

Professional Development Committee

September 14, 2016

Room 420

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

Excused: Eric Castro

The meeting began with a prayer.

1. Updates

- a. Summer Grants – all grant projects are either completed or on schedule. See the Summer Grant page for more info about these excellent projects! (<http://www.siprep.org/page.cfm?p=5932>)
- b. Studying Skillful Teaching (<http://www.siprep.org/page.cfm?p=5920>) – this summer course and recent follow-up sessions are now complete. Five SI faculty represent our most recent “Skillful” graduates — Patrick Cody, Chris Dunn, Maricel Hernandez, Ray Orque, and Jocelyn Sideco.
- c. JSN Colloquium – Last June, 9 SI faculty/staff attended this year’s Jesuit School Network Colloquium in Cincinnati. Attendees were: Matt Balano, Reese Bayze, Kareem Guilbeaux, Deirdre McGovern, Paul Molinelli, Patrick Ruff, Anne Stricherz, Barbara “Titanium” Talavan, & Paul Totah). The theme of this colloquium was sustainability, diversity, and global citizenship. As a result, SI is preparing to participate in the Ignatian Carbon Challenge through the Ignatian Solidarity Network (<http://ignatiansolidarity.net/ignatian-carbon-challenge/>). See the JSN Colloquium website for more information, including resources and videos of keynote addresses (<https://www.jesuitschoolsnetwork.org/colloquium2016>).
- d. EdTech/Innovation – Jen Gaspar Santos was busy over the summer getting us up-and-running with Canvas, in addition to organizing an “Un-Conference” at SI (<https://www.siprep.org/page.cfm?p=10671>) co-hosted by SI, Castilleja, and The Bay School. Also, Jen continues to assist many of us with ways to integrate Design Thinking into our programs.
- e. Equity & Inclusion – Matt and Paul will be putting together some resources and a schedule for voluntary gatherings throughout the school year. Stay tuned!
- f. Teaching Fellows – Our first recipients will be announced shortly. See the Teaching fellows application to learn more about becoming a fellow! (<http://bit.ly/2b32ngu>)

2. October 20th In-service – Assessment

The committee was asked to review a draft agenda for our in-service. Mary Ann Haley (Research for Better Teaching) will be facilitating our in-service and has assembled a draft agenda in light of our PD goals for Data Analysis and Program Evaluation and our desire to begin this year with a focus on formative assessment (see agenda options below).

The committee first reviewed in pairs our PD Goals for Data Analysis and Program Evaluation (appended to minutes) with the purpose of identifying our top 3-5 objectives. Summary comments:

- Goals 1 and 4 seem like a priority for us; objective 4.2 in particular (how to use formative and summative assessments)
- Agree with Goals 1 and 4, but also think some of the bullets under Goal 3 are a priority right now (analyze and interpret data)
- We need to know what kinds of data we can collect (4.1), and how we can ask effective questions about these data (1.1).
- Also agree with objectives under Goal 1: seeking patterns in data (1.3) and engaging in collaborative inquiry (1.4)
- RE Goal 3.1 (interpret standardized tests): some of us receive HSTP results and don’t really know how to interpret them.
- Interested in seeing how student performance anxiety might reveal itself in the disparity between performance on low-stakes formative assessments and higher-stakes summative assessments.

- We definitely would benefit from refreshing ourselves about the meaning of key assessment terms (formative, summative)
- Think it would be fun to act out a vignette or skit at our in-service that would hit some key concepts... and make us laugh!

The committee next reviewed the draft agenda options. Paul provided some context for some of these items and explained how our work that day will be framed within our goals and objectives, particularly those we've identified as priorities. Paul explained how a pre-assessment similar to what he shared earlier one similar might be tailored to provide us with data about how to design/structure our day. After discussing in pairs, members shared what they believed would be most helpful learning activities for that day. Summary comments/questions:

- Best Practices in Classroom Assessment – this should be a significant part of our day.
- The Formative Assessment Cycle – this idea of the cycle seems important. Do we keep giving formative assessments again and again? Need to see how assessments are “dynamic and ongoing”
- Interested in seeing how learning styles and differences can be accounted for in our assessment methods.
- Criteria analysis of a current assessment – this could be really helpful to do as a level. Maybe do something like this beforehand?
- Modeling how to use the data we already have would be helpful to us.

Paul will share this feedback with Mary Ann and will send a more refined agenda to the group shortly, with the request to provide feedback through Google doc or email. He will also include some reading or video pre-lecture options in preparation for the in-service.

Meeting adjourned.

Next Meeting: October 26

**St. Ignatius College Prep
In-service Agenda (Draft/Options)**

- Data gathering (pre-assessment) prior to October 20:
 - Word Knowledge Checklist: Formative-Summative; Assessment Cycle (short, med., long)
 - Modified version of B-26 geared to individuals?
- In-service:**
- Four Major SI Professional Development Goals (review)
- What is all the data we have available to us? (post-it brainstorm)
- Formative to Summative Continuum
 - Vignettes: Is it Formative or Summative?
 - Where do our assessments fall?
 - How do we use the data?
- Formative Assessment Cycle
 - Analysis of Where We Are In Each Component of Cycle
 - Short, Medium, Long Cycles
 - Data Pyramid: What Kind of Data? How Often?
 - Alignment with Objectives and Criteria for Success
- Best Practices in Classroom Assessment
 - Alignment with Objectives and Criteria for Success
 - Paper & Pencil or Performance Assessment
 - Guidelines for Item Design
- Pre-Assessments: Types and what each provides
- Gathering and Analyzing Data About People, Practices, etc.
- Protocols for Looking At Student Work using Data Driven Dialogue (criteria & error analysis)
- Closing: Four Major Professional Development Goals – what to learn more about?



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