

January 27, 2012 Advisory Meeting Minutes

Introductions:

In attendance: Claire Buckley, Scott Campitelli, Gwen Carmolli, Bonnie Douglas, Elise Guyette, Wendy Hallock, Scott McLaughlin, Dan O'Neil, Karen Petersen, Adam Popkin, Brent Sclafani, David Shiman, Jane Williamson

Not in attendance: Colin Ducolon, Victoria Hughes, Lisa Italiano, Alison Levy, Susan Ouelette, Diane Pawlusiak, Stuart Weiss, Darlene Worth

September Minutes:

- Motion to accept minutes with two corrections approved.
 - List Gwen Carmolli as "In Attendance," arrival at 11:00 am
 - Correct spelling of Elizabeth Clark-Lewis

Project Achievements:

- Enrollment numbers are good. We have expanded to extend programing to educators throughout the state. Scott met with ESAs, who now have links on their web sites to our web page.
- Mini grants – Underutilized – we will promote. We can pay for participants to attend conferences and programs. (Stack with school purposes – i.e. Common Core – imbed in publicity) Common core is pushing evidentiary reading and writing.
 - National council for History Education – Annual conference – History in Literature. We can potentially sponsor participants through mini-grants.
- Graduate option is appealing, and participants are earning credit in our programs.
- Primary Source Study Groups:
 - Two sections. Am Rev and Civil War.
 - Bonnie Douglas is directing.
 - First session for each went well.
 - Using EDU2.0 for online component. New to many. Three teachers actively using in their classrooms, combining primary sources with technology.
 - RETN video – Documents:
 - Zoom to section of document – effective
 - Want people reading their writing – We can record that now
 - Interview teachers about how they used skills in the classroom and connect to their students.
 - Will link to the connected resources from our web page
 - Pedagogy – connect the thinking processes to lessons. Lead with the essential questions to get at primary resources, varied perspective, and freedom, justice, and equality.
 - The video will be available on the channel and on the RETN web along with any use that Turning Points has
 - Teachers are engaged – translates or amplifies in the classroom

- Video gives a sense of the experience, which educators can access along with connected resources
 - Perhaps we can communicate with participants to visit classrooms when they are using these skills – document the transition to the classroom.
 - Will look into video documentation of teachers piloting Brent Sclafani’s lesson – shows the connections - participant sharing with educators who are using in the classroom.
 - Skills transfer across content
- Intern Presentations – Jason Barney. Swanton Historical Society. Using primary and secondary sources in a narrative video presentation.
 - Teacher Leader – Brent Sclafani, year two. Using “Universal Ideas,” to examine perspective and access to power, justice, and reward.
 - Fourth grade curriculum will focus on how Vermont became a state.
 - Four teachers are piloting the fifth grade curriculum designed last year – Definitely coming alive in the classroom. Perhaps we should document with RETN.
 - Collaborated with district teacher of first grade with similar curriculum. That teacher is currently requesting a .1 position to align grades 1-3 with 4-5 to use the perspective and human rights lens.
- Deb Ormsbee – Jean Garvin School – Civil War Era curriculum all year.
 - Created a mess tent in the lunch room. Wall dedicated to orders of day. Follow what happened each day in Civil War history.
 - Students researching Civil War photography connecting soldiers to home life. Daguerreotype photographer photographed students in classroom with sets and period clothing with replica weapons. We have permission to use the photos without names.

What’s coming in 2012:

- Eric Foner Pulitzer Prize- Winning scholar at UVM. Forty registered participants for February seminar.
 - Vermont Historical Society – Martha Johnson letters – teacher moved to South Carolina to teach during reconstruction.
 - Hildene will look at second inaugural and ideals of Reconstruction.
- Elizabeth Clark-Lewis – A few registered. Will continue to publicize.
- Drama for Junior Historians – Civil War Era. Two-day educator-led seminar facilitated by Joan Robinson at the Flynn.
- Book Study Groups – Next year will focus on Civil Rights
- Primary Source Study Group – Using National History Day model in Civil War session, finishing with an exposition at Shelburne Museum in May. Many returning students from last year registered to participate for Civil War Era.
 - Shelburne Museum Note: Quilt that was used last year – Conservation folks are concerned about using it again because of the poor condition. Generates dialogue of how to balance using valuable museum resources that are fragile. This particular quilt is now being preserved in a special case with display window, and will be available for use at the next Rev War primary source session.
- National Field Study –
 - Reconstructions – St. Helena Island – SC – Where Reconstruction started – the island is not developed.

- We have a waiting list and are full. We will later determine if we want to add from wait list.
- Just sent participant expectations for registered participants to confirm before mailing resources.
- We will cover cost of travel and lodging. We will hire a guide – professor and head of Paris Island Museum – in the grant. We will rent a few vans to travel.
- Next year – Minneapolis to study Civil Rights for Native Americans
- Local Field Studies –
 - Organized in 3-day blocks by era this year.
 - Scott is meeting with organizations, some of which have no prior experience working with educators.
 - Last year’s institutions are using the curriculum they developed this year.
 - As far as legacy of the grant, we can help to develop lessons that connect museum resources with classroom teachers. Ex. Extensive Native American collection of Clinton County Historical Society has never been shared with the public or been used with students.
- Lessons on website – As we amass a collection of lessons from museums and teachers, we find that the lessons need to be re-formatted and enhanced with additional elements.
 - We would like to hire Wendy Hallock (program coordinator) with additional 40% adding the missing components to these lessons, separate from the administrative responsibilities. We have money in the budget, will be discussed during the “Finances” portion of the meeting. Adam Bookman at TAHC supports spending available funds in this manner.
 - GB Web Design is working on the web page this weekend, designing the data base for us to upload lessons. There are a few ready to upload when the data base is ready.
 - So What? More easily addressed in a unit, to get at the principles of freedom, justice, equality, etc.? But, lessons have a way of generating excitement to lead to the big questions. How do we shift to include students to develop the research questions – being the historians? Using primary resources and historical thinking skills.
 - Our scoring guide requires that lessons touch on one or more:
 - Why various people from the Civil War & Reconstruction eras fought for principles of freedom, justice, equality, and human rights.
 - How various groups defined those concepts above.
 - How geography, class, gender, and race figured into the various perspectives from this era.
 - How those left out of full citizenship reacted to events and issues.
 - Who won the most? Who gained little or nothing? Why?
 - How issues from the era impact us today.
 - How various groups use this history today.
 - What about collaborating to merge all TAH grant lessons and products?

Year-end Report:

- This grant has well-defined parameters about what is in the report.
- Two main Government Performance Results Act 1993 GAPRA measures
 - Percentage of people who complete 75% or more of professional development

- Performance objectives – Requires that target numbers and completers be declared.
 - Calculate hours based on seat and reading time.
 - Team decided that 40 hours is a good target; Participants that earn credit for 75% of that (30 hours) are considered completers.
- Average percentage change-score of pre and post-test content knowledge
 - Year one, only 30 matched sets of surveys were received. This year we have improved the test instrument and system for administering to all participants.
 - Test - year-one, it was created before we knew what content would be addressed, and the test was “too easy”, perfect scores had no opportunity to show improvement.
 - Added a self-report to demonstrate growth in content knowledge
- Findings Highlights:
 - Content knowledge
 - Use of primary sources and varied perspective.
 - Fostering community – How many educators do we meet with?
- Content / Pedagogy / Collaboration
 - Use of web resources - Can check web downloads / visits to gauge some of this.
 - Google analytics can track web activity
 - The over-arching goals of the project are bigger than the grant
 - Habits of mind of teaching history
 - This could potentially be measured?
 - How can we fit in the evaluation in a strategic and efficient way?
 - Is there a way to track individual teachers, participants who have taken extensive programs?
 - So what? How can we measure the objective of answering the over-arching essential questions?
- Year Two – Numbers are up and surveys are being completed. Plans in place to collect post-survey from all. We can potentially pull out sub-sets and analyze the data through different lenses this year.
- Year Three – already looking ahead to the final year of programming, considering the legacy. Might this morph into another grant opportunity, as that can impact the vision for the legacy.

Finances:

- Scott will send a formal spreadsheet next week.
- Greater enrollment has not changed the bottom line significantly.
- Program coordinator salary increase.
- NFS – less expensive as we are not paying a guide.
- We are paying a small advisory group to collaborate to plan this event.
- Likely to have less of a surplus year two, but also less input / start-up costs.

Looking Forward:

Funding:

- Sunset or Bridge – what is the legacy?
- Look at what we will have remaining for funds, and what we would need to bridge.

- Elise will meet with TAH project directors from New England. Looking into sharing ideas and building a consortium.
- Should we meet with staff from congressional delegation to show the power of our program – keeping an eye out for federal funding.
- Ad Henderson Foundation – Help getting programs off the ground. Eddie Gale is the Vermont foundation officer.
- Feds are giving 30 ten-million dollar grants to educators who are demonstrating student performance growth (Merit pay connected to – English Language Arts - Reading and Math)
- Vermont is a good lens; reading is a valued focus. Literacy. (Grades 3-8; 11) Shift from content to process. When content connects to issues that matter, students will read more and become engaged. Research to back this up?
- David Shiman can provide key words to UVM to search for grants. Civics, Character.
- Looking for funding opportunities? Foundations focusing on social justice and equity – community foundation.

Web Content and Lessons:

- South Burlington School District – would that be a place to link our curriculum? Saint Michael's and UVM? CVEDC? We do share a web master. Pay to maintain?
- Riverdeep - Dept. of Education content repository – a sight where unit and lesson plans are posted. They receive federal funding.

Invoices, MOU's & W9:

- Advisory Board members should have MOU's and W-9's on file. Please contact the office for documents if needed.