



Museums for America

Sample Application MA-10-16-0179-16
Project Category: Learning Experiences
Funding Level: \$25,001-\$150,000

Florence Griswold Museum

Amount awarded by IMLS:	\$49,530
Amount of cost share:	\$72,554

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2017 applications differ from those that guided the preparation of previous applications. Be sure to use the narrative instructions in the FY2017 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Florence Griswold Museum - ABSTRACT
SEE/CHANGE: Investigating Connecticut's Heritage Through Art

A sea change is underway in America's schools. While national Common Core Standards have been adopted in most states (including Connecticut), new Connecticut Social Studies Frameworks were also approved this year to serve as a model for substantial curriculum change in schools statewide. The challenge is great for Connecticut teachers, who are being called upon to reboot their entire educational approach—moving away from teaching facts and figures towards inquiry-based instruction that encourages students to think critically and to collaboratively investigate subjects from various points of view. Building upon its track record as an innovative leader in museum education and adapting to the evolving needs and methods of modern educators, the Florence Griswold Museum (FGM) is seeking to help equip Connecticut elementary school teachers for this task (specifically in grades 3-5) by creating a content-rich online learning resource drawn from FGM's rich collections of American art and tailored toward 21st century learning objectives.

The Florence Griswold Museum requests a \$49,530 one-year planning grant to develop, produce, and evaluate a prototype for SEE/CHANGE, a new online learning portal on FGM's website that will help equip Connecticut elementary school teachers and their students to learn about state history in a whole new way—through the window of FGM's rich collections of American art. With content designed to align with new learning objectives, *SEE/CHANGE* (upon full implementation) will equip teachers to use a selection of FGM's works of art as primary documents to engage learning about local, state, and national history. All content will be based on "learning to look" teaching strategies, such as the Visual Thinking Strategies method (an inquiry-based method that teaches students to explore works of art as "texts" to be deciphered for cultural and historical significance).

With consultation from curriculum specialists who understand the big picture of the new standards and with practical feedback from a selection of Connecticut elementary teachers and students, FGM will devise a prototype for an online learning portfolio, centered on one anchor work from FGM's American art collection. Accessible on multiple platforms through the new teachers' web portal, this prototype portfolio will feature a variety of tools to help teachers "unpack" the work's meaning with their students—including rich visual images related to the anchor work and its artist, relatable texts from varying points of view, and coaching videos to show teachers how to bring this content to life in their classrooms. The anchor work will also be on view in a "teaching lab" in the Museum, where field trip students will be led in "learning to look" discussions. This interdisciplinary approach will demonstrate the diverse ways one work of art can be "mined" for understanding on a host of relevant topics – including American history, geography, and rural/urban life in Connecticut.

To develop the prototype's content and evaluate its efficacy, FGM has compiled a Project Team comprised of a Content Group (curatorial staff and outside scholars) and a Curriculum & Instruction Group (curriculum specialists and educators). Throughout the planning year, this project team will brainstorm content, activities, and teachers' needs; write and develop content; and review and revise the prototype at various stages of development. An Educators' Roundtable of elementary school teachers will serve as an advisory team, offering practical feedback on the prototype's usability and content and testing it in the classroom. An evaluator will work closely with the project team to help develop and test the prototype and to make recommendations for a successful final product. Upon completion of the planning grant (Dec. 1, 2016 - Nov. 30, 2017), FGM will seek implementation funding to replicate the tested elements in the creation of a complete collection of 12 online learning portfolios for the new teacher web portal, based on a selection of historically-rich anchor works.

Working from FGM's strong base of experience in developing educational content for teachers and elementary students, the *SEE/CHANGE* project (following planning and implementation) will allow FGM to take its educational resources to the next level and potentially become a model to other museums on how to serve as educational partners for the 21st century. The long-term goal is that *SEE/CHANGE* make the most effective and relevant use of FGM's collections for the greater good of Connecticut's learners and to become a sustainable model in the museum education field that other institutions will find useful for their collections-based curriculum projects.

Florence Griswold Museum
SEE/CHANGE: Investigating Connecticut's Heritage Through Art

1. Statement of Need

A sea change is underway in America's schools. While national Common Core Standards have been adopted in most states (including Connecticut), new Connecticut Social Studies Frameworks were also approved this year to serve as a model for substantial curriculum change in schools statewide. The challenge is great for Connecticut teachers, who are being called upon to reboot their entire educational approach—moving away from teaching facts and figures towards inquiry-based instruction that encourages students to think critically and with deepening complexity. Students are being asked not just to memorize and recall but also to collaboratively investigate subjects using primary sources and various points of view. This new methodology represents a transformative shift in how educators must now teach and evaluate students, which will demand relevant new professional development and educational resources to equip teachers for this task. The new interdisciplinary approach to learning also presents a great opportunity for the arts and humanities—specifically, the Florence Griswold Museum (FGM) with its rich collection of American paintings—to play a valuable role in 21st century learning. In fact, the new Connecticut Social Studies Frameworks “strongly suggest that teachers use critical resources found at local historical societies, museums and other historic sites” as they seek to use local and state history as windows into larger curriculum themes.

FGM is uniquely positioned to provide this kind of support for educators, having established a reputation as an innovative educational resource for Connecticut students and having forged a strong working relationship with many Connecticut teachers. FGM has become particularly beloved for *Once Upon a Palette*, its immersive field trip experience for 3rd-5th graders. These excursions have become so popular (with 3,000+ children visiting each year) that many are booked a year in advance. To help teachers make these experiences as content-rich as possible, FGM has created a toolkit of educational resources—including a lively DVD on the Lyme Art Colony, a teaching poster, online lesson plans and pre / post-visit activities, a dedicated teaching wall in FGM's Education Center, and several online learning modules on FGM's website that dig deeper into the Lyme Art Colony story and various past exhibitions. Moreover, FGM regularly leads and participates in statewide and regional teacher workshops, most notably the Southeastern Connecticut Art Teachers Professional Development Day in March 2015 when FGM hosted over 50 art teachers from across the region. Feedback from this day-long event was glowing, especially for an interactive coaching session led by FGM Education Director David Rau on *Visual Thinking Strategies* (VTS), an inquiry-based method on how to “mine” works of art for meaning. One middle school teacher wrote that this talk “gave me real tools to help students make connections with art, and describe, analyze, interpret and judge a work of art in a fun and student-centered way. I will be bringing this into my classroom right away!” Feedback from this workshop was eye-opening, revealing to FGM staff that: 1) there is a strong expressed need among Connecticut educators for learning tools and professional development that is adaptive to teachers' evolving needs and methods, and 2) an expanded online version of this VTS workshop (with more tools and coaching videos) that draws upon FGM's rich collection of American art with Connecticut connections could serve as a most useful tool for statewide educators.

The Florence Griswold Museum requests a \$49,530 one-year planning grant to develop, produce, and evaluate a prototype for SEE/CHANGE, a new online learning portal on FGM's website that will help equip Connecticut elementary school teachers and their students to learn about state history in a whole new way—through the window of FGM's rich collections of American art. With content designed to align with new learning objectives, *SEE/CHANGE* (upon full implementation) will equip teachers to use a selection of FGM's works of art as primary documents to engage learning about local, state, and national history. **The target audience benefiting from this project will be Connecticut teachers and students in grades 3-5**, as these are FGM's most frequent student visitors whose curricula (state history, geography, early American history) is most in line with the collection's subject matter. *SEE/CHANGE* also has the potential to expand to other grades in the future.

In preparation for this project, FGM sought the counsel of Connecticut teachers to learn how they are already using technology in the classroom and to gauge if and how such an online learning resource would be of value. Dr. Karen Wizevich, an evaluation consultant with vast expertise in the field of education, developed and administered an email survey this fall to FGM's database of teachers who attend field trips or have used Museum resources, as well as guests at the March workshop, participants in two Social Studies teacher training days, and a list of HOTS (Higher Ordered Thinking) Schools teachers. Among survey respondents, 80% indicated high or very high interest in using such a resource. Moreover, 48% of those surveyed said they were likely to use such a tool monthly; 32% said weekly. Teachers surveyed said they would benefit most from guidelines on how to "read" a painting (60%), related classroom activities (56%), and class project ideas (53%). Respondants also said it was of utmost importance that project content align with state Social Studies Frameworks and national standards. This front-end evaluation yielded both affirmation for the SEE/CHANGE concept, as well as invaluable insights into how the project should be developed to meet teachers' needs in practical, effective ways.

With consultation from curriculum specialists who understand the big picture of the new standards and with practical feedback from a selection of Connecticut elementary teachers and students (paired with findings of this front-end survey), FGM will devise a prototype for an online learning portfolio, centered on one anchor work from FGM's American art collection. Accessible on multiple platforms through the new teachers' web portal, this prototype portfolio will feature a collection of rich visual images related to the anchor work and its artist, as well as explanatory texts and videos prepared by divergent voices (from art curators and historians to artists and scientists). Coaching videos will also show teachers (who may not be well-versed in the arts) how to provide meaningful instruction on the anchor work in ways that align with their new curricular goals and classroom approach. Implementation funding will then be sought to replicate these tested elements to create a collection of a dozen online learning portfolios. Within each portfolio, a different anchor work will be presented as visual "text" that students will "read" to learn about a host of relevant topics—i.e., American history and culture, geography, and rural/urban life in Connecticut.

FGM asked the surveyed teachers to help select the project's first anchor work, understanding that teachers are more likely to work with a painting that appeals to them and connects to the content they are teaching, rather than one chosen for them. Those surveyed selected George H. Durrie's *Seven Miles to Farmington* as the work "most useful as a teaching tool." This 1853 landscape (depicting a rural inn in winter) has already been a successful key object for employing "learning to look" strategies with students visiting FGM and with teachers at Social Studies workshops. This historical painting of 19th-century New England life offers many layers of exploration and will serve as a strong prototype for demonstrating the project's range of online capacities.

The first prototype portfolio will feature a full-screen image of the work with zoom-in options for closer scrutiny. Essays by FGM staff (geared toward non-art audiences) will provide key background on the painting—the artist's biography, the painting's history, a closer read of its subject matter, analysis of how the painting was constructed (physically and visually), and the role the image played in the context of 1850 America. The portfolio will also offer essays by other scholars (i.e., historians, costume experts, biologists, etc.) to help teachers guide students along the process of viewing a painting through different lenses. The portfolio will feature *Telling Timelines* to reveal what was happening in the artist's life (as well as the state, nation, and world) when the work was created, as well as vocabulary lists, visual glossaries, and maps. This prototype will provide a divergent approach to show how rich one image can be and the many ways students can "unpack" its meaning.

Instructional subsections will provide scaffolded lesson pathways that teachers can use as a springboard for classroom learning—including introductory essential questions to guide individual and group work and a culminating project that can be realized in class and potentially shared online. One key component will be the instructional resource section embedded with *Dynamic Demos*. These how-to coaching videos will model key lesson components using Visual Strategic Thinking to equip teachers to bring this content to life. These videos will feature Master Teaching Artists (most of them

vettted by CT's Office of the Arts), exemplary Connecticut teachers, and FGM's staff educator who will guide teachers step-by-step on how to successfully incorporate these techniques.

To help develop the prototype's content and continually evaluate its efficacy in this planning phase, FGM has compiled a **SEE/CHANGE Project Team of two co-dependent sub-groups—a Content Group and a Curriculum & Instruction Group**. The Content Group will consist of key FGM staff, outside scholars, and content specialists. The Curriculum & Instruction Group will be comprised of Connecticut educators ("Dream Team" teachers vetted to develop curriculum), curriculum content specialists, and Master Teaching Artists. The entire team will meet four times during the planning year—1) to discuss the first anchor work and brainstorm ideas for content and activities; 2) to review the first online draft of the prototyped site; 3) to review the instructional components and videos and suggest changes before a final prototype is created (and tested among students for content feedback and a review of its processes); 4) to review the final prototype and identify other works for future development in the implementation phase. Dr. Wizevich will participate and note responses, help develop and test the prototype with students and teachers, then analyze and report on findings to make clear recommendations for a successful final product. An **Educators' SEE/CHANGE Roundtable** of Connecticut elementary school teachers will also serve as a practical advisory team, viewing the prototype at two phases of development and offering another level of feedback on its practical application. This Roundtable is likely to include many participants in the front-end e-mail survey, as 54% of the teachers surveyed stated an interest in serving in an advisory group.

Beyond the virtual, FGM will also create an interactive experience with the anchor works *on-site* at the Museum. Rather than showing field trip students highlights from temporary exhibitions on view (which are ever-changing and vary in appeal to children), upon completion of the implementation phase, FGM will designate gallery space for a **teaching laboratory** for use by visiting teachers—with *SEE/CHANGE* works always on view to connect the online content with on-site activity. For the planning year, *Seven Miles to Farmington* will be on view in a gallery of the Griswold House, where field trip students will be led in "learning to look" discussions by FGM volunteer educators who have received training specifically on this work and *SEE/CHANGE* goals. In this scenario, the online portfolio can work as both a pre- and post-visit continuation of the curricular goals.

FGM has both the track record of creating excellent educational programming for this age group, as well as the resources to do so. In 2001, FGM was gifted by the Hartford Steam Boiler Inspection and Insurance Company a treasure trove of 190 premier American paintings, sculpture, and works on paper—all with Connecticut ties. As many of these works were in private collections prior to this corporate collection, these works have been out of sight for decades and provide terrific new opportunities for rich research. Pairing this collection with FGM's extensive holdings of American Impressionism, FGM holds vast untapped resources for imparting to Connecticut schoolchildren their uniquely Connecticut history in dynamic new ways. While most traditional instruction is based on written texts, *FGM will strive to be a leader in the field by showing teachers how to use less-traditional visual source materials as "texts" that are captivating, content-rich, and capable of provoking critical thinking skills*. Aspects of these activities will be based on successful learning-to-look programs, such as Phillip Yenawine's *Visual Thinking Strategies*, as well as Yale University's use of the Jules Prown method of "reading" works to decipher their cultural and historical significance (a method used by FGM curators). These approaches to using art as texts dovetail effectively with the inquiry-based objectives of the modern classroom.

SEE/CHANGE is directly tied to FGM's mission to foster the understanding of American art, with emphasis on the art, history, and landscape of Connecticut. **This proposal also advances FGM's strategic plan**—particularly its **educational objective** "to foster rich and meaningful educational experiences at the Museum and online" by "continuing to build the educational content of the Museum's website with emphasis on new opportunities for collection-based and exhibition-related learner's guides for teachers and students." This project also supports two of the three goals of the **IMLS strategic plan 2012-2016** to 1) "place the learner at the center and support engaging experiences in museums that prepare people to be full participants in their local communities and our global society" and to 2)

“support exemplary stewardship of museum and library collections and promote the use of technology to facilitate discovery of knowledge and cultural heritage.”

2. Impact

- **IMLS Performance Goal** for SEE/CHANGE = “Learning/Support communities of practice.”
- **Performance Measure Statement** –“Project participants’ understanding has increased as a result of this program/training.” Extensive front-end data evaluation will be conducted via a follow-up e-mail teacher survey and focus groups of teachers and students, providing baseline data on initial attitudes and responses; followed by a series of prototype testing in classroom use. Data will be collected and reported by FGM’s contracted evaluator at various stages of the project.

FGM’s key goal with *SEE/CHANGE* is to draw upon FGM’s rich collections to benefit Connecticut educators, providing them with relevant resources and innovative new ways of teaching Connecticut history– online, in the classroom, and here at FGM. **Intended results** of the planning grant:

- *A project team will guide development of content* that is age-appropriate and applicable to teachers’ needs. This team will include curriculum content and instructional specialists (to help make specific connections to the state Social Studies Frameworks) and an evaluator to help this team develop a list of measurable outcomes, help develop and test the prototype among teachers and students, and analyze and report on the team sessions and findings.
- *Creation and implementation of a prototype for an online learning portfolio centered on one anchor work* supported by related visual and text-based content. (Future funding will be sought to use this prototype as the model for creating and implementing a series of 12 online portfolios.)
- *Creation of an FGM teaching lab* featuring the anchor work, supported by robust educator training.

In the short-term, this planning grant phase represents a crucial first step in shaping how the *SEE/CHANGE* project will work best. This much-needed period of brainstorming, information-gathering, testing, and refining will allow FGM to seek and incorporate the expertise of master teachers and curriculum experts across Connecticut so that this project is not completed in a vacuum, but is based on the practical needs and realities of today’s teachers and students. **In the long-term, *SEE/CHANGE* (upon full implementation) will equip Connecticut teachers (particularly in grades 3-5) with a new skill set of visual literacy and critical looking skills that can be translated into more complex critical thinking in their students.** Teachers who become users of *SEE/CHANGE* will gain a new understanding of how works of art can be read as texts and will be instructed on how to lead their students to an understanding of that skill, as well. As students learn to investigate art for cultural significance, students of differing learning styles and intelligences will come away with a deeper understanding of Connecticut’s history and culture. Teachers and students visiting FGM on field trips will also enjoy a richer, more consistent learning experience as they are led by educators trained in VTS to interact with these key anchor works in the teaching lab.

The primary **tangible product** of this planning stage will be a working, tested prototype of the first online learning portfolio (via a new teachers’ web portal on FGM’s website) that fully explores one anchor work and teaches educators how to use this work to teach aspects of state history. This will become the model for a full set of online portfolios on 12 anchor works for which future funding will be sought, sustaining the benefits of this project for years to come. Other products of the planning grant include a teaching lab in the Griswold House featuring this anchor work and poster-size versions for visiting teachers’ classroom use. To share this resource with teachers, marketing will be a critical component during implementation. At that time, FGM will create a multi-faceted marketing campaign, including staff presentations at teacher conferences (i.e., CT Council for Social Studies, CT Art Education Association), to promote *SEE/CHANGE* among our target audience.

3. Project Design

Specific activities during the planning phase (Dec. 1, 2016-Nov. 30, 2017) include: compilation by FGM’s curatorial staff of all existing research on the first anchor work; contracting of consultants (scholars, curriculum specialists, Master Teaching Artists, evaluator, web designer, videographers); conducting follow-up teacher survey and teacher/student focus groups to test attitudes and needs;

convening meetings of the project team to brainstorm ideas and needs, then review prototype content as it is developed; writing and development of anchor work content by project team and curatorial staff; production of coaching videos; convening of educators' roundtable sessions to provide feedback on the prototype in progress; creation and installation of teaching lab; VTS-based educator training on the anchor work; testing of the prototype in a classroom setting with the evaluator; and completion of prototype to serve as the model for implementation of future anchor work portfolios.

These activities will be informed by Howard Gardner's **Multiple Intelligences Theory**, as an array of components will be developed that speak to differing learning styles. Project activities will also be steeped in *Visual Thinking Strategies (VTS)*, in which teachers learn to support students' critical thinking skills by facilitating discussions of works of art. (The prototype's coaching videos will show teachers how to incorporate VTS into their curriculum). These strategies already serve as the basis for many progressive new curriculums (such as the curricular pathway used by Nathan Hale Arts Magnet School in New London, CT) that align perfectly with this endeavor. FGM curators will also approach all content development using the "learning to look" **Jules Prown Method of Inquiry**, equipping teachers and students with tools to unpack artistic images for context and meaning.

The *SEE/CHANGE* planning phase will be managed by **project manager**, Director of Education & Outreach David D.J. Rau. With 17+ years of experience in designing programs for this target audience, Rau helped oversee the creation of FGM's collections-based learning tools online, including [The Fox Chase](http://florencegriswoldmuseum.org/collections/online/fox-chase/) (florencegriswoldmuseum.org/collections/online/fox-chase/). Funded by IMLS and conceived and written by Rau, this multi-layered exploration of the Lyme Art Colony illuminates the key figures, events, tools and techniques, and day-to-day life of the historic boardinghouse. Rau also has varied experience coordinating video productions for FGM, having written and produced the 19-minute DVD, *Once Upon a Time in Old Lyme*, and other education-based video projects. Rau (who conceived *SEE/CHANGE*) has extensive expertise in creating online learning tools based on FGM's collections, while also having fostered a strong network within Connecticut's education community.

Key members of the work team will include, *Florence Griswold Museum staff*:

Jeff Andersen, Director since 1976. Under his direction, FGM has evolved from a seasonal attraction to a year-round museum with a staff of 18, an annual operating budget of \$2.5 million, and annual visitation of 65,000. He will provide administrative oversight of the *SEE/CHANGE* project.

David D.J. Rau, Director of Education & Outreach since 1998. He will serve as project manager, coordinating project team meetings; directing writing schedules for scholars; editing written content; managing video production; directing the instructional writing schedule for curriculum specialists.

Amy Kurtz Lansing, Curator since 2006. She oversees all of FGM's art and archival collections and its exhibition program. She will serve on the project team; prepare background information for the initial project team meeting; present an introduction to the anchor work at that meeting; write didactic essays about the artist and anchor work (in tandem with assistant curator); review essays by outside writers; and assist with the gathering of visual materials for website.

Assistant Curator. A nationwide search is underway for this position, which should be filled by Spring 2016. He/she will serve on the project team; prepare background and present introduction about the anchor work artist for the first project team meeting; write didactic essays about the artist and the anchor work; review essays by outside writers; help gather visual materials for the website.

Julie Garvin-Riggs, Museum Educator since 2009. She oversees all children's programming and coordinates FGM's field trip program. She will serve on the project team; facilitate educators' roundtable sessions; help prepare background for first project team meeting and for timeline, vocabulary, and glossary sections; coordinate in-class testing of prototype; coordinate the re-training of educators on the new anchor work procedures; demonstrate VTS of the anchor work on video.

Tammi Flynn, Director of Marketing since 1999. While she has made great strides in publicizing FGM and its programs, Ms. Flynn also has extensive experience overseeing evaluative projects and recently helped implement a sweeping branding initiative and website redesign. She will supervise the evaluative component of the project and the work of the web design consultant.

Fred Cote, Director of Finance since 2010. He is responsible for financial oversight of all annual and capital operations. Cote will oversee all aspects of reporting and financial management.

Other consultants:

Daniel Hansen, former Assistant Superintendent for Curriculum & Instruction at South Windsor Public Schools, South Windsor, CT. From a suburban district point of view, he will serve on the project team and offer expertise on integration with the new frameworks, testing, and evaluation.

Kate Fioravanti, District Arts Supervisor, New London (CT) Public Schools. From an urban school district, her 19+ year career has focused on innovating educational practices in the arts to provide access to all students. She will serve on the project team, offer guidance regarding instructional aspects of the project, create instructional lessons, and help identify a class for testing the prototype.

Julia Balfour, web design/development consultant, Lyme, CT. A Connecticut-based branding/web design expert, she has 20+ years of experience as a graphic designer, web strategist, and audience advocate specializing in learning environments. She directed FGM's 2014 branding initiative and a website redesign, supported by an IMLS project grant. She will work with the project team to design a digital prototype for the online learning portfolio and advise on videography team selection.

Dr. Karen Wizevich, evaluation consultant at People, Places & Design Research, Northampton, MA. She has extensive experience in providing evaluation services for FGM, as well as other major cultural institutions (including several IMLS-funded projects). She will work closely with the project team at every stage to ensure the project has measurable objectives, is in line with cutting edge online pedagogy, and that the evaluation process is comprehensive and inclusive.

Among those serving on the Curriculum & Instruction Group: an associate professor of education who served as a lead writer on the Connecticut Social Studies frameworks; a K-12 Social Studies curriculum specialist in a suburban school district; a Research Assistant in Digital Humanities at University of Connecticut with experience in material and visual studies, as well as online media; two Connecticut "Dream Team" elementary school teachers who have been vetted to design curriculum. Serving on the Content Group will be a professor of environmental studies with expertise in historic land use; a history curator with expertise in 19th-century Connecticut culture; and a costume historian for Colonial Williamsburg. *A full listing of the entire project team is attached.*

Project activities timeline

- **Dec. 2016 -Jan. 2017** – Evaluator to distribute detailed, follow-up online survey to participants in first teacher survey; convene one focus group of teachers, two focus groups of students, to test initial attitudes toward the project. Curatorial staff gather all known research about "anchor work;" FGM's curatorial, education, and marketing staffs discuss what information is needed about the anchor work and the curriculum standards; FGM staff contact project team members to finalize first meeting and send them preliminary information and outline of responsibilities.
- **Feb-April 2017** - Convene first session of project team; FGM staff provide project team with research/writing assignments, based on findings of first meeting; gather/create secondary information (photos, maps, charts, links, etc.); all content transferred to web designer; prototype web pages created with anchor work, background info, and secondary resources.
- **May 2017** - Convene second meeting of project team to view draft web pages, discuss content, and brainstorm with instruction consultants about learning activities to be developed; identify any missing resources that would improve site; convene first meeting of educators' roundtable to review draft prototype; project team members revise, as needed, content based on discussion from second meeting and education roundtable meeting.
- **June-Aug. 2017** – Instructional members of project team develop content and videotape lessons for how-to videos and learning activities; all content transferred to web designer.
- **Sept. 2017** - Convene third meeting of project team to view/discuss instructional video components of prototype; convene second educators' roundtable to review draft prototype; team members revise content based on discussions; revisions submitted to web designer.
- **Oct. 2017** - Test prototype with evaluation consultant in two classrooms using 3-D storyboards; edit or create new materials, as needed, based on on-site observations and evaluation consultant recommendations; all revisions submitted to web designer.

- **Nov. 2017** – Test a final prototype in two classrooms, using web-based simulation of content, yielding final set of feedback for design team. Convene fourth project team meeting to review prototype for final revisions; conduct docent training; create teaching lab and acquire feedback from visiting educators and students who interact on-site with anchor work; seek funding for implementation of *SEE/CHANGE* in full. Launch prototype on FGM website; devise strategies for promoting use of site and soliciting educators' feedback; begin presenting at education and museum conferences to reveal prototype and demonstrate its navigational components.

The project manager will monitor this timeline closely to ensure that contributors are meeting deadlines and the project is achieving intended results. Progress toward *SEE/CHANGE* goals will also be tracked at the project team's quarterly meetings. While this year-long planning period represents a short time frame, curatorial research is limited to one anchor work and many potential participants have already been in productive discussions with FGM staff about the project.

FGM is committed to providing the cost share requirement through its comprehensive fundraising and earned income program, including individual contributions, membership, foundation grants, and program revenues. With extensive experience administering IMLS, federal, state, and foundation grants, FGM exercises sound budgeting practices and has operated with a balanced budget for the past decade. The project budget is based on competitive quotes and actual costs, when possible. FGM has a cost accounting and project management system in place to track expenses and has carefully considered the time and resources needed for this project's successful completion.

FGM has retained Dr. Wizevich to conduct front-end and prototyping **evaluation**, with results informing the implementation process. To explore teachers' use of technology and their curricular needs, she has already conducted the initial teacher survey and analyzed its findings to help direct project planning. In consultation with staff and project team members, Dr. Wizevich will also:

- 1) Develop a list of measurable outcomes;
- 2) Design/implement front-end study to test emerging program ideas with teachers and students;
- 3) Conduct front-end evaluation in classrooms and off-site, gathering input from teachers and students to serve as a baseline for future comparison;
- 4) Prepare a report on findings, making sure recommendations are practical and implementable;
- 5) Work with project team on creating realistic prototypes, both as 3-D storyboards and online;
- 6) Test prototypes in classroom/online environments and analyze and report on these sessions.

After thorough review, a final prototype will be shared with the Educators' Roundtable, who will pilot the prototype in their classrooms and give feedback. With a completed prototype, FGM will seek implementation funding (from IMLS and other funders) to develop an entire set of online learning portfolios, as well as a marketing plan to share *SEE/CHANGE* with teachers statewide.

SEE/CHANGE will seek to give Connecticut educators new skill sets for the 21st century, equipping them to teach students how to "read" art for meaning, grow critical thinking skills in their students, and add depth to their students' understanding of Connecticut art, culture, and history. To help determine how knowledge, attitudes, and skills changed in these areas, FGM's evaluator will build assessment of **performance measurements** into the planning (and eventually, the implementation) process. For this planning phase, front-end evaluation (including a follow-up teacher e-mail survey and focus groups of teachers and students) will provide sufficient data to show baseline measures of attitudes toward the use of technology and art content in the classroom. The evaluator's testing of the *SEE/CHANGE* prototype in four classrooms will then help FGM gain evidence of changes in teacher attitudes and capabilities, as well as any improvements in students' critical learning skills and abilities to make connections to the painting as a teaching tool.

Working from FGM's base of experience in developing educational content for teachers and students, *SEE/CHANGE* will allow FGM to take its educational resources to the next level and potentially serve as a model to other museums on how to serve as educational partners for the 21st century. The long-term goal is that *SEE/CHANGE* make the most effective and relevant use of FGM's collections for the greater good of Connecticut's learners and to become a sustainable model in the museum education field that other institutions will find useful for their collections-based curriculum projects.

Project Timeline	2016	Sept	Dec	2017	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	2018
Project Startup																	
Grant Notification																	
Grant period begins - Dec. 1																	
Tasks																	
FGM staff meet to define research agenda aligned with curriculum standards																	
Research about anchor work																	
Team selected/contacted																	
Team meetings																	
Writing content about anchor work																	
Secondary information gathered/created (photos, maps, links, etc.)																	
Web design of prototype based on research and secondary materials																	
Web prototype evaluation and editing/revision																	
Develop learning activities																	
Educators Roundtable meetings																	
Instructional content developed																	
Videotape lessons, how-to videos and learning activities																	
Instructional content & videos incorporated into web prototype																	
Instructional videos discussed and revised																	
Educators Roundtable review draft prototype project																	
Web prototype classroom test with evaluation consultant																	
FGM educator/docent training on new prototype and interpretive methods aligned with standards																	
Feedback gathered from educators roundtable and students																	
Seek funding for implementation of SEE/CHANGE project																	
Creation of Teaching Lab in Griswold House using anchor work																	

Florence Griswold Museum, Inc.

Project Timeline	2016	Sept	Dec	2017	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	2018
Educators Roundtable share prototype in their classroom, present feedback																	
Launch prototype on FGM website																	
Promotion plan developed for prototype																	
Present/discuss prototype at conferences																	
Evaluation and Project Management																	
Followup email teacher survey																	
Two focus grps test attitudes toward project																	
Monthly progress meetings																	
Quarterly evaluations by Director																	
Evaluator solidifies project, reviews timeline																	
Test prototype in two classroom, using 3D storyboards																	
Test final prototype in two classrooms, yielding feedback																	
Evaluator summative report																	