



VIRGINIA MUSEUM OF
HISTORY & CULTURE



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How Can Museums Better Serve Educators?

Museum Education Alphabet Soup: VDOE SOLs, PBAs, and YOU

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The Plan

- Updates from the VDOE
- Review 2017 Educator Survey Results
- Museum activities for our new world
- Educator outreach
- Virginia History Day



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Virginia Department of Education



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Content Revision

- K-3: reflects widening student's sphere from local to global
- VS, USI, USII: reflects current events
- WG: expanded and separated by regions
- WHG: content explores a global focus
- VUS: more diverse history
- GOVT: removed Econ & Personal Finance



Essential Skills

- Kindergarten:
 - K.1.a) viewing artifacts and primary and secondary sources to develop an understanding of history
- Virginia Studies (4th-5th):
 - VS.1.a) Analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history



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Checking for Understanding



What do students KNOW?

Multiple Choice
Matching
True/False
Fill-in-the-Blank

What can students DO?

Authentic Performance Assessments
Performance-Based Assessments



Checking for Understanding

- Performance Assessment:
 - Opportunity to demonstrate understanding by making content connections using social science skills
 - Generally require students to perform a task or create a product that is typically scored using a rubric
 - Often include tasks that mirror those that might occur in a “real-life” situation

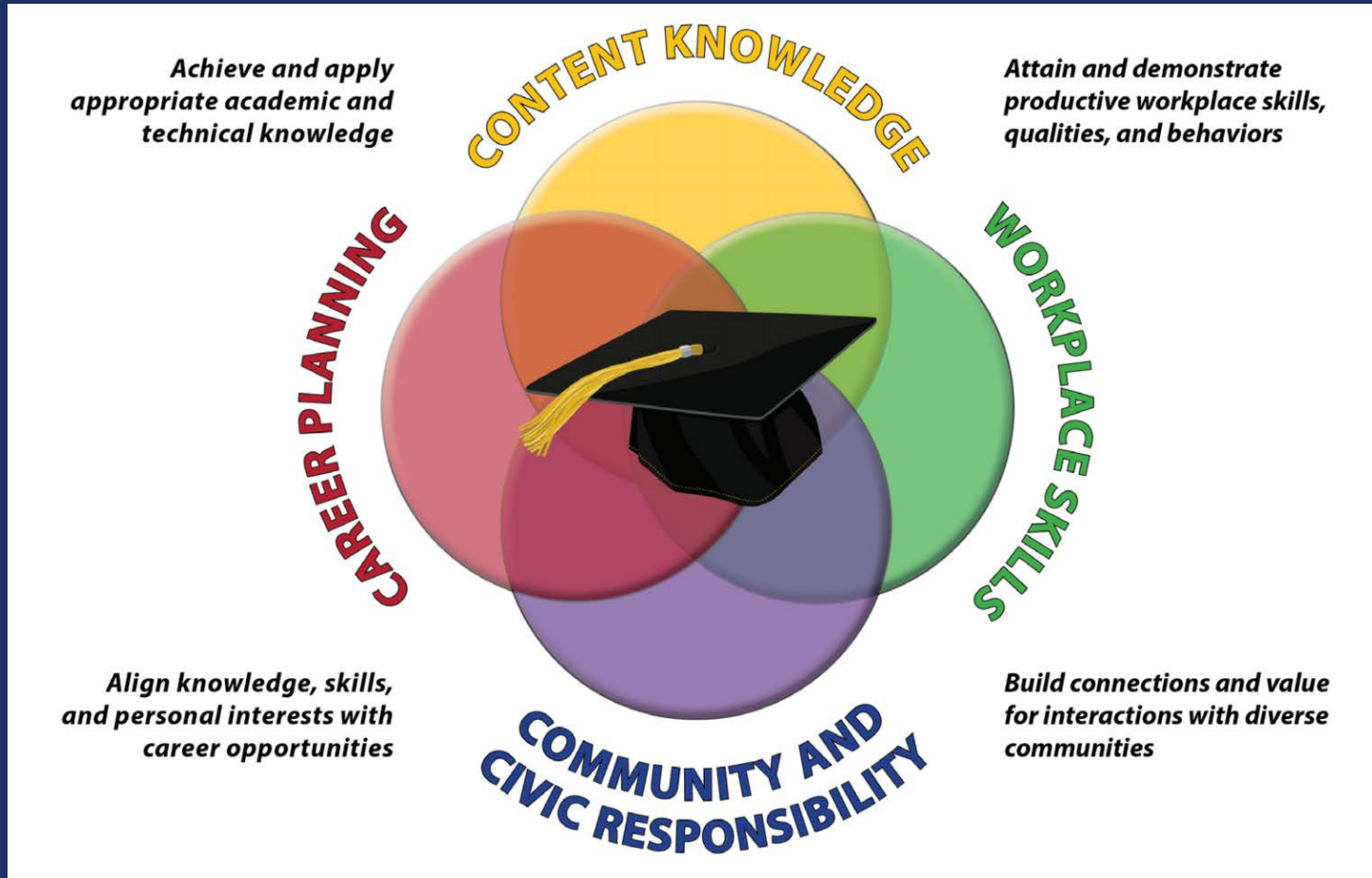


VDOE PBA Transitions

- Performance Assessment:
 - K-3, USI, & USII: no SOL test, division-created PBAs SHOULD be in place 2017-2018
 - Virginia Studies (4th/5th): SOL test still in place 17-18, will be administered 2018-2019
 - High school: SOL tests OR PBAs allowed, each division gets to decide
 - CAVEAT: SOL tests based on 2008 standards



Profile of a Graduate





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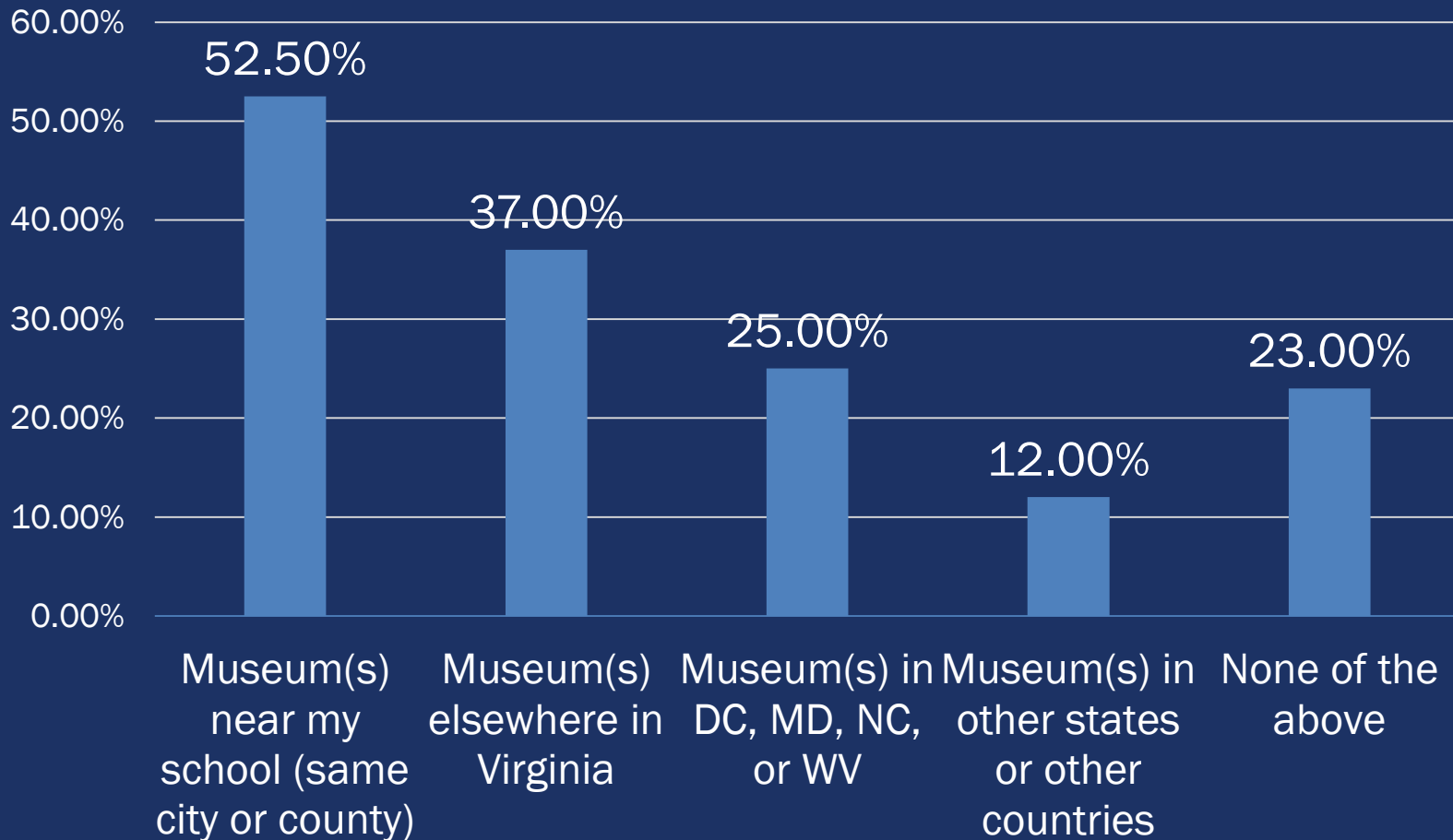
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Types of Museums Visited in last 12 Months:





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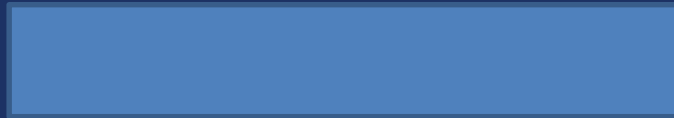


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2017 Educator Survey Results

2. In the last 12 months, have you participated in a museum program for your school, division, or professional development?

Yes



44%

No



52%

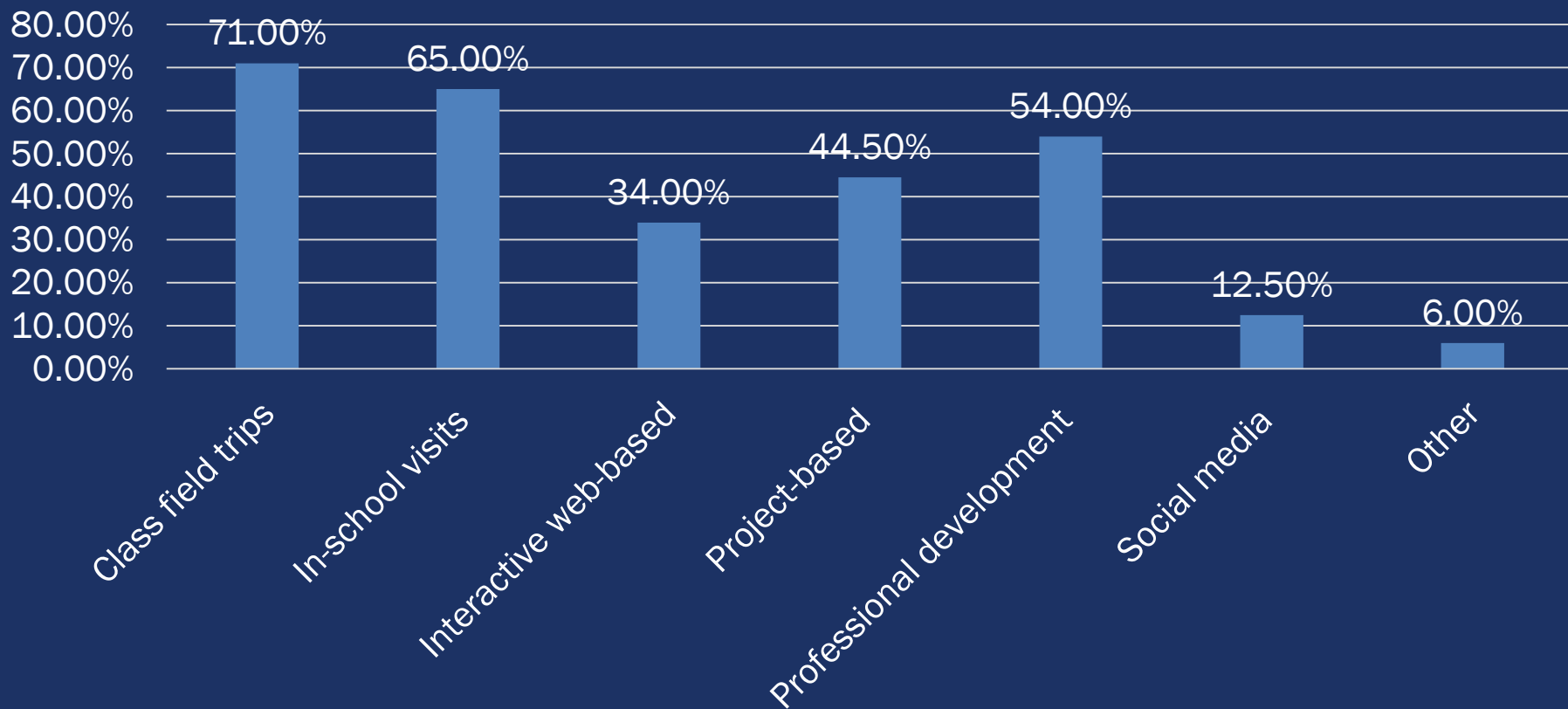


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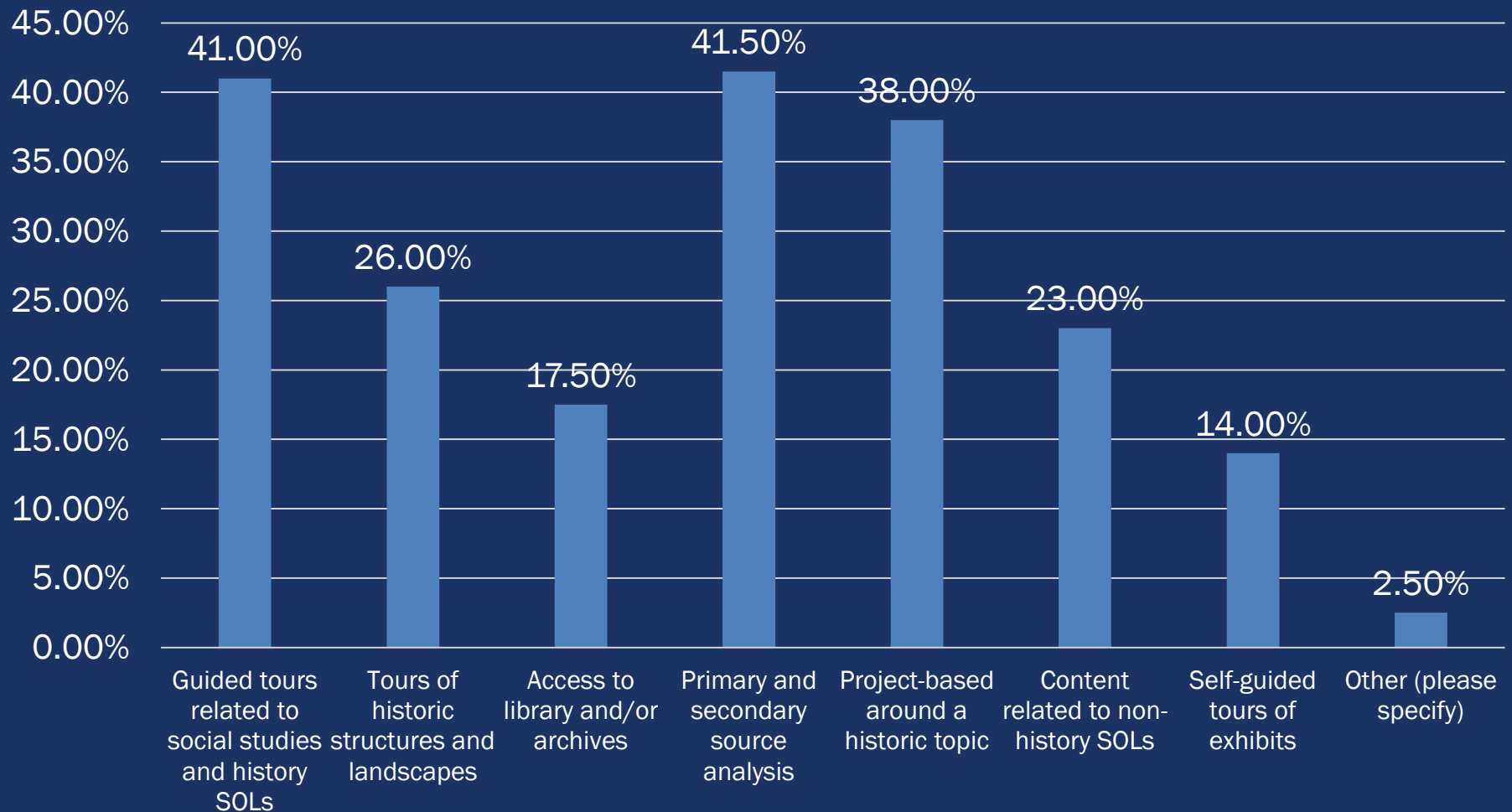
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Most Important Museum Programs



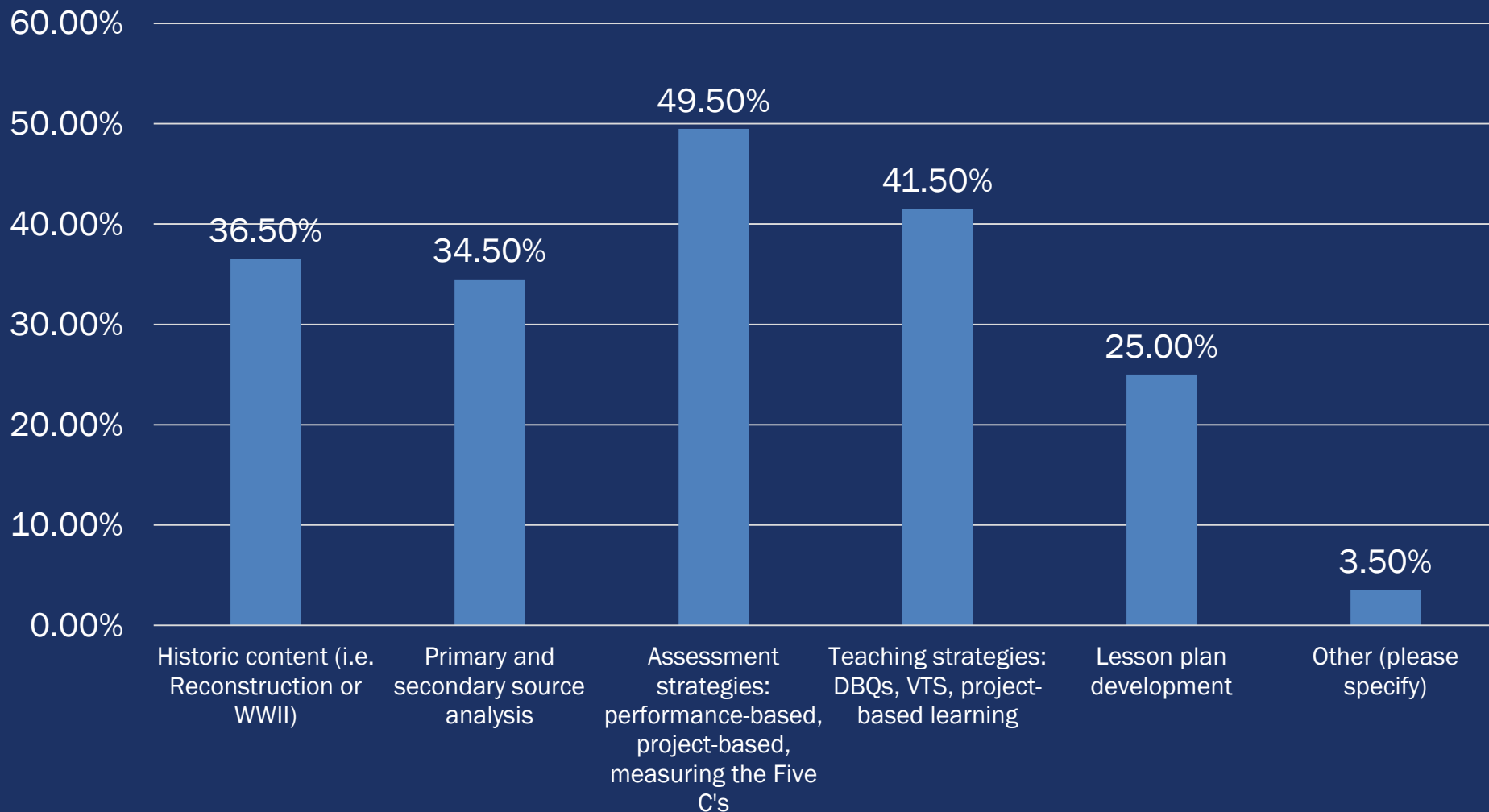


Program Content for Students



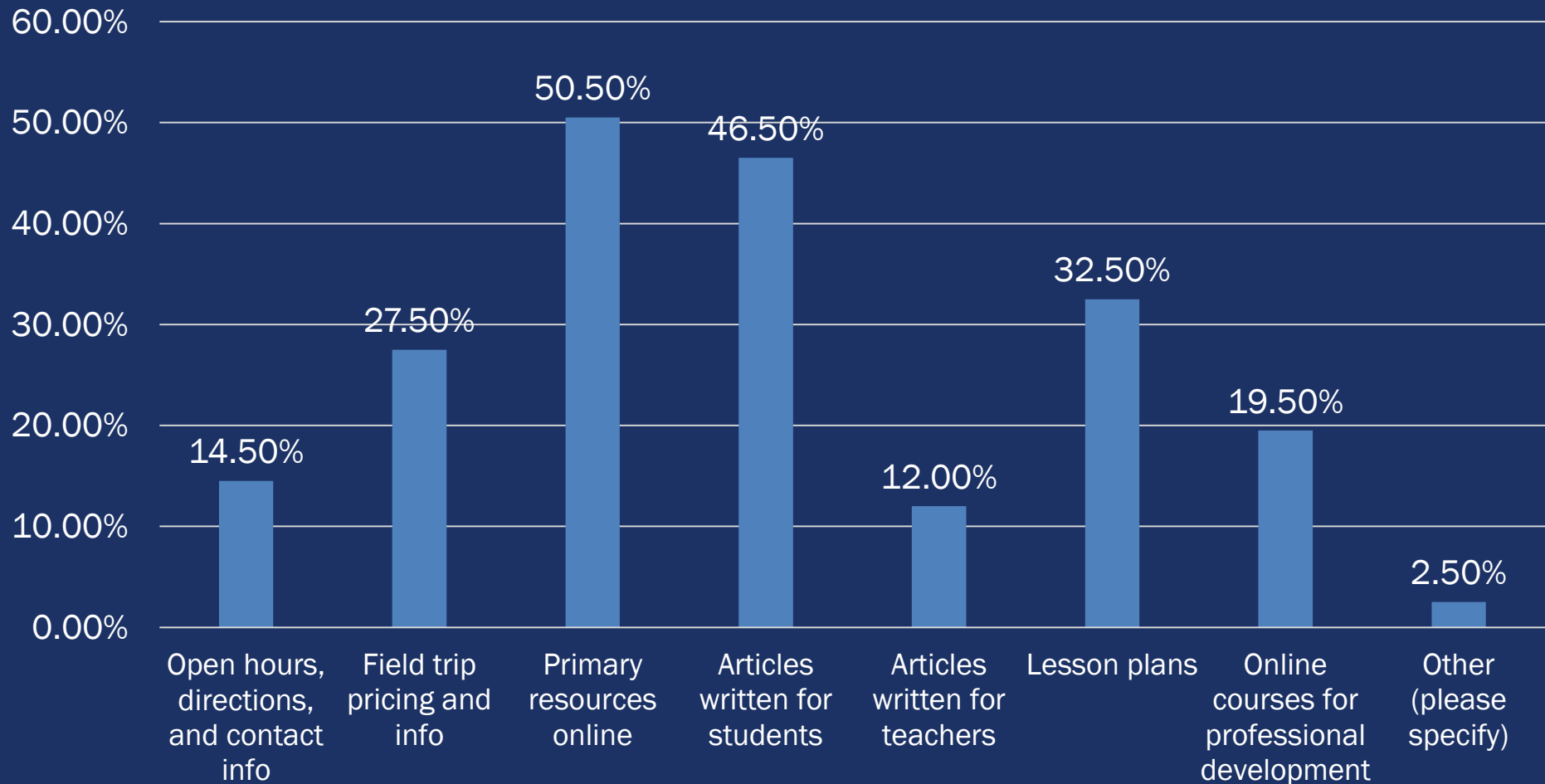


Professional Development





Museum Website Resources

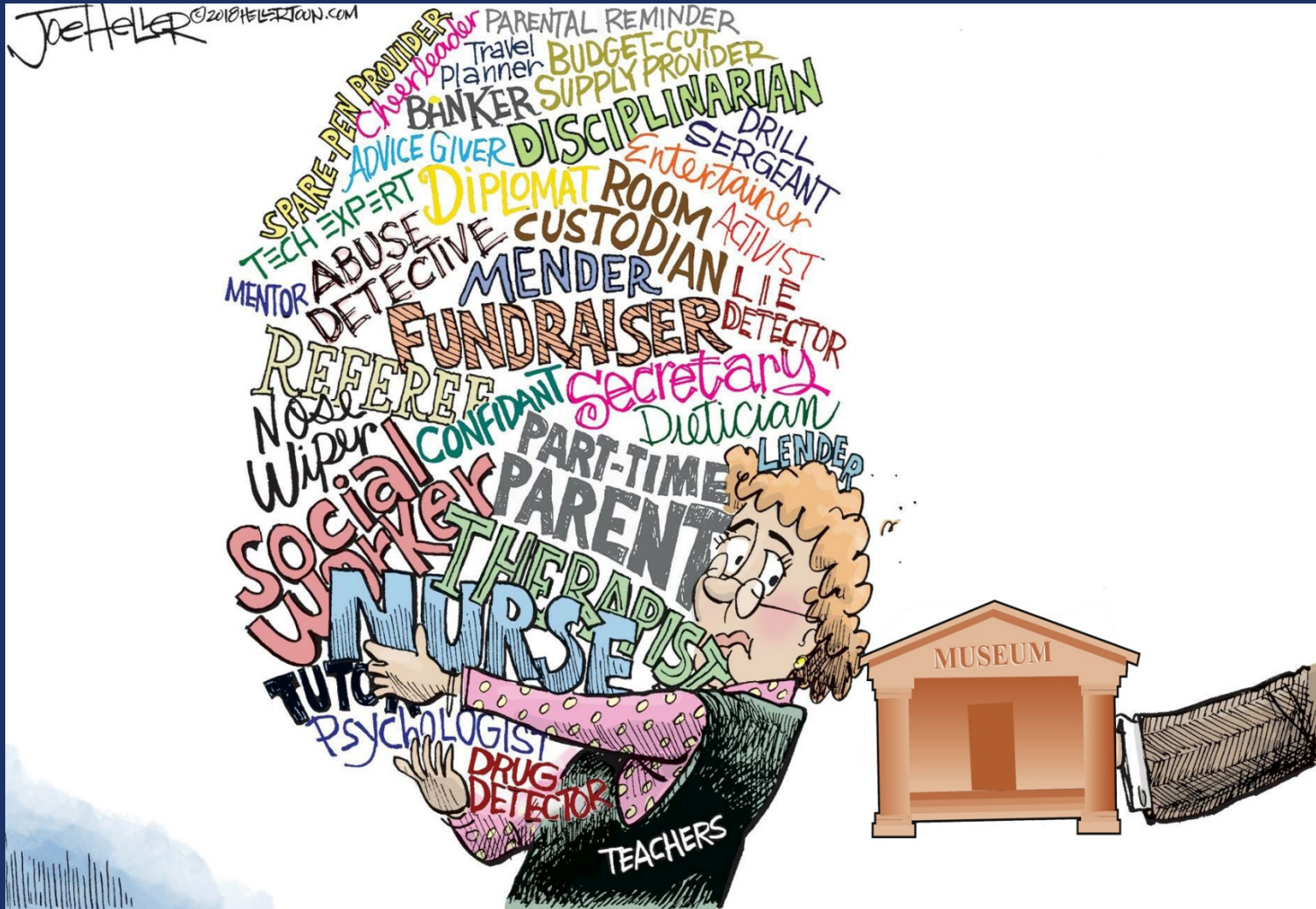




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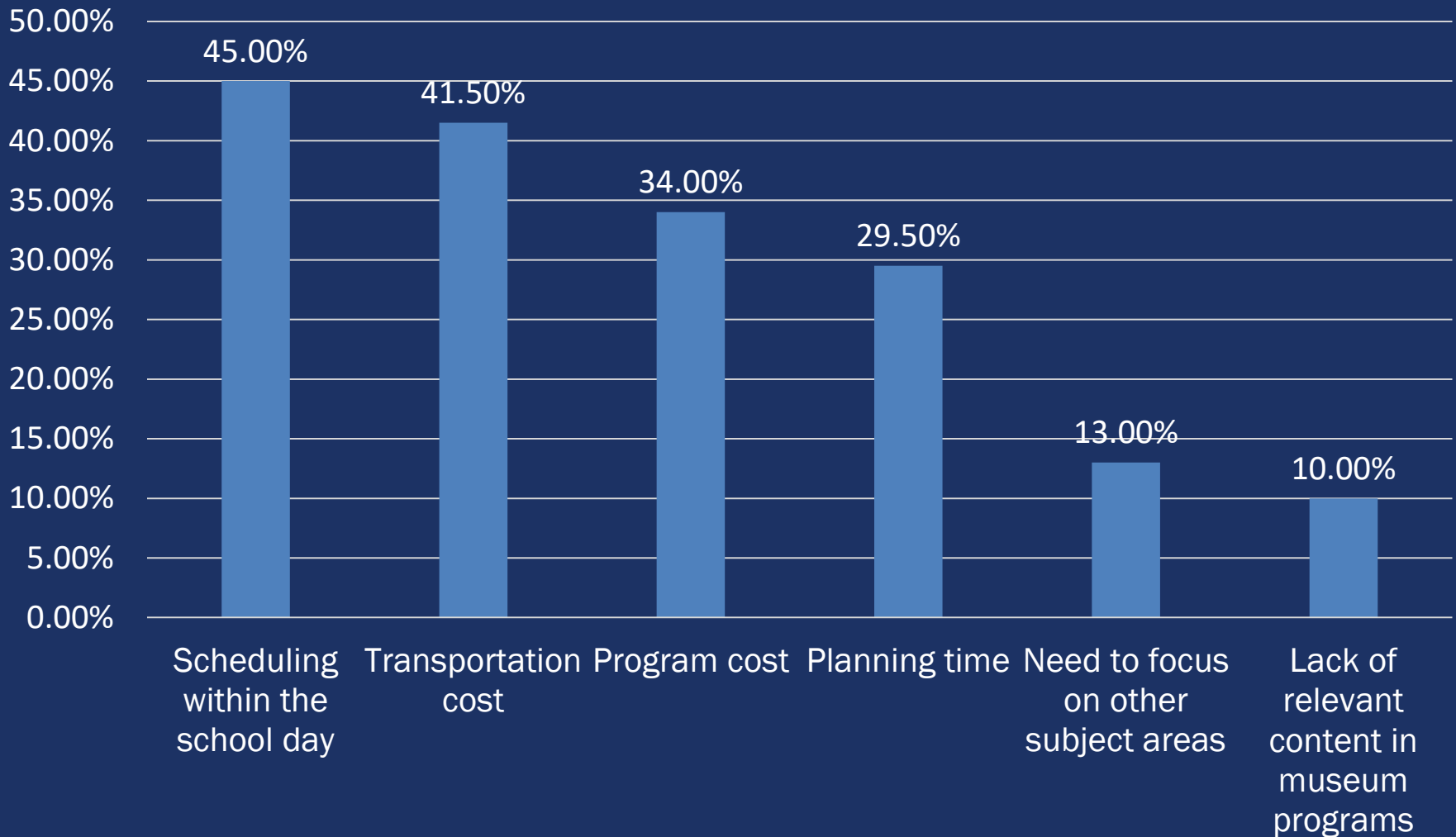


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Barriers to Working with Museums





2017 Educator Survey Results

9. Do you have any suggestions for how museums can better serve educators?
- Age/grade appropriate content & methods
 - No lecturing
 - Let younger ones have guided exploration
 - Tailor tour content to different grade levels
 - More hands-on, in-class programs
 - Transportation and scheduling are a burden



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2017 Educator Survey Results

9. Do you have any suggestions for how museums can better serve educators?
- Connect SOLs and go beyond HSS to English, Art, Foreign Language, World History, etc.
 - Build relationships with school leaders
 - Primary resources packaged to SOL content
 - Help with performance assessments



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Performance Task Ideas

- After you've provided content or instruction
- Used to check understanding
- Scaled to appropriate grade level
- Way to engage students in an activity
- Potential instruction method for teachers
- Might create reusable output or social-media-post-worthy images



Performance Task Ideas

- Primary source analysis of single event or subject seeking to answer a single question (Did spies help win the American Revolution?)
- Different groups study different sources
- Groups report out the class while facilitator takes notes on large tablet
- After reviewing the evidence, the class votes on their answer



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Performance Task Ideas

- Examine a seal or other objects with representative figures (Virginia state seal, town seal, flag, sculpture, license plate, etc.)
- Provide students with supplies to create their own version based on their own perspective (younger – their class or house) or from someone else's view (older)



Performance Task Ideas

- Decision-making model: Would you have signed the Constitution in 1787?

	Do you believe that a Bill of Rights should be included in the document?	Do you think the federal government should supersede the states on important issues?	Do you prefer a unified monetary and taxation policy?	Do you think slavery should be outlawed within the document?	Are you in favor of a powerful Executive branch?	Are you willing to pay taxes to support a national military?
Yes						
No						



Performance Task Ideas

- Persona-based decision-making model: You are X in history; would you have done Y? Go research, then explain your choice.

You are a sharecropper in Jim Crow Virginia. Would you move North during the Great Migration?	Current economic situation: [options]	Opportunities in the North: [options]	Family connections: [options]
More likely to move			
Less likely to move			
Final Decision & Explanation:			



Performance Task Ideas

- Persona-based decision-making model: You are X in history; would you have done Y? Go research, then explain your choice.

You are a sharecropper in Jim Crow Virginia. Would you move North during the Great Migration?	Current economic situation: Barely making ends meet; will never own my own land; don't have \$\$ for the train ticket	Opportunities in the North: A factory in New Jersey is hiring; I can work hard and pay off loan for the ticket	Family-friend connections: Have to leave behind my wife & children until I save up enough to rent a place; a childhood friend lives in NJ
More likely to move			
Less likely to move			
Final Decision & Explanation:			



Performance Task Ideas

- Artifact boxes: at your museum or in schools
 - Compare/contrast over time: Students create mini-timelines FIRST, then review objects
 - Compare/contrast across places, cultures, or socioeconomic status
 - Compare/contrast to today
 - How do we know what we know?



Performance Task Ideas

- Map activities:
 - Use as primary sources to compare/contrast
 - Connect objects or photographs to a map
 - Allow students to craft their own map
 - Repro surveying equipment
 - GPS coordinates to various sites around campus or graves in a graveyard



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Performance Task Ideas

- Construction activities:
 - Put up a military tent (Rev War, Civil War, etc.)
 - Raw materials to craft their own dwelling
 - Conceptual materials for a bridge or water-crossing



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Educator Outreach

- Ask for their input
- Respond to their needs
- Be flexible
- Deepen the relationship with your educators
 - Get their support, improve your metrics, recruit other supporters & partners
- Understand their world



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Educator Outreach

- Understand (or ask):
 - Bussing: processes & cost
 - Daily schedules, test schedules, department meeting schedules
 - BOE &/or administrator focus
 - Text books and technology resources
 - Best ways to communicate



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Educator Outreach

- Understand (or ask):
 - Content needs for skilled activities:
 - Varies by course & teacher
 - Tech access could vary by school
 - Actual sources, digital versions, secondary sources via web or file-share



Educator Outreach

- Understand (or ask):
 - Assessment needs:
 - Where is your community in the transition to PBAs?
 - Can you help provide content or skills modelling?
 - Development needs (180 points every 5 years):
 - Can you provide professional development?
 - Can you HOST a professional development?
 - Must be at least 5 hours, does not have to be consecutive



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Virginia History Day

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Virginia History Day



Juniors
Grades 6-8



Seniors
Grades 9-12

Classroom
History Club
School Contests



District Contest
(around the state)
(1st & 2nd place advance)



Individuals



Groups (2-5)

State Contest @
Virginia Museum of
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National Contest @
University of Maryland,
College Park



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Performance



Website



Paper



Exhibit



Documentary



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NATIONAL HISTORY DAY 2018

CONFLICT

&

COMPROMISE

— IN HISTORY —





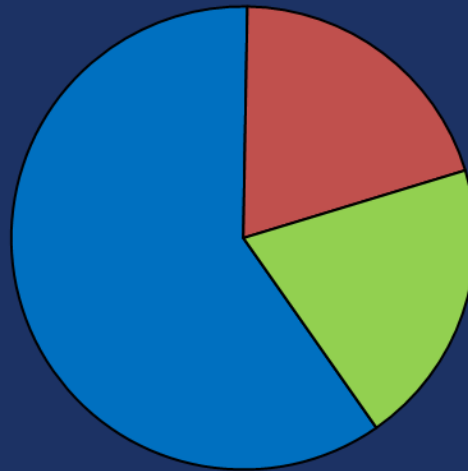
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Historical Quality: 60%

- ◆ Accuracy
- ◆ Thorough research
- ◆ Primary sources
- ◆ Balanced presentation
- ◆ Thoughtful analysis and interpretation

Relation to Theme: 20%

- ◆ Relation is adequately explained
- ◆ Historical context
- ◆ Historical significance



Clarity of Presentation: 20%

- ◆ Effective and creative
- ◆ Clear and free of errors/distractions
- ◆ Use of equipment



Virginia History Day

Oct/Nov:

- Introduce theme
- Start topic selection

December:

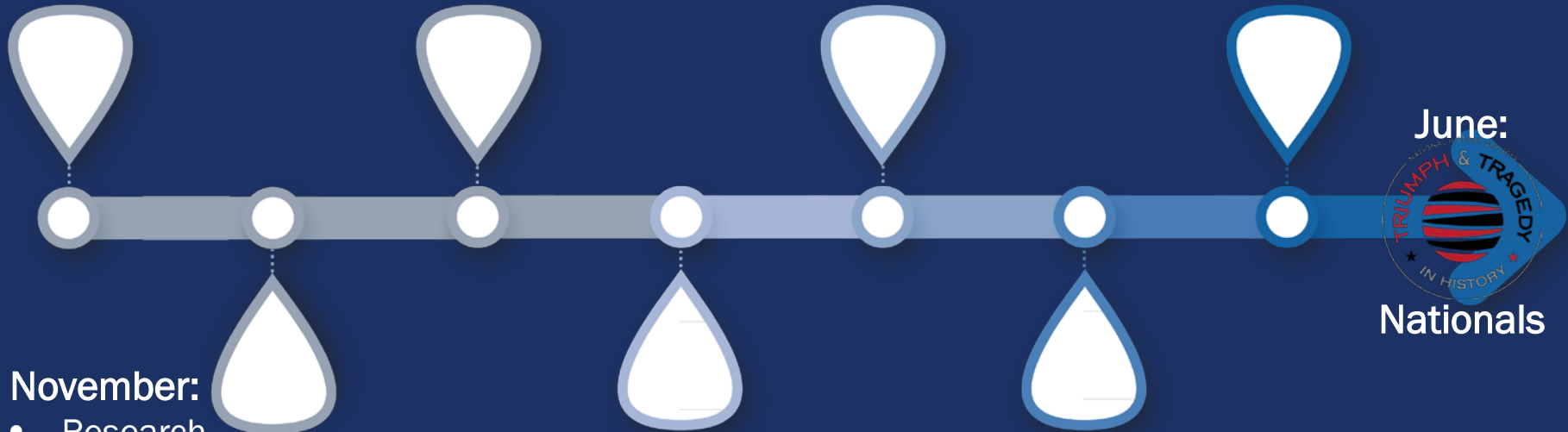
- Category
- Research
- Thesis Statement
- Outline

February:

- Finalize Project
- Polish Process Paper & Bibliography
- School Competitions

April:

- Incorporate Judges' feedback
- State competition



November:

- Research
- Narrow topics
- Primary & Secondary Sources

January:

- Museum/Archive visit
- Project Construction
- Process Paper Draft

March:

- Finishing touches
- Web/papers due early
- District Competitions





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Virginia History Day: Benefits

- Content from YOUR organization can support student projects
- Student group could meet at your site
- Teachers can turn to you for assessment help
- You can host a teacher workshop about History Day
- Your org can host a student showcase of local projects
- Larger network of support from VMHC & NHD
- JUDGING!!! District, State, and National Contests





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The Plan

Questions???

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