

October 24, 2012 Advisory Meeting Minutes

INTRODUCTIONS

In attendance: Cindy Char, Wendy Hallock, Lisa Italiano, Scott McLaughlin, Dan O’Niel, Brent Sclafani, Stuart Weiss, Lauren Wooden, Daphne Zencey.

Daphne Zencey has replaced Hannah Weisman at the Shelburne Museum

Not in attendance: Claire Buckley, Gwen Carmolli, Colin Ducolon, Elise Guyette, Victoria Hughes, Susan Ouellette, David Shiman, Jane Williamson

APPROVE AUGUST MINUTES

Motion to approve the minutes with the following correction approved.

- Change VASS conference from Radisson to Hilton

PROJECT ACHIEVEMENTS since August

Educator-led seminar

- Amy Demarest – Our Curriculum Matters – Curriculum Consultant
- Place-based education focused on Winooski- fascinating landscape and ethnic diversity
- Nineteen educators attended 2-day event
- Participants took photographs and collected oral history on the landscape
- Used primary sources and documents to tell a story of Winooski, using drama from a variety of perspectives
- Successful program all around. Two day format worked well; first day – immersion and second day results in a product
- Aligned nicely with the Common Core – hands on practice connecting to complex text
- Flexible schedule allowed us to experience the landscape (We had the opportunity to see and talk to biologists collecting data from the fish ladder before returning salmon to the river.)

Book Study Groups

- Two meetings so far
- Began with a short but rigorous text that provides a framework for the movements
- Three scholarly texts
- Five books, each part of a series, geared for upper middle and high school students that teachers can use in the classroom
- Would like to look into utilizing teacher leaders to facilitate future book study groups, perhaps beyond the current grant.

RETN video for Burlington School District and for TP

- Very close to finishing the first year footage for Primary Source Study Groups.
- RETN is getting into the classrooms
- Three Burlington teachers piloted Brent Sclafani’s fifth grade curriculum last year. RETN and Elise interviewed teachers – articulate reflection on using primary sources, perspectives, and human rights as lenses to teach the Revolutionary War. DVDs are available to share with teachers considering piloting Brent’s 7th grade curriculum.

Teacher leaders

- Brent Sclafani is continuing to develop curriculum for Burlington. Developing 7th grade Civil War Era curriculum this year.
 - Working closely with Elise to develop standards and essential questions to present to teachers early in November and elicit feedback.
 - Talking with Stephanie Phillips (curriculum coordinator) to see if there is an opportunity for Elise and Brent to continue to support Burlington curriculum development.
 - Green Mountain Writing Project has connections to many Burlington teachers through summer institute.
- Christine Smith – Barre teacher (Spaulding High School) scheduled to meet with Scott and Elise this week– has some experience with Flow of History Grant.
 - Will discuss ways that Christine might help to sustain the Turning Points mission.
 - Spaulding is geographically very close to Vermont Historical Society – something to consider.

Lessons on website

- Comments – Our web designer will add a field in our data base for comments. Users click on a link to submit an email to Wendy. Wendy screens the comment and uploads to the lesson plan web page. (Wendy can likely continue to approve comments if lessons are maintained on VASS web page.)
- Jill Dawson’s lesson from 2011-2012 grant has incorporated technology via multiple links within her lesson including interactive web pages and Voice Thread. Jill Dawson is currently waiting for a decision on her pending mini-grant application for tuition assistance for a follow-up technology course.
- Take a look at the web page and see the lessons that are posted. Share your suggestions.

Mini-grant

- Mini-grant funded professional editing of Brent Sclafani’s teacher-leader curriculum.
- Jill Dawson – Grant application pending for technology course. Integrating technology into current lessons, including a QR code that has been added to her primary source study group display board project, an interactive tool that compliments her lesson plan.

Internships

- Brian Irwin of North Country – Vermont Ski and Snowboard Museum in Stowe – looking to integrate online element for snowboarding audience. Brian is creating a video with his students’ assistance in both technology and content, using iMovie to incorporate technology into an exhibit at the museum as well as a virtual online exhibit.
- Sophia Trigg – UVM student – Noyes House Museum – creating an interdisciplinary exhibit using gothic literature to set scenes and writing narratives for interpreters. Designing lesson plans for students to create sets and scenes to connect the social content of the times to literature.
- Marty Richards – Looking for an opportunity in Underhill. Might consider reviving Underhill Historical Society with students at MMU.
- Orla Dundas – Talking with the Historical Society in Weston about project options.
- Jill Dawson – interest in working with historical society this summer.

Evaluations / Year-end Report

- Full report is forthcoming.
- Pre-post program survey – great response rate. Ability to complete comprehensive analyses.
- Online template is rigid – Report format is limited to one paragraph and a few tables.
- Looking at a sample of 86 participants who completed both the pre and post tests

- Program participation
 - 3/5 of participants took scholar-led seminars; ¼ took educator-led seminars, local field studies, and/or primary source study group; 1/5 attended national field study; 1/8 participated in book study group; 14 participants earned graduate credit(s); 1% took advantage of leadership opportunities.
 - Calculated program hours based on time invested in and out of class to fully participate. (639 total program hours possible) - vast potential.
 - Half of our participants earned 40 hours - multiple events;
 - Slightly lower percentage than last year, but we have more participants this year.
- Participants
 - Diverse range of participants - teaching and backgrounds
 - Completers (30 or more hours) - greater change in scores than non-completers, and began with lower scores. Actively seeking content.
- Goals - Content / pedagogy / learning community - goals at 60% hitting target - Adam Bookman in Washington set a high target, improving each year. For each target, a formal, rigorous measure and something less rigorous.
 - Content
 - Multiple choice questions, half of which are required to be valid test items.
 - Some participants have not completed programs with content of the era being tested.
 - 85% of completers (30 hrs) demonstrated increased content knowledge. Avg - 8 correct answers on pre-test 10.5 on post-test. 98% self-report increased content knowledge.
 - Pedagogy
 - Increases in self-report areas of expertise.
 - 71% report increased skill level. Highest - interpreting primary sources and identifying perspectives. Engaging students in writing activities not so much of an increase - not highlighted across programs.
 - 87% using more primary sources.
 - Project missed target slightly on implementing the acquired skills. Year three we will look into obstacles and determine why. Do teachers not have classrooms or not have time to implement from spring programs?
 - Increased student interest and engagement - 80% of completers report increase.
 - Learning community
 - Reporting increased numbers of educators in Vermont that they regularly talk with. Pre-test 1-3 / post 4-6.
 - Working more collaboratively with teachers and museum educators outside of school.
 - Increased contact with history educators, museums, and historical institutions - 82% (25% goal).
- Year three final report will include more detail tracking the trends we've identified all three years.

ADVISORY COMMITTEE

- Looking for a middle school teacher and a librarian. We made a list of participants who have completed 30+ hours of programming in year two. No additional names put forward. Will attempt to recruit from list.

WHAT'S COMING

- Programs are filling. Numbers look good. Will publicize close to events.
- Scholar-led Seminars - Jacquie Carr - 32 currently registered
- Primary Source Study Groups - planning in progress
- National Field Studies in MN - Full with waiting list
- Local Field Studies in VT - Several people are already registered

- Joy of Writing Conference at UVM
 - November 30th 9a.m. - 3 p.m.
 - Ralph Fletcher
 - *Guy Writers* - Morning keynote addresses the gender gap - 4 boys and 40 girls exceeding the standard per 100 students
 - *Mentor Authors, Mentor Texts* - Afternoon session focuses on using good literature to support students in becoming strong writers
 - Diverse group of break-out presenters Michael Hock discusses assessment; informal chat with Ralph Fletcher; various Vermont educators share writing strategies.
 - Scott and Elise will likely use character cards to model classroom activities and projects that should appeal to boys and girls. Writing from a character's perspective and noting how it differs from our own perspective and the perspective of others.
 - Upgrading lunch to fancy Italian

- VASS Conference at the Hilton in Burlington
 - We have a few Turning Points participants giving workshops, but fewer than last year.

FINANCES

- Cost of programs is increasing due to inflation and growing participant numbers.
- This year's projected deficiency (\$6,075) will still leave us with a projected surplus of \$48,842 at the end of year three.
- Year Four - ???
 - At the January meeting we will be looking for advice as to how to spend funds for a no-cost extension year four.
 - Scott will map out a cost per participant for various programs and look at our evaluation to determine impact of each program.
 - Look at goals of project. To what extent do we want to focus on support for teachers in the classroom?
 - Requirement - has to be spent in one calendar year - no reserved funding

ADVISORS' ANNOUNCEMENTS

- No announcements

We will see you in January!

Date to follow.