



Turning Points in American History
Advisory Board Meeting
Friday, April 8, 2011

In Attendance:

- Academic Historians: Susan Ouellette
- Academic Educators: David Shiman
- History & Social Science Educators, gr 3-16: Colin Ducolon, Alison Levy, Adam Popkin
- Librarians: Claire Buckley, Diane Pawlusiak
- Museum Educators: Victoria Hughes
- Partners: Cindy Char
- TPAH Co-Directors: Elise Guyette, Scott McLaughlin
- TPAH Program Coordinator: Megan Bridges

Not in Attendance

- Academic Historians: Dan O'Neil
- History & Social Science, gr 3-16: Brent Sclafani
- Local Education Agency Curriculum Coordinators: Stuart Weiss, Gwen Carmolli
- Museum Educators: AJ MacDonald
- Champlain Valley Educator Development Center: Darlene Worth

#1 Introductions - All

- See "In Attendance" above.

#2 Approve January Minutes

- Question about the questions in the minutes from previous minutes – how do we close the loop for the group on questions that come up? Identify action points and questions that need follow up during meeting
- Should add an "Old Business" agenda item to all upcoming Advisory Board Meetings
- Will send out answers to questions
- Answer questions regarding college professors participating in events – don't count towards our numbers and can't provide materials/food for free despite the fact that they are affecting students who will be in a k-12 classroom.
- Motion to be accepted as written by Colin Ducolon, seconded by Adam Popkin
- Motion accepted by all in attendance

- Janet Bossange is home under hospice care - her address follows if anyone wants to send her a card - 545 South Prospect Street, Burlington, VT 05401

#3 Project Achievements – Elise

- Seminars :
 - Civil War in January – 31 Teachers attended
 - WWII at Militia Museum – 24 Teachers attended
 - Participants are doing the readings ahead of time and we've had lively discussions and good museum sessions
 - Seminars are a little bit more heady although the museum workshops are also geared towards all age groups
 - Teachers really love the scholarly piece of the lecture, they are really happy with the level of discussion
- Primary Source Study Group – 4th Session coming up
 - Studying historical readings and sources
 - Different models of writing
 - Haversacks – filled with venison jerky, dried fruit, tea, hardtack
 - Maps of New England – travel from Hadley, MA to Shelburne, VT
 - All creating some lessons around different primary sources
- Book Group
 - Ended up with 5 total participants (started with 7 and lost 2)
 - Good balance of books w/ children's lit and other scholarly texts
 - Good content and new material
 - Talking about how to implement text and discussion practices in the classroom
 - Maybe have one participant skype in to participate – try adding some technology
 - Tegrity – capture technology (Susan Oullette), broadcast and save video (software and equipment, archive sessions to put online – using the technology at St. Mike's
 - Sue Brayear in IT at St. Mike's
 - Learning Network (Claire Buckley) – LNV
 - OOVOO – free chatting software? (Elise)
- National Field Study
 - Schedule in your packet – Revolutionary War Era
 - Full with the number of participants that we put in the grant (total # of 26)
 - We do have some extra money available in the grant and may move some money to the NFS line item so additional people can come – hopefully taking people off the wait list
 - Can get 3 or 6 credits for the NFS
 - Goal #s - We did want about 50 participants for Seminars, 20 each for 2 Primary Source Study Groups, 12 for the Book Group, 12 for the NFS (but changed to 25), 5 for each Local Field Study, 20-25 for Educator-led Seminars. No expected number of graduate students because grant doesn't pay for those credits.

- Graduate Students – 10 total students, probably more will sign up with National Field Study
- Teacher Leaders – 3 total
 - Beth White & Jen Manwell - Working on primary documents, artifacts, landscapes to interpret local history –they got a grant from Library of Congress
 - Brent Sclafani – rewriting 4th and 5th grade curriculum for Burlington SD
 - Brent’s curriculum will be up on our website when it’s completed – should be finished and wrapped up during this school year. Looking for someone to pilot the program. Working on just the 5th grade right now.
 - Teacher Leaders get \$1,000 from the grant to work on their projects
- Products:
 - Lessons/curriculum
 - Deck of Cards from Primary Source Study Group – Revolutionary Era characters and symbols – being produced at St. Mike’s print shop (maybe give a deck to each Advisory Board member)
 - 52 cards in each deck – perhaps sell the cards to students, etc., might need to think about copyright on artwork, etc. – being printed on heavy card stock and heavy lamination so they will be very durable. (Could be reproducible in the classroom for any unit really)
 - Have teachers figure out what the people would think and feel – do research around their characters (being used in the PSSG)
 - Bibliographies – will go on our website ASAP

#4 EDU 2.0 Student Work and Mini Grant Application review

- A look at EDU 2.0 and some work that’s been done by participants in the Primary Source Study Group
- Writing has improved greatly through process of taking on a character
- Writing for an audience of peers is powerful – makes you write your best
- National Writing Project has been assisting us with this process
- Review of mini-grant application
 - Rich Isenberg submitted a mini-grant application that is based on the Poetics of Place seminar and tying it with the War of 1812 and Lake Champlain
 - Mostly web-based content (TPAH and maybe Poetics of Place website), looking for funding to get printed versions as well
 - Seems interesting, timely, and meets requirements of mini-grant
 - Wants to use as many primary sources as possible
 - Covering travel expenses? Seems appropriate.
 - Should we add specific language about travel expenses and what we cover (mileage and lodging but not food?) NO
 - Not intending to fund the full cost of the project – just get him started
 - Are we responsible for evaluating the final project? – The product is to be evaluated by the board before it is posted on our site, and if we aren’t pleased with the work, we can ask for more information/work
 - Ask for one page narrative for Annual Report – amend grant guidelines to include this requirement

- What are the standards or criteria for successful completion? – The more transparent you can be about the criteria when the assignment is given, the better.
- Would we not fund if we didn't think the quality is up to par?
- Sometimes projects aren't successful not because people didn't work hard or pick a good topic, sometimes they just don't work out.
- Should we get a preliminary report once the activities of gathering the information is done before the final project is finished?
- The rubric Elise has created could be applied to mini-grants as well as lesson plans (for which it was created)...it would fit Richard Isenberg's proposal and ask for a one page prelim report when research is completed before the final product is produced.
- Is there a reason to have a scoring guide/rubric for mini-grants? Are we grading this project? What about other types of requests we would fund?
- Should request a one page reflection on all mini-grant recipients.
- Are we funding the work being done or the final project? BOTH
- Most people want to do projects that they can share the final product with their peers, etc. – things people want to use but don't have so they are creating them (artifact kits, etc.)
- Motion to approve grant proposal – moved by Colin Ducolon, seconded by Susan Oullette
- Approved by all in attendance

#5 New Performance Measures – Cindy Char

- Elise and Cindy went to Washington DC to look at goals and performance measures with the opportunity to review and rewrite them
- Three important kinds of objectives – improve teacher content knowledge, enhance teaching skills/capacity, and promoting a collaborative culture
- GPRA Measures – requirements of what needs to be documented from Federal Gov't, two we have to follow and pay attention to
 - Pre and post-test change score
 - Percentage of participants who complete 75% or more of the total hours required
 - What is 75% of the total hours – what is the actual best estimate of the time that is really involved for inside and outside sessions?
 - The choice approach to our sessions needed some fleshing out in terms of what the total hours are for participants.
 - Look at the focus of each event – content, pedagogy, and collegiality
 - What is the bar for sufficient completion – 40 hours seemed to be a critical mass for impact in the classroom (30 hours is 75%)
 - Will also gathering data from people who don't complete 30 hours
- The Gov't wants to know the summative impact and the numerical data
 - The pre and post-test is extremely important – what's going on with the scores?
 - They want a specific number to improve in the first year (encouraged us to put the benchmark at 60% improve by 20%)
 - Main measure this year is pre and post-test – content knowledge test, include open ended prose, hoping to include reflective essays, wanting formative feedback as well

- How are teachers receiving the pre-test? Are they willing to take it or are they nervous about it/opting out?
- Came up with a test that was reasonable – that addressed the content and is sufficiently challenging for high school teachers, but not too hard for others, revised to make it a bit harder in the end
- Susan has some information on Praxis Test that may be useful for the pre-tests in Year 2 and 3 (praxisprepinfo.com/socialstudies designed to help students prepare for the Praxis)
- Look at communication around the pre-test for next year
- Incentivizing the post-test (passes to museums around VT)

#6 Discussion: Ways to Improve – Elise

- In light of new performance measures – any feedback on way to improve, especially about fostering a learning community and how do you foster changes in pedagogy?
- Develop a road show to take to faculty meetings that gives people a preview of what we are doing – like Poetics of Place, EdTechTeacher, historical thinking skills. Do some sort of demonstration.
- Attend faculty meetings, offer in-service days, 15 minute plug at a dept. meetings
- Curriculum coordinator meetings, principal’s associations, subject area meetings
- Principal’s associations, Superintendent’s association, library listserv (see Claire Buckley), VASS Conference, NEA website, Dynamic Landscapes conference May 19/20 at Champlain College
- Could schedule a one hour block at in-service days perhaps (MMU), linked to a broader skill across different content areas
- Bring list of historical skills and teach/model one
- Advertising/spreading the word via these meetings in hopes of attracting more participants
- Feels like we are inherently fostering a learning community/collegiality in the events
- Could foster a virtual learning community – Social Studies Ning teachers providing resources/support for each other
- How do we measure the learning community element?
- Is this a case of effectiveness or documenting effectiveness? – Defining effectiveness and expectations

#7 2011-2012 Calendar & Brochure- Scott

- Since the structure for Year One worked pretty well, and we are constrained a little by the grant proposal, we are continuing with it!
- Newest item is July 19-20 Advisory Board Meeting and Retreat
- Push for PSSG to happen both North and South (here at TPAH Office and at St. Albans Library). Perhaps offer the Revolutionary session again next year?
- Book Reading Group will be in the fall
- Local Field Studies will change to three three-day blocks to work with museums, primary source materials, etc. – develop a cohort because they are there for all three days
- National Field Study is in South Carolina at Penn Center in the Sea Islands – would like to be able to give people some travel stipend money to help with transportation costs
- Tried to take a look at breaks, holidays, exams, etc. and take those into account

- Brochure – Reorganize all seminar info, etc. in one place, include graduate credit info, reduce Goals and Approach information, include Why I Should Participate? With list of benefits...
- Format? – Trifold? Mailer? Do we need four pages, full color?
- Should we do a poster? A poster for each event or one for all?

#8 Discussion – How to have a profitable retreat

- Did not discuss during the meeting. Discussion with Cindy afterwards (See #10)

#9 Finances/Invoices, MOU's & W9s for Stipends - Scott

- Please turn in your invoice for today's meeting
- Will only have a deficiency in Contractual line item, surplus in all other areas

#10 Addendum

Discussion by Elise, Scott, Cindy at April advisory meeting (after adjournment) on the retreat:

- We should hand pick people to come
- Send a save the date notice
- We should meet to critique the year before the retreat so we know what the burning questions are – for example:

* Seminars – museums need to connect better to the lecture – how to ensure that?

* EdTech – send ideas ahead of time so people come prepared with a project to work on ... helps to retain the info.

* PSSG – need to mirror more the “study group” concept – how to go about changing that?

* Make clear the themes and skills that run across our events that can be used by teachers for any era they teach – discuss that - make them clear