

EXECUTIVE SUMMARY

In August 2012, *Turning Points in American History*, a professional development program managed by South Burlington School District of Vermont, completed its second year of service to Vermont’s American history educators in grades 3-12 within the state’s public and private schools and to home-school educators and education undergraduate students. The number of participants was 100 educators (an increase of 25 participants from year one), representing all areas of the program’s target audience. Fifty of these educators (50% of participants) are “completers,” having attended 30 or more hours of professional development. Turning Points’ participants teach American history at the elementary (17 participants), middle (28 participants), and high school (38 participants) levels and work at 32 local education agencies (25 public school districts and 7 independent schools) throughout Vermont. Seventeen additional participants were not currently employed by schools. A core set of 26 educators emerged as a cohort as a result of their high level of participation throughout year two (19 of which took programming in year one). Most members of this cohort are continuing into year three as evidenced by their recent enrollment in upcoming programs.

As in year one, the educators enrolled in Turning Points’ programs customized their professional development training by selecting those components of most interest and importance to them. During the past year, Turning Points offered a participant retreat and thirteen professional development programs consisting of six different types (i.e., scholar-led and educator-led seminars, primary source and book study groups, national and local field studies). The program also offered three educator initiative options (i.e., teacher leadership, museum internships, and grants allowing for self-designed PD opportunities) for professional development credit hours. The year’s primary source and book study groups, national field study, and a local field study and educator-led seminar focused on historical thinking pedagogy using content from the history of the Civil War and Reconstruction eras. Other Turning Points’ program components, including two scholar-led seminars and three local field studies, addressed the breadth of American history: Revolutionary War Era, Early United States History, 19th-Century America, and Early 20th Century. The Turning Points program made available a total of 609 hours of professional development experiences from which educators could select (356 hours from formal group events; 240 hours from independent internships, grants, and teacher leadership work). In addition to professional development hours, 23 participants chose, for a modest fee, to obtain graduate credits (63 additional PD hours) for select program components through the Education Department at Saint Michael’s College. Turning Points’ project directors were the professors of record for these classes.

The same evaluation instruments as used in year one were applied to year two of Turning Points programming. These instruments were to document the effectiveness of Turning Points

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

offerings at reaching the program's primary objectives, which are to: 1) increase educator content knowledge in American history, 2) increase educator pedagogical skills in historical thinking processes, and 3) foster a learning community for educators studying and teaching American history. The evaluation measures chosen involve scored and self-reported data, including attendance records, pre- and post-test participant surveys, program-specific evaluation forms, participant reflections, and the development of new lesson plans that support student historical thinking and independent interpretations. As in year one, Char Associates designed and implemented the method by which the quantitative and qualitative survey data were used to monitor the program's success. Project staff assumed major responsibility for implementing and reviewing the work and products designed for specific professional development sessions (e.g., attendance records, program-specific evaluation forms, and reflective essays and lesson plans generated by participants for program components).

The pre- and post-test participant surveys featured multiple choice questions taken from national and regional standardized history exams. The pre-test was administered to educators before attending their first Turning Points workshop of the year and the post-test was administered after completing their last event of the year. Lesson plans completed by participants as part of select sessions were scored twice, using a project rubric, by the project directors and the project historian. Participant surveys, workshop evaluations, and participant reflections requested that participants provide a self-assessment regarding their skills and classroom practices concerning teaching history content, historical thinking processes, and historical writing skills; their attitudes toward teaching history; and the level of collegiality and peer connections with other history professionals.

Fully completed pre- and post-tests were collected from 47 educators who had finished at least 30 hours of program activities, which represents 94% of the program's completers (3 of the 50 completers did not take the pre-test). Frequencies and other descriptive statistics were calculated for these educators on a range of self-reported survey items assessing the impact of program participation on their content knowledge, pedagogical skills, and relationships with other American history educators. The program's evaluators also determined the number and percentage of educators that answered more multiple choice questions correct on post-test than on the pre-test.

As in year one, the actual project expenses for the second year compared favorably with the proposed expenses. Surpluses were experienced in several budget categories including personnel, supplies, other, and training stipends. This surplus was due to a lower enrollment than expected and fewer participants than anticipated taking the opportunities of training stipends, grants, and internships. Just as in year one of the program, Turning Points used some of these extra funds to increase the number of participants in its national field study and to hire the program's coordinator to edit and post participant lesson plans on the program's website.

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011-2012)

Additional surplus funds in year two will also be applied to similar expenses predicted in year three of the program. Plans are currently underway to determine how Turning Points will use surplus funding experienced in year three during a no cost extension during the 2013-2014 academic year.

SECTION A: PROGRESS STATUS

Project Objective #1. Increase teacher content knowledge and understanding of the National Assessment of Educational Progress (NAEP) historical eras and themes.

1.a. Performance Measure	Measure Type	Quantitative Data % (n)	
The average percentage change in the scores (on a pre-post assessment of American history) of participants who complete at least 75% of the professional development hours required by the project (30 hours). Participants *	GPRA 1.1	Target	Actual
			31.2%

*Participants who had left more than one test item blank were excluded from the analysis.

Further explanation

The pre- and post-program surveys contained a section that was a content knowledge test, consisting of 16 multiple choice items focused on the Civil War and Reconstruction, the main era focused on in Turning Points Year 2 professional development. After participating in Turning Points, completers increased their scores on the pre-post assessment by a mean of 2.51 points, from 8.04 to 10.55, which is a 31.2% increase. A paired-samples t-test found this change in pre to post test scores to be statistically significant ($t = 7.161, p = .000$).

1.b. Performance Measure	Measure Type	Quantitative Data % (n)	
		Target	Actual

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

<p>Participants who complete 30 or more hours of program professional development will demonstrate increased knowledge of American history, as measured by an annual post-test of American history knowledge.</p> <p>Participants</p>	<p>Project</p>	<p>65% (31/47)</p>	<p>85% (40/47)</p>
---	----------------	------------------------	------------------------

Further explanation

85% of completers demonstrated increased knowledge of American history, as measured by an annual post-test of American history knowledge, thereby considerably exceeding the Year 2 target goal of 65%. Furthermore, the overall performance demonstrated by all Year 2 participants as a whole (including those non-completers who took fewer than 30 hours of program this past year), was 66%, also meeting the target.

Other Evaluation Results

The post-program survey also asked participants whether or not they thought the program had increased their breadth and depth of content knowledge of American history. 96% of completers (48 out of 50) reported that the Turning Points program had increased their breadth and depth of content knowledge in American history at least a fair amount, with over half (56%) reporting that their content knowledge had increased “a lot.” Moreover, 89% of all Y2 participants (82 out of 92) reported increases in their breadth and depth of content knowledge (49% “a fair amount”; 39% “a lot”).

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

1.c. Performance Measure	Measure Type	Quantitative Data % (n)	
		Target	Actual
Participants who complete 30 or more hours of program professional development will report increased reading, listening, and discussions of historical content materials compared with the previous year.	Project		
Participants who reported increased reading and discussion of historical materials:		60% (30/50)	78% (39/50)
Participants who reported increased attendance at lectures and discussions with American history scholars:		60% (30/50)	74% (37/50)

Further Explanation

As in Year 1, several questions on the post-program survey asked participants to self-assess their level of activity this past year, as compared to the year before first beginning Turning Points, concerning several types of program activities designed to promote participants’ content knowledge: reading and discussion of historical materials, and attendance at lectures and discussions with American history scholars.

Year 2 completers exceeded the target goals (60% of participants) for both these areas. 78% of completers reported increased levels of reading and discussion of historical materials (32% “somewhat more”; 46% “a lot more”), while 74% reported increased attendance at lectures and discussions with American history scholars (26% “somewhat more”; 48% “a lot more”).

Year 2 participants as a whole (including non-completers) also exceeded the targeted goals of 60%, with 68% (63/92) reporting increased levels of reading and discussion of historical materials (38% “somewhat more”; 30% “a lot more”), and 72% (66/92) reporting increased attendance at lectures and discussions with American history scholars (36% “somewhat more”; 36% “a lot more”).

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

1.d. Performance Measure	Measure Type	Quantitative Data % (n)	
The percentage of TAH participants who completed 75% or more of the total hours of professional development required.	GPRA 1.2	Target	Actual
		N/A	50% (50/100)

1.e. Performance Measure	Measure Type	Quantitative Data % (n)	
Year 2, 45% of participants will attend at least 40 hours of professional development programming aimed at increasing teaching knowledge of American history.	Project	Target	Actual
		45% (45/100)	47% (47/100)

1.d. and 1.e. Further Explanation

One of the distinctive features of Turning Points is its choice approach to professional development. This model allows teachers to customize their own professional development (PD) program by selecting from Turning Points’ components. Turning Points offers six different program components (scholar–led and educator–led seminars, primary source and book study groups, national and local field studies), which collectively provided Year 2 participants with a total of 356 professional development hours from which to choose. (The number of professional development hours is based upon face–to–face classroom hours, on–line classroom hours, and hours necessary to prepare for sessions and complete homework assignments.)

Turning Points also offers three different leadership initiatives (teacher leadership, museum internships, mini–grants) that provide participants with a total of 240 additional hours of PD opportunities. Finally, participants can elect to take a number of program components (e.g., the scholar seminar series, the local field studies) for graduate credit (each of which require between 5 and 10 additional program hours depending on the program component), for a total of 63 hours of additional program hours.

Turning Points staff encourages and desires to have participants engage in 40 or more hours of Turning Points’ professional development opportunities. This 40–hour target

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

of yearly participation is based on professional development research indicating 40 hours as the minimum number of hours required to change an educator's practice. Therefore by the US Department of Education's definition, those educators who reach 30 hours, or 75% of the desired hours, are considered "completers."

In Year 2, 47% of all participants (47/100) attended at least 40 hours of professional development, thereby meeting the Year 2 target of 45%. Participants who were completers (n = 50), which by definition participated at least 30 hours, ranged from 30 to 452 hours, with a median of 80 hours, and mean of 102.4 hours (SD = 78.154). Non-completers (n = 50) ranged from 8 to 27 hours, with a median of 16.5 hours, and mean of 15.9 hours (SD = 6.771).

Project Objective #2. Increase teachers’ pedagogical skills in historical thinking processes.

2.a. Performance Measure	Measure Type	Quantitative Data	
		Target	Actual
Participants who complete 30 or more hours of program professional development will report increased facility with historical thinking processes, as measured by a retrospective pre-post assessment of American history pedagogy.	Project		
Participants who reported increased skill level with using various history teaching techniques with students:		65% (31/48)	71% (34/48)
Participants who reported increased ability to foster various historical thinking skills with students:		65% (30/46)	56% (26/46)

Further Explanation

A major portion of the post-program survey was designed to assess participants' acquisition of pedagogical skills in teaching history. To determine the increase in pedagogical skills for historical teaching techniques, participants on the post-program survey were presented with eight different types of historical teaching techniques (based on standards identified by the National Center for History in the Schools) and were asked to what extent the program had improved their skills in each of these areas. Each of the possible responses was assigned a value as follows: had "not changed for me" = 0; "improved a little"=1, "improved quite a bit" =2; and "been a major improvement" = 3.

An individual mean was calculated for each participant’s responses to all eight items in order to ascertain an individual's overall mean response pertaining to potential increase in pedagogical skills. Participants who rated themselves with a mean of 1.5 or greater were considered to have met the performance measure.

Similarly, to determine the increase in teachers’ ability to foster students’ historical thinking skills, participants were to rate themselves on the extent to which the program had improved their teaching abilities in each of five areas (based on standards identified by the National Center for History in the Schools), using the same values as

described for historical teaching techniques above. An individual's mean was calculated based on responses to all five items. Participants with a mean of 1.5 or greater were considered to have met the performance measure.

71% of completers (34/48) reported an increased skill level with using various history teaching techniques with students, thereby exceeding the target goal of 65%. On a scale of 0–3, the mean increased skill level of participants for the historical teaching techniques scale was 1.77 (SD= .599), where 1 = "improved a little" and 2 = "improved quite a bit")

Further analysis of individual items for historical teaching techniques revealed seven out of eight areas where participants had noted improvement (mean greater than 1.5). These items were: having students decode and interpret primary sources (mean = 2.02; SD .777); helping students collect, analyze and interpret historical data from a variety of sources (mean = 1.90; SD .777); having students examine events from multiple perspectives (mean = 1.86; SD .842), using local historical resources to make connections to national events (mean = 1.80; SD .790); engaging students in writing activities to learn American history content (mean = 1.77; SD .857); engaging students in inquiry-based history projects (mean = 1.73 = SD = .765); and having students place a historical resource in its appropriate context (mean = 1.65; SD = .830). The only item for which participants did not report as much improvement was having students use technology to learn history content and skills (mean = 1.42; SD = .794), a focus emphasized primarily in only one of the educator-led seminars.

56% of completers (26/46) reported an increased ability to foster various historical thinking skills with students, thereby falling short of the target goal of 65%. On a scale of 0–3 (0 = not changed for me; 1 = improved a little; 2 = improved quite a bit; 3 = been a major improvement), the mean increased skill level for fostering students' historical thinking was 1.72, SD= .707.

Further analysis of individual items for historical teaching techniques revealed that participants had, in fact, noted improvement in all five areas (mean greater than 1.5). These items were: having students conduct historical research (mean = 1.83; SD .851); promoting students' historical analysis and interpretation (mean = 1.75; SD = .812); having students create historical products (mean = 1.75; SD = .911), enhancing students' historical comprehension (mean = 1.63; SD .789); and having students grapple with historical issues (mean = 1.57; SD .773).

Thus, on both pedagogical performance measures, Turning Points participants came close to, or exceeded, the target goals.

Other Evaluation Results

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

The post-program survey also contained a survey item that asked participants to self-assess their understanding of innovative and effective approaches for teaching history. 90% of completers (45/50) reported that Turning Points had increased their understanding of innovative and effective approaches for understanding the teaching of history this past year, with almost half (46%) indicating that their knowledge had increased “a lot.”

Response was also positive from Year 2 participants overall, with 83% (76/92) indicating that Turning Points had increased their understanding of innovative and effective approaches for teaching history (42% indicating that this had increased “a lot.”)

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

2.b. Performance Measure	Measure Type	Quantitative Data % (n)	
		Target	Actual
Participants who complete 30 or more hours of program professional development will report increased use of primary sources in their classroom.	Project	60% (27/45)	87% (39/45)
Participants who reported greater use of primary sources in their classrooms:			
Participants who reported an increase in their skill level in having students collect, analyze, and interpret historical data from a variety of historical sources:		60% (29/49)	77% (37/49)
Participants who reported an increase in their skill level in having students decode and interpret primary sources		60% (29/49)	71% (35/49)
Participants who reported an increase in their skill level in using local historical resources to make connections to national events:		60% (29/49)	65% (32/49)

Further Explanation

A number of the Turning Points components (e.g., primary source study groups; educator-led seminars, national field study, and local field studies) emphasized the use of primary sources with students. The post-program survey contained an item asking participants to report on their level of use of primary sources, as well as several items assessing their use of a range of historical sources and local historical resources.

Year 2 completers reported exceeding the target goal of 60% across four different areas: greater use of primary sources in classrooms (87%); increasing their skill level in

having students collect, analyze, and interpret historical data from a variety of historical sources (77%) and decode and interpret primary sources (71%), and in using local historical resources to make connections to national events (65%).

Year 2 participants overall reported exceeding the target goal of 60% in one area: greater use of primary sources in classrooms (82% (67/82)); and nearly meeting the target goal in two areas: having students collect, analyze, and interpret historical data from a variety of historical sources (57% (51/89)) and decode and interpret primary sources (57% (50/88)). Roughly half (49% (43/88)) reported an increase in skill in using local historical resources to make connections to national events.

2.c. Performance Measure	Measure Type	Quantitative Data % (n)	
		Target	Actual
<p>Participants who complete 30 or more hours of program professional development will report increased interest and engagement among their students when studying American history.</p> <p>Participants who reported increased interest and engagement among their students when studying American history:</p>	Project	60% (30/50)	80% (40/50)

Further Explanation

The post-program survey featured an item that asked participants to self-assess their students’ level of interest when learning American history. 80% of completers reported that Turning Points had enabled them to increase their students’ level of interest and engagement when learning American history this past year, with 44% indicating that their ability to increase students’ interest level had increased “a lot.”

Moreover, 80% (74/92) of all Y2 participants also reported that Turning Points had enabled them to increase their students’ level of interest and engagement when learning American history this past year, with 32% (20/92) indicating that their ability to increase students’ interest level had increased “a lot.”

Thus, both completers and all Y2 participants as a whole clearly exceeded the 60% target goals set for students’ increased interest and engagement.

Other Evaluation Results

In another survey item, participants were asked whether certain classroom routines and qualities surrounding the teaching of history were now taking place in their classrooms as a result of their Turning Points experience. Most participants reported that their students were now more engaged in the following classroom practices: exposure to more historical perspectives, ideas and arguments (87% completers; 79% all Y2 participants); more opportunities for students to discuss the meaning of documents, ideas and arguments (71% completers; 63% all Y2 participants); greater focus on skills of decoding and interpreting sources (69% completers; 65% all Y2 participants); and more effective balance between learning historical facts and developing historical explanations (60% completers; 51% all Y2 participants.)

2.d. Performance Measure	Measure Type	Quantitative Data % (n)	
At least 60% each year will write new lessons that reflect teacher strategies to support student historical thinking.	Project	Target	Actual
		60%	93 % (37/40*)

2.e. Performance Measure	Measure Type	Quantitative Data % (n)	
At least 60% each year will write new lessons that encourage students to construct and write their own historical interpretations.	Project	Target	Actual
		60%	90 % (36/40)

*The number is forty because we do not require new lessons in all of our programs.

2.e and 2.d Further Explanation

We received 40 new lessons from 40 different participants in our Primary Source Study Groups, National and Local Field Studies, Teacher Leader Program, and Mini-Grant recipients. Our project coordinator divided the lessons among the project directors and project historian, so that each lesson was read and scored twice for content and pedagogy.

We used a project-created rubric to assess the lessons. One section scored the types of resources used and the historical analysis asked of the students. The criteria included: 1) Uses of primary sources from varied perspectives; 2) Uses of close reading and critical evaluation of evidence and data (artifacts, maps, photographs, documents, landscapes, and the like) to interpret historical events / issues; 3) Requirements of students to construct, write, and (perhaps) draw original interpretations using evidence; 4) Inclusion of strategies for teaching and supporting students' historical thinking (e.g. modeling, graphic organizers) in order to make thinking visual.

We scored each criterion on a 3-point scale: Often, sometimes, or little evidence. For the 7 teachers (18%) who scored "little evidence" on one or more criteria, a project director worked with them to produce a second draft. By the end of the year, lessons

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

written by 36 teachers (90%) asked students to write and defend their own historical interpretations using primary sources (criteria 1, 2, and 3). Thirty-seven lessons (93%) supported students' historical thinking/analysis of primary sources by modeling and/or using graphic organizers to help students see the type of thinking involved in making interpretations (criterion #4).

We offered stipends for people who submitted lessons that met all of our criteria (at least a "sometimes"). Those who chose not to resubmit their lessons or submitted ones that did not reach our standards received no stipend.

South Burlington School District, South Burlington, Vermont
Annual Performance Report (2011–2012)

3.a. Performance Measure	Measure Type	Quantitative Data % (n)	
		Target	Actual
Participants who complete 30 or more hours of program professional development will indicate an increase in the number of Vermont colleagues with whom they discuss their teaching of American history, face to face, or digitally, to discuss history content and pedagogy	Project	60% (30/49)	59% (29/49)
Participants who listed an increased number of Vermont colleagues with whom they had had discussions as measured by comparison of pre and post survey responses:		60% (30/50)	80% (40/50)
Participants who reported that the number of Vermont educators with whom they had discussions had increased:		60% (30/50)	92% (46/50)
Participants who reported that the program had enabled them to work collaboratively with history educators in other schools, museums, and/or cultural institutions to a greater extent:			

Further Explanation

The pre- and post-program surveys contained an item that asked participants to indicate the number of fellow educators in Vermont with whom they regularly discuss American history (range level choices = 0, 1-3, 4-6, 7-10, 11-15, 16-20, 21-25, 26-30, 31-40, 40+). Individual responses for the pre- versus post-test were compared for the matched sample, to see whether their post-program response had decreased, remained the same, or increased.

59% of completers reported an increased number of fellow educators in Vermont with whom they had regular discussions of American history, a figure nearly meeting the 60% target. On the pre-test, the median response was 1-3 colleagues in Vermont, while on the post-test, the median response had increased to 4-6 colleagues.

Completers did not generally report an increase in the number of educators in their own school with whom they had regular discussions of American history, with the median response being 1–3 educators for both pre- and post-test.

For the Year 2 participants as a whole, 58% (49/85) reported an increased number of fellow educators in Vermont with whom they had regular discussions of American history, a figure nearly meeting the 60% target, while the median response remained 1–3 colleagues in Vermont on both pre- and post-test.

On a separate item on the post-test, four-fifths of the completers (80%) reported that the number of Vermont educators with whom they had discussions had increased, with almost half (48%) indicating that the number had increased “a lot more.” Results were similarly positive from the Year 2 participants as whole, with 75% (69/92) indicating an increase in the number of educators with whom they had discussions (35% reporting an increase that was “a lot more.”).

92% of completers reported that the program had enabled them to work collaboratively with history educators in other schools, museums, and/or cultural institution, with over half (56%) indicating that this had increased “a lot more.” Year 2 participants as a whole also reported that Turing Points had enabled them work more collaboratively with other history educators, with 82% (75/92) reporting an increase (39% reporting “a lot” of increase).

Thus, all three indicators on collaboration indicated that completers, and even Year 2 participants as whole, nearly met, or significantly surpassed the 60% target figure.

3.b. Performance Measure	Measure Type	Quantitative Data	
		Target	Actual
<p>Participants who complete 30 or more hours of program professional development will indicate an increase in their contact with museum educators with whom they discuss their teaching of American history.</p> <p>Participants who reported that their contact with museum educators and awareness of resources at museums and historical societies had increased:</p>	Project	25% (13/50)	82% (41/50)

Further Explanation

On the post-program survey, participants were asked to rate their personal level of contact with museum educators and their awareness of resources at museums and historical societies. Most (82%) of the completers indicated that compared with last year, their personal level of contact with museum educators and awareness of resources at museums and historical societies had increased, with over half (52%) indicating that this year’s level of contact and awareness was “a lot more.” Similarly, 75% of all Year 2 participants (60/92) reported an increase in their contact with museum educators with whom they discussed American history, with 38% reporting that the increase was “a lot more.”

Thus, this item indicated that completers, as well as all Year 2 participants as a whole, well surpassed the 25% target figure, by three-fold. This original target figure of 25% was set based on the project staff’s initial projection that it would mainly be individuals electing to participate in the few museum internships made available each year who would have close contact with museum educators and historical societies. In actuality, participants in a number of different program components (e.g., the scholar-led seminars that featured afternoon sessions with museum educators; the local and national field studies) have interacted with educators from museums and historical societies, thereby leading to the high figure of 82% that completers reported this year.

SECTION B: BUDGET REPORTING INFORMATION

Budget Categories	Project Year 2 funds approved	Project Year 2 expended	Carry over funds
1. Personnel	135,431	128,550	6,881
2. Fringe Benefits	0	0	0
3. Travel	2,700	2,383	317
4. Equipment	0	0	0
5. Supplies	30,300	32,209	-1,909
6. Contractual	100,000	105,565	-5,565
7. Construction	0	0	0
8. Other	15,900	13,393	2,507
9. Total Indirect Costs (lines 1-8)	284,331	282,100	2,231
10. Indirect Costs	0	0	0
11. Training Stipends	44,000	15,200	28,800
12. Total Costs (lines 9-11)	328,331	297,300	31,031

1. Personnel – The carryover funds in this budget category are the result of fewer school districts taking the opportunity of substitute reimbursements for educators participating in Turning Points’ events. The surplus funds in this category (\$6,881) were reallocated to over expenditures in the area of program supplies and contractual expenses in year two.

3. Travel – The carryover funds from this category (\$317) were reallocated to cover the costs of over expenditures in the areas of program supplies and contractual expenses in year two.

5. Supplies – The supplies budget exceeded that in our proposal by \$1,909 as a result of the cost of mailings and material purchases for the programs.

6. Contractual – With permission, we intentionally exceeded our proposed contractual budget to increase the enrollment from 12 to 20 of our National Field Study, which occurred in July 2012. We used surplus funding from our indirect costs budget categories to cover the additional cost. This additional expense was \$10,750.

8. Other – The expenditures for food, grants, and internships were less than expected so a surplus (\$2,507) was available for over expenditures in year two programming.

11. Training stipends – With fewer enrollments than expected and fewer participants desiring to apply for training stipends, the program was left with a large surplus (\$28,800) in stipend funds. Much of this extra money will be used to cover the cost of increasing the number of participants eligible to attend the 2013 national field study.

Section C: Additional Information

Successful Practices

We believe our approach to providing professional development to Vermont’s educators has been successful in meeting individual educator’s needs as well as that of the state’s schools. By allowing educators to customize their professional development by taking programs in areas where they hope to improve or in areas they have plans to implement new content and pedagogy, educators have learned a great deal of content and often feel comfortable implementing pedagogical changes into their classrooms. In our last year, we will work to assist educators to use more varied types of historical processes with their students.

Major Changes to the Project

There were a few changes to the Turning Points programming and staff hours due to unforeseen workloads and participant desires.

1. The time needed to prepare the participants’ lesson plans for posting on the program’s website was greater than expected. Therefore we added a position of “lesson plan coordinator” and contracted the program coordinator for these hours.
2. Only one book study group on the Civil War and Reconstruction Era was conducted instead of two during the year because of lack of staff time.
3. Instead of offering the same primary source study group in two locations, Turning Points offered one program on the Civil War and Reconstruction Era and a second one on Revolutionary War Era modeled after the study group offered during year one.
4. The educator-led seminars during year one were one-day events. These programs did not provide participants with adequate time to learn the pedagogical skills and content knowledge necessary for classroom use. Therefore, we expanded one of these seminars to two days this year.

Problems Encountered and Solutions

During the second year of the project, several challenges were encountered involving issues such as retaining our cohort from year one, developing programs with our partners, and persuading participants to fulfill their responsibilities.

1. The success or impact of professional development is linked to the investment of time and effort by its participants. Therefore we greatly desired the return in year two of educators who participated in our first year of programming. To ensure their return, we reminded participants about the program's incentives (i.e., stipends, grants, and internships open to completers) and the support provided to them by Turning Points staff. Personal correspondence between Turning Points staff and participants helped convince many participants to continue taking Turning Points offerings.
2. As in year one, Turning Points staff was challenged by the hurdles in developing professional development programming with multiple facilitators not within easy traveling distance from our office. This situation was especially difficult in the development of the National Field Study, which was held at Penn Center in South Carolina. This challenge was overcome by frequent telephone and email conversations and consistent reviews of program materials by Turning Points staff. For the 2012 national field study (an eight-day program), a separate advisory committee of 2011 national field study participants was established to create and review field study plans.
3. Although the expectations of participants were outlined in course syllabi, a small number of participants failed to complete projects on time or up to standards as outlined by facilitators. Our desire is for all participants to succeed; therefore, we remained flexible with deadlines and provided continuous encouragement and other forms of support for some participants. We also improved our methods of communicating the course expectations by providing uniform templates and examples from year one. As our numbers show, most teachers successfully reached our high standards for their work.
4. In year two, the evaluator and program coordinator made improvements to the administration of the pre- and post-test evaluation procedures. These changes led to a 100% return on pre-test and post-tests that were administered to participants. Three participants did not take a test because they enrolled for a program after the tests had been administered.