from this initial review that these resources (videos) seemed best suited for pre-service and new teachers, and perhaps for faculty interested in a particular topic (e.g., brain-based learning, cooperative learning, etc.). Contact Paul if you're interested in exploring some of these resources.

Meeting adjourned.

Next Meeting: 10/25

Data Analysis & Program Evaluation

Professional Development Goals & Objectives

1. Develop a growth mindset around using data.

   Accomplish this by being able to:

   - Ask effective questions about student achievement and program improvement
   - Identify and distinguish different types of data (quantitative and qualitative) that can be used to raise questions and challenge assumptions
   - Seek patterns in data to help formulate future ways of proceeding
   - Engage in collaborative inquiry with data (e.g., share practices and data with colleagues)

2. Learn basic tools of statistical analysis.

   Accomplish this by being able to:

   - Develop comfort with basic descriptive statistics (e.g., means, trends, standard deviation)
   - Recognize common representations of statistical data (e.g., read tables, graphs)
   - Understand concepts of validity, reliability, and generalizability

3. Analyze and interpret common forms of school data.

   Accomplish this by being able to:

   - Interpret standardized test reports
   - Synthesize multiple data sources
   - Identify the limitations of available data sources
   - Distinguish between observation and interpretation
   - Appreciate how assumptions and cultural bias influence interpretation

4. Apply data analysis skills in the classroom or program area.

   Accomplish this in the classroom *by being able to:*

   - Identify and collect common forms of classroom data
   - Use formative and summative student assessment data to provide feedback and inform instruction
   - Articulate the purpose and meaning of a grade, and establish grading systems that reflect this purpose.
   - Use summative assessment data to evaluate student achievement of course goals
   - Communicate assessment results and interpretations with students and parents

   Accomplish this through program evaluation *by being able to:*

   - Identify and collect common forms of program data
   - Match data types with program evaluation questions
   - Apply methods of statistical analysis appropriate to the evaluation
   - Integrate data collection and analysis methods within the CIPP process