

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SUPERINTENDENT OF SCHOOLS
JAMES F. NOTTER**

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Approved memorandum with signatures is on file.

December 17, 2009

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
Educational Programs & Student Support

VIA: James F. Notter
Superintendent of Schools

SUBJECT: **TEACHING AMERICAN HISTORY GRANT PROGRAM
EVALUATION REPORT, 2008-09**

1. What is the purpose of the report?

This evaluation provides feedback on the progress made in meeting the Teaching American History (TAH) grant program's three objectives. This report examines participant characteristics and satisfaction, the impact of the TAH professional development program on teachers' knowledge and understanding of American history, their perceptions and behaviors related to teaching American history, and progress made in examining the impact of the program on student history knowledge.

2. Which populations were targeted in this report?

Twenty-five American history teachers (11 elementary school teachers, 9 middle school teachers, and 5 high school teachers) who participated in the TAH grant during the 2008-09 school year were targeted for this evaluation. Participant demographics and findings from pre- and post-assessments of teacher perceptions related to teaching American history, as well as pre- and post-test measures of teacher content knowledge of American history acquired during the 2008-09 school year, are presented. Students of the 11 participating elementary teachers were also targeted for the development of a student assessment measuring the impact of the program on student achievement in American history.

3. How were the data for this report collected?

This evaluation included qualitative and quantitative evaluative techniques to address process areas and stakeholder perceptions. TAH evaluation questions were addressed using descriptive, quantitative methods. To gather pertinent information, a combination of data collection approaches was utilized including a literature review, online surveys, interviews, and document review. Data were collected, directly and indirectly from TAH participants who were surveyed, observed, and interviewed. Participant professional and demographic background data were extracted from the District's Data Warehouse. The TAH project staff was also interviewed.

4. What are the main highlights in this report?

The first-year implementation of the third TAH grant successfully met the grant goals. The TAH staff planned the training program systematically and carried it out according to the program model. Empirical data indicated that progress has been made towards meeting the grant's objectives:

- *Teacher Objective 1* – Participating teachers significantly increased their knowledge and understanding of American history (pre-mean=8.3, post-mean=17.9, $p<0.001$, $\eta=0.93$).
- *Teacher Objective 2* – The data indicated that the grant made a statistically significant impact on participant perceptions along two major dimensions of history teaching—(a) basic historical thinking and (b) intensive historical thinking. Changes in teacher perceptions on basic and intensive historical thinking serve as a precursor for positively impacting teacher classroom instruction.
- *Student Objective 1* – Evaluation of the grant's impact on student history knowledge began with the development and validation of a 16-item student assessment instrument piloted with 186 American history students during 2008-09. In December 2009 and 2010, the instrument will be formally fielded with students of teachers who have completed a full year of TAH training. An HLM (hierarchical linear modeling) study was designed to examine TAH's impact on fifth grade student history achievement in years two and three of the grant.

Recommendations in the previous evaluation to strengthen teacher classroom practices by providing more intensive instruction to fewer participants, and workshops that better met the needs and goals of the participants, were identified as strengths in the current grant. Teachers reported that grant activities positively impacted their knowledge of history (100%, $n=23$), and changed what (91.3%, $n=21$) and how (95.7%, $n=22$) they taught their students. Teachers attributed students exhibiting more interest in history (91.3%, $n=21$) and greater critical-thinking skills (87%, $n=20$) to TAH activities. Participants were satisfied with the program, but suggested: (a) catering more to teachers at different school levels, (b) providing more hands-on activities, (c) strengthening the transition of teacher knowledge and strategies to the classroom, and (d) incorporating more technology into the training activities. These findings were supported by interviews that indicated TAH training improved teachers' history content knowledge and classroom behaviors, and that students (a) became more enthusiastic about learning history, (b) were more willing to research independently, and (c) were more actively engaged.

5. What are the best practices to follow in examining the data?

A review of the national literature reveals that the best practices for TAH may be approached from two related perspectives—how to effectively conduct a TAH program, and how to best teach students the discipline of history. Regarding the best practices for delivering TAH, researchers emphasized the importance of (a) building a culture of evidence through professional development, and (b) guiding teachers to grasp the notion that written history was an interpretive act grounded in evidence in comparison to just learning specific historical content or general teaching strategies. Therefore, professional development for history teachers should focus on primary sources, problem framing, and historical content knowledge, among

others. Some elements of the BCPS TAH program, such as *History Alive!* and Document-Based Inquiry are consistent with these best practices.

Acquiring the skill of historical problem solving has been emphasized in the best practices of teaching students. As reported in the literature review of the TAH evaluation report, researchers demonstrated the importance of:

- Engaging students in high-order thinking in the history learning process, and not just learning history facts.
- Using history to teach higher order thinking because historical problem solving tends to entail more than one way to solve the problem, and varying conclusions can be drawn from the same historical evidence.
- Taking into account students' development stage of historical thinking because students make progress at their own pace in terms of understanding concepts, such as evidence, causation, and how history is constructed.

6. What recommendations were made in this report?

As a result of findings of this evaluation, two recommendations were made to improve the impact of the TAH program by Spring and Fall 2010. One recommendation ensures that the best practices identified in this report are accessible to District teachers through the District's Best Practices Web site, in addition to being incorporated into professional development courses in history. To further align TAH professional development activities with participant needs, it was recommended to tailor trainings to different school levels, with more hands-on activities, a stronger focus on technology, and implementation of classroom instructional strategies.

If you have any comments concerning this report, please contact **Dr. Katherine Blasik, Associate Superintendent, Research Development & Assessment at 754-321-2470 or Dean Vaughan, Evaluation Administrator, Research Services at 754-321-2500**. This report may also be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/Releases.htm).

JFN/JWH/KAB/MRL:dwv
Attachments

cc: Executive Leadership Team
Area Directors
Principals

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE DEPUTY SUPERINTENDENT
CURRICULUM**

December 11, 2009

TO: James F. Notter
Superintendent of Schools

FROM: Earlean C. Smiley, Ed.D., Deputy Superintendent
Curriculum

SUBJECT: **TEACHING AMERICAN HISTORY (TAH) GRANT EVALUATION
REPORT YEARS 2008-2009**

Based on the evaluation data, the following two recommendations are made for the Teaching American History Grant:

RECOMMENDATION 1:

Best practices identified in this report should be made available to all District history teachers for implementation in classrooms by Spring and Fall 2010. By February 2010, TAH staff, in cooperation with Curriculum staff, will submit the best practices for teaching American history that were identified in this report to the Best Practices Web site through the Deputy Superintendent of Curriculum. TAH best practices that impact teaching and learning should also be shared with BCPS history teachers by incorporating them into history professional development courses for implementing in classrooms in Spring and Fall 2010.

RESPONSE 1:

Grant participants are required to create a minimum of three lesson plans based on workshops they have attended and/or topics related to the Grant themes. All lessons will be posted on the TAH Web site as well as the Broward County Public Schools BEEP portal, an internal Web site of resources for teachers. Other information related to American History resources is also posted on the Web site. Additionally, an online course that is directly related to best practices for teaching American History is being developed for teachers and will be offered with inservice points.

RECOMMENDATION 2:

TAH staff should incorporate participant suggestions into 2009-2010 TAH professional development activities by February 2010. In surveys and interviews, participants reported a need to: (a) tailor trainings to different school levels, (b) provide more hands-on activities, (c) incorporate more technology into TAH activities, (d) strengthen the transition of teacher knowledge and strategies from workshops to the classroom, and (e) improve communication of TAH expectations for cohort members. Aligning TAH workshops and activities with participant suggestions will further improve the impact of the TAH project on teaching and learning.

**TEACHING AMERICAN HISTORY (TAH) GRANT EVALUATION
REPORT YEARS 2008-2009**

December 11, 2009

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RESPONSE 2:

The TAH staff has reviewed and incorporated participant suggestions into the 2009-2010 professional development activities. Trainings have not been completely tailored to different grade levels due to the cost. However, materials that have been purchased for grant participants have been tailored to different school levels. Furthermore, follow-up discussions of workshops include how to incorporate content that has been learned into different levels of classrooms. Trainings that incorporate more hands-on activities have been planned. These trainings assist in the transition of teacher knowledge and strategies from workshops to the classrooms. Technology will continue to be incorporated into TAH activities according to budgetary guidelines. To improve communication with grant participants, a meeting was held with 2009-2010 cohort members to clearly explain expectations of grant participation and another meeting will be held with 2010-2011 grant participants. A written letter and contract has also been distributed to all grant participants. Written and verbal communication regarding expectations has become an ongoing part of grant participation.

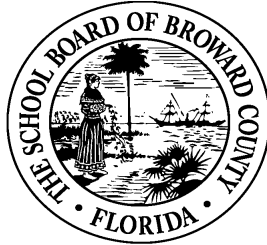
Should you require additional information, contact Dr. Louise Ball or Ms. Shellie Gory, Social Studies Curriculum Specialists, at 754-321-1873.

ECS/DC/LB/SG:dk

cc: Diane Carr, Executive Director, Core Curriculum

The School Board of Broward County, Florida

**Teaching American History Grant Program
Evaluation Report, 2008-09**



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December 2009

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**Teaching American History Grant Program
Evaluation Report, 2008-09**

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The School Board of Broward County, Florida

Teaching American History Grant Program Evaluation Report, 2008-09

Executive Summary

Broward County Public Schools (BCPS) was awarded a three-year Teaching American History (TAH) grant by the United States Department of Education (USDOE) for implementation from July 1, 2008 to June 30, 2011. This is the third TAH grant that BCPS has received. The grant was designed to raise student achievement by enhancing participating teachers' knowledge and understanding of American history through professional development activities offered in partnership with university history professors and public museums. The objectives of the grant were three-fold.

- Teacher Objective 1: Participating American history teachers will improve content knowledge and understanding of American history.
- Teacher Objective 2: Participating American history teachers will demonstrate improved implementation and methodology to teach American history.
- Student Objective 1: Sixty percent of the students assigned to participating American history teachers will demonstrate increased academic achievement in American history.

The first-year implementation of the third TAH grant successfully met the grant goals. The TAH staff planned the training program systematically and carried it out according to the program model. In interviews with the TAH staff, the staff members commented that the content specific and teaching strategy workshops were conducted according to the plan, and that content specific and teaching strategy resources and materials were supplied to cohort members. Staff members also reported that workshops and other training activities aligned with state curriculum standards in that they were designed and implemented according to state content standards, and that all workshops and training activities aligned with District and state goals for professional development. The alignment was achieved by asking teachers to complete standards-based follow-up assignments that demonstrate mastery of the content and how the mastery is being incorporated into their classroom lessons.

Staff members pointed out that the strengths of the TAH grant include the following: (a) working with a small number of teachers for a one-year period allowed for them to receive more training and guidance about implementation of that training; (b) surveying teachers regarding professional development needs and goals enabled the grant administrators to design workshops that better met the needs and goals of the participants; (c) collaboration with other TAH state coordinators enabled sharing of ideas and resources; and (d) developing leadership opportunities within the cohort enabled mentors for future grant participants. TAH staff members' observations were supported by the data collected from the participants.

Of the 25 participants in the first-year TAH cohort, 19 (76%) were female, 19 (76%) were White, and 18 (72%) were 40 years of age or younger. It was a diverse group in terms of teaching level, as well as certification subject and status. These teachers worked with 2,048 students during the 2008-09 school year.

Empirical data indicated that progress has been made towards meeting TAH grant objectives. For Teacher Objective 1, participating teachers significantly increased their knowledge and

understanding of American history (pre-mean=8.3, post-mean=17.9, $p<0.001$, $\eta=0.93$). Both the p value and effect size revealed that the grant had profoundly impacted teacher knowledge and understanding of American history.

In terms of Teacher Objective 2, the data indicated that the grant made a statistically significant impact on participant perceptions along two major dimensions of history teaching—(a) basic historical thinking and (b) intensive historical thinking. If teaching behaviors are to change, perceptions have to change first. Therefore, the changes in perceptions on basic and intensive historical thinking bode well for the change in behaviors. Interview data indicated that teachers changed their teaching behaviors, as a result of participating in the TAH project. When asked how the participants taught differently as a result of grant participation, the following themes emerged: (a) increasing participant history content knowledge; (b) engaging students more in the learning process, (c) integrating various subjects, (d) networking with other teachers, (e) incorporating non-textbook sources and materials, and (f) going deeper into the content. When asked which aspects of the grant training reflected in the lesson observed or in other recent lessons, the following themes emerged: (a) incorporating primary documents; (b) using first-hand experience resulting from travel during the summer institute; and (c) utilizing new teaching strategies/content. Additional pre-assessments examining participant perception on the degree to which they engaged in TAH activities in the classroom, as well as classroom observations, were not conducted as planned. The late award and early start date of grant activities negated the possibility of conducting the pre-assessment and pre-observations, which should occur before teachers participate in TAH activities; however, these data have already been collected for the second year of the grant.

Survey respondents reported that grant activities had a positive impact on their knowledge of history (100%, $n=23$), changed what they taught their students (91.3%, $n=21$), and changed how they taught their students (95.7%, $n=22$). Teachers also attributed students exhibiting more interest in history (91.3%, $n=21$) and greater critical-thinking skills (87%, $n=20$) to their participation in TAH activities. Additionally, during interviews, participants mentioned that as a result of teachers' improved history content knowledge and teaching behaviors, their students (a) became more enthusiastic about learning history, (b) were more willing to research independently, and (c) were more actively engaged.

TAH participants were very satisfied with the TAH program, as indicated in both, the online survey ($n=23$) and the interviews ($n=17$). Based on the online survey, participants felt the strengths of the TAH project included: (a) a connection with what the teachers do in the classroom, (b) quality and useful materials and tools, (c) quality presenters, and (d) engaging learning experience. Suggestions for improvement based on the first-year implementation as mentioned by the participants in the online survey include: (a) catering more to teachers at various levels and (b) more hands-on activities. During the interviews, TAH staff members mentioned the need to (a) improve communication about specific expectations for cohort members, (b) incorporate more technology into the workshops and activities, and (c) strengthen the transition by teachers of knowledge and strategies from workshops to the classroom.

Regarding the grant's objective on student achievement, TAH participants completed the first year of training by the summer of 2009, therefore, the full benefits of TAH professional development activities would not begin to show in their teaching until Fall 2009. As a result, evaluation of TAH's potential impact on student knowledge of history will begin during the

second year of implementation. During the first year, a 16-item student assessment instrument was developed based on the validation data collected from 186 students. The instrument will be formally fielded in December 2009 and 2010, in years two and three of the grant, respectively. An HLM (hierarchical linear modeling) study was designed and will be carried out in December 2009 and 2010 to study TAH's impact on fifth grade students' history achievement.

Best practices for TAH may be approached from two related perspectives—how to effectively conduct a TAH program, and how to best teach students the discipline of history. As to the best practices for delivering TAH, researchers emphasized the importance of building a culture of evidence through professional development (Kortecamp & Steeves, 2006; Mucher, 2007; and Ragland, 2007b). Mucher (2007) argued that it was more important to guide teachers to grasp the notion that written history was an interpretive act grounded in evidence in comparison to just learning specific areas of historical knowledge or general teaching strategies. Therefore, staff development for history teachers should focus on primary sources, problem framing, and historical content knowledge, among others. Some elements of the BCPS TAH program, such as *History Alive!* and Document-Based Inquiry are consistent with these best practices.

Acquiring the skill of historical problem solving has been emphasized in the best practices of teaching students. Bulgren, Beshler, & Lenz (2007) and Kame'ennui and Carnie (1998) demonstrate the importance of engaging students in high-order thinking in the history learning process, and not just learning a few history facts. History is a great subject to teach higher-order thinking because historical problem solving tends to entail more than one way to solve the problem (Oakes & Lipton, 1999) and varying conclusions can be drawn from the same historical evidence (Lee & Ashby, 2000; and Wineburg, 1991). Finally, students' development stage of historical thinking should be taken into account (Lee, 2004; Lee & Ashby, 2000; Stearns, Seixas, and Wineburg, 2000; and Wineburg, 2001). For example, Lee and Ashby (2000) found that students appear to make progress at their own pace in terms of understanding concepts, such as evidence, causation, and how history is constructed.

Recommendations

1. Best practices identified in this report should be made available to all District history teachers for implementation in classrooms by Spring and Fall 2010. By February 2010, TAH staff, in cooperation with Curriculum staff, will submit the best practices for teaching American history that were identified in this report to the Best Practices Web site through the Deputy Superintendent of Curriculum. TAH best practices that impact teaching and learning should also be shared with BCPS history teachers by incorporating them into history professional development courses for implementing in classrooms in Spring and Fall 2010.
2. TAH staff should incorporate participant suggestions into 2009-10 TAH professional development activities by February 2010. In surveys and interviews, participants reported a need to: (a) tailor trainings to different school levels, (b) provide more hands-on activities, (c) incorporate more technology into TAH activities, (d) strengthen the transition of teacher knowledge and strategies from workshops to the classroom, and (e) improve communication of TAH expectations for cohort members. Aligning TAH workshops and activities with participant suggestions will further improve the impact of the TAH project on teaching and learning.

The School Board of Broward County, Florida

Teaching American History Grant Program First Evaluation Report, 2008-09

Introduction¹

Teaching American History (TAH) is a national discretionary grant program, originally funded by the United States Department of Education (USDOE) under Title II-C of the Elementary and Secondary Education Act in 2001. The purpose of the program was to promote the teaching of traditional American history in elementary and secondary schools as a separate academic subject. Grants were used to improve history instructional quality by supporting professional development for teachers (USDOE, 2005a). Associated professional development was intended to improve teacher knowledge; understanding; and appreciation of American history, with the ultimate goal of improving student achievement. The program bestows competitive grants upon local educational agencies that agree to carry out proposed activities over a three-year period in partnership with one or more of the following entities: (a) institutions of higher education, (b) nonprofit history or humanities organizations, (c) libraries, or (d) museums. From 2001 to 2008 this program has funded 906 grant projects with \$838,172,000 awarded to school districts nationwide (USDOE, 2009). This evaluation report is for the first year (July 1, 2008 to June 30, 2009) of the third TAH grant that BCPS received, which operates from July 1, 2008 to June 30, 2011.

The TAH grant program allows for a wide variety of teacher professional development activities, such as (a) in-service and intensive summer institutes, (b) immersion activities, (c) collaboration among teachers and outside experts toward improving classroom instruction, and (d) programs to assist new history teachers. Participating local education agencies are encouraged to share their knowledge of effective professional development strategies with private school administrators and teachers, and have the discretion to include private school teachers in grant activities (USDOE, 2005a). Project activities should help teachers gain greater expertise in American history and increase the standards of teaching strategies and other essential elements of teaching (USDOE, 2005b).

The roots of the TAH program lie in a movement that dates back to the 1980s. At that time, national assessment measures consistently indicated that secondary students in the United States were not sufficiently knowledgeable about American history. The reform movement in teaching American history began with the 1988 *Building a History Curriculum: Guidelines for Teaching History in Schools*, a report that attributed this state of affairs to a disjointed history curriculum and inadequately prepared history teachers (Bradley Commission on History in Schools, 1988). National standards for historical understanding and ways of thinking about historical movements and events were developed; and school districts were encouraged to align their curriculums to these standards. Consequently, historians and educators throughout the United States have been building and participating in teacher professional development programs, including *History*

¹ The sections of “introduction” and “literature review” are drawn from the final evaluation reports of first BCPS TAH grant (Bliss, 2006) and the second TAH grant (Shen, 2009), in order to maintain the consistency in description and demonstrate the continuation in grant implementation.

Alive! and *National Council of History Colloquia*. The historical content and teaching strategies fostered by the TAH grant program in BCPS are rooted in these concerns and developments.

The Teaching American History Grant Program

Teaching American History projects started in 2001 as a one-year, \$50 million addition to the fiscal year appropriations bill for USDOE. As Stein (2003) indicated, the program was initiated with the bold new idea that history content could be delivered directly to United States history teachers through ongoing partnerships with history experts. In 2002, the TAH program became part of the No Child Left Behind Act (under the Teacher Quality section) but not authorized until 2006. In 2002 and 2003, \$100 million were appropriated to the program. In both 2004 and 2005, just under \$120 million were appropriated for TAH grants (National Coalition for History, 2003). Stein (2003) noted that three-year federal education grants were given to school districts for professional development partnerships, with Congress setting funding levels for the program on an annual basis. The law specified that United States history be separated from the general social studies curriculum. Supporters felt that history was generally undervalued in schools, resulting in little or no emphasis either on the facts of history or on the use of historical-thinking skills (e.g., chronology; cause and effect; analysis of documents; and use of primary sources; Stein, 2003). The intent of the law was teacher integration of historical-thinking skills into their teaching, enabled through a unified strategy of funding systematic TAH partnerships between history experts and teachers. History teachers and students were the beneficiaries of these partnerships. More recently, in 2006 and 2007, more than \$100 million have been awarded to more than 120 grantees. In 2008, \$114.7 million were awarded for 121 projects. Therefore, by 2008, the TAH program had funded 906 grant projects with total awards of \$838,172,000. The just released results for the 2009 TAH grant competition includes 123 projects; the funding amount for the 123 projects has not been released yet. (USDOE, 2009).

Literature Review

The American Historical Association (2004) noted that recent, unprecedented levels of congressional funding for Teaching American History grants—intended to encourage collaboration among Kindergarten (K)-12 teachers, post-secondary faculty, and public historians—has sparked new interest in teaching history. To a greater extent than ever, historians are now participating in such collaborative programs because of this federal initiative. In 2002, USDOE, the American Historical Association, the Organization of American Historians, and the National Council for the Social Studies clarified assumptions concerning the nature of good collaboration, necessary to enhance the teaching of history. These organizations agreed that collaborative programs, like those central to TAH, should rest upon the fundamental assumption that content, instruction, and historical thinking should be interwoven and related to classroom experience (American Historical Association, 2004).

Bradley Commission

A historical mindset that features analytical thinking or “Habits of the Mind” was introduced as a national educational goal by the Bradley Commission (1988) in its publication, *Building a*

History Curriculum: Guidelines for Teaching History in School. This commission of 17 university and K-12 educators was created in 1987 in response to concern over the inadequacy, in quantity and quality, of history taught in American classrooms (Bradley Commission, 1988). The Commission recognized the teacher as the most important ingredient in any instructional situation and developed a set of curriculum guidelines for the professional development of K-12 history teachers.

The policy recommendations in *Building a History Curriculum* acknowledged the “critical value of historical study to the educations of Americans” (Bradley Commission, 1988). Thirteen historical “Habits of the Mind” were identified for teachers to focus on instructional practices. The perspectives and modes of thoughtful judgment that accompanied the adoption of such habits were posited as the principal aim of learning history. Teachers were urged to help students become active learners who understand how things happen and how things change, how human intentions matter, and how consequences are shaped by the means in which they are carried out. Teachers were also to help students “read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions” (Bradley Commission, 1988).

To nurture such habits of thought, the Bradley Commission (1988) identified six Vital Themes and Narratives:

1. Civilization, cultural diffusion, and innovation;
2. Human interaction with the environment;
3. Values, beliefs, political ideas, and institutions;
4. Conflict and cooperation;
5. Comparative history of major developments; and
6. Patterns of social and political interaction.

These themes and narratives form a conceptual scheme to help students organize knowledge of the past (Drake, 1997). They are integrated into the following eight American history topics, central to the history of the United States.

1. The evolution of American political democracy, its ideas, institutions, and practices from colonial days to the present;
2. The Revolution;
3. The Constitution;
4. Slavery;
5. The Civil War;
6. Emancipation;
7. Civil rights; and
8. The major successes and failures of the United States in crises at home and abroad.

Three topics are each explicitly related to three themes and narratives, and five topics each are related to four of the vital themes and narratives.

In all, the Bradley Commission made nine policy recommendations, ending with a call for better education of history teachers. These guidelines were printed and distributed along with the Commission’s *Historical Literacy: The Case for History in American Education* (Gagnon, 1989).

National Council for History Education

The National Council for History Education (NCHE) is the successor organization to the Bradley Commission. NCHE was based on the conclusion of the Bradley Commission that “Americans’ binding heritage is a democratic vision of liberty; equality; and justice, which requires a deep knowledge of how that vision has evolved and been shaped to preserve that vision and bring it to daily practice (Bradley Commission, 1988).” NCHE convened a symposium that brought together academic and public historians, classroom teachers, school administrators and curriculum specialists, authors and publishers, and museum and historical society personnel. They began reinvigorating history classrooms by updating the content of history curricula, developing programs to improve the preparation and professional development of history teachers, and identifying appropriate resources and materials for history classrooms (NCHE, 1998). NCHE documented that the education and professional development of teachers, both in subject matter and methods, must be at the very center of school improvement (NCHE, 2002).

Another entity of the history education reform movement is the National Center for History in the Schools (NCHS, 1996). NCHS was established in 1990 as a joint research venture of the University of California, Los Angeles and the National Endowment for the Humanities. In 1992, the NCHS produced *Lessons From History: Essential Understanding and Historical Perspectives Students Should Acquire* (Crabtree, Nash, Gagnon, & Waugh, 1992).

Despite emerging reform efforts, widespread and continuing problems in American history curricula and teaching practices were evidenced by dismal results from the 1994 National Assessment of Educational Progress (NAEP) United States (U.S.) History Test. Nationally, only 14 percent of eighth grade students and 11 percent of twelfth grade students were found to be proficient in American history (NCHS, 1998).

National and State Standards

Funded in 1992 by the National Endowment for the Humanities and the Office of Educational Research and Improvement of USDOE, the NCHS provided policy direction and oversight of the development of history standards. Consequently, NCHS (1996) published *National Standards for United States History: Exploring the American Experience Grades 5–12*. This document reflected the thinking of the Bradley Commission by including examples of student achievement in a curriculum that integrates understanding (i.e., historical content students should know) and “Habits of the Mind” (i.e., historical thinking). These standards were designed to empower students to (a) differentiate between past, present, and future; (b) raise questions; (c) seek and evaluate evidence; (d) compare and analyze historical illustrations, records, and stories; (e) interpret the historical record; and (f) construct historical narratives of their own (Drake, 1997). Further, NCHS emphasized going beyond passive reading of textbooks and suggested more dynamic, hands-on teaching strategies that actively engaged students in historical inquiry. The standards called for students to engage in active research using visual materials, artifacts and other primary materials, community resources, and the environment. History teachers were also summoned to integrate concepts from geography, political science, and economics in their teaching. Teachers were encouraged to engage students in critical and

creative thinking about how knowledge gained from the past might help solve present and future problems (NCHE, 1998).

Mirroring several other states during the 1990s, the Florida Department of Education (FDOE) developed history standards for middle and high schools, resulting in the present *Florida Sunshine State Standards* (FDOE, n.d.). BCPS developed Curriculum Guidelines based on the *Sunshine State Standards*, which were made available to teachers electronically and on paper.

History Alive!

To accomplish desired student advances at the national level, the NCHE requested systematic mechanisms be devised to inform history teachers about (a) historical scholarship and curriculum, (b) guidelines, (c) revisions of national and state standards, and (d) other resources (NCHE, 1998). NCHE also called for sufficient resources, plus school and community involvement to assist the continued professional development of history teachers. Serving NCHE goals, BCPS embarked on a commercial venture from the Teachers' Curriculum Institute (TCI) named *History Alive!* (Bower, Lobdell, & Swenson, 1999). With roots in California classrooms, TCI was founded in 1989 to create teaching strategies and materials to allow social studies teachers to reach all learners in a diverse classroom (TCI, 2005). TCI developed a delivery system for history curriculum (Bower et al., 1999), which included *Social Studies Alive!* for primary teachers and *History Alive!* to cover several historical eras for teachers.

The theoretical basis for *History Alive!* was a unique integration of the ideas of three scholars who have added much to the literature on how children learn. According to Howard Gardner (1983; 1991), every student is intelligent within their more dominant learning styles. Gardner suggested students have at least seven distinctive intelligence-related modes of thinking and problem solving. Because everyone learns in a different way, teachers were more likely to be effective if they “tapped into” more than one kind of intelligence, such as by planning activities that help the bodily-kinesthetic learner, as well as the linguistic one (Bower et al., 1999). *History Alive!* includes activities for the latter, who may learn important historical understandings through discussions, as well as for the former, who may need to role-play to gain the same knowledge. In a sense, the inclusion of *History Alive!* in the BCPS TAH program acknowledged that the professional development of history teachers should include increasing their repertoire of research-based teaching strategies.

Sociologist Elizabeth Cohen (1986; and later in her work with Rachel Lotan) focused on identifying classroom practices that can raise student expectations for performance by creating “Complex Instruction” lessons that sustained confidence, especially among lower achieving students (Oakes & Lipton, 1999). Doing so involves consistently identifying student abilities and assisting them in understanding that in a “multi-ability” world, everyone can and should participate in the classroom learning community. Cohen (1986) found that teachers could improve attitudes and achievement in classrooms by providing students with specific, favorable, and very public evaluation; and in doing so, pointing out to others in class that the student can serve as a resource (Oakes & Lipton, 1999). To achieve this goal, multi-dimensional tasks, such as role-playing, building models, or drawing a mind map of the relationship among ideas have been shown to work especially well. Such tasks typically are characterized by the following:

- Including more than one answer or more than one way to solve a problem;
- Being intrinsically interesting and rewarding;
- Allowing different students to make different contributions;
- Use of multimedia;
- Involvement of sight, sound, and touch;
- Requiring a variety of skills and behaviors;
- Requiring reading and writing; and
- Being challenging.

Based on Cohen's (1986) findings, TCI developed activities for heterogeneous pairs, small groups of students (three to five), and larger groups as part of its teaching approach in *History Alive!* Lastly, *History Alive!* was based on educational and psychological theorist Jerome Bruner's (1960) idea that a subject was best taught through a spiral curriculum that allows all students to learn progressively more difficult concepts through step-by-step self-discovery (TCI, 2005). Children develop fundamental historical understandings at any age with concrete, hands-on, and "enactive" activities that are especially helpful at the beginning of the process (Bruner, 1960). The goal is to promote the cognitive skills necessary for students to have as much higher-order thinking as possible.

Foci of Implementing Teaching American History Grant Programs

As the TAH program was designed to raise student achievement by improving teacher knowledge and understanding of and appreciation for traditional U.S. history, most grantees paid attention to developing effective enrichment programs for elementary and secondary history teachers. Further, researchers began investigating the impact of the grantees' work on improving history teacher content knowledge and teaching abilities.

Stein (2003) listed three weaknesses in the field of history education: (1) insufficiency of teacher preparation, (2) weak curriculum, and (3) poor student achievement. He underlined that the weak curriculum in elementary and secondary history education and poor teacher preparation may well lead to poor student performance in history. To deal with these issues, recent studies by historians and history educators working for TAH grants focused on developing ways and strategies for enhancing professional development for history teachers.

Ragland's (2007a) report, based on the findings of implementing a TAH grant for secondary school teachers in the Waukegan school district, Illinois, revealed that what the teachers did in the classroom was not based on research-supported practices for increasing student engagement in history. Therefore, the Waukegan TAH grant aimed at improving not only teacher practices in classrooms, but also their views and attitudes towards teaching history. The professional development activities conducted in Waukegan were implemented with two characteristics. Participating teachers were provided with opportunities (1) to work directly with historians on content knowledge and (2) to apply this knowledge to the history classroom. The TAH Waukegan grant shows that secondary history teachers need to understand the essence of studying history, historical thinking, and the work of historians in creating history based on research with primary documents and artifacts. Participants of the TAH grant in Waukegan

benefited from the demonstrations of a series of instructional strategies developed in collaboration with program instructors. Teachers were able to translate these strategies into their secondary history classrooms.

Mucher's (2007) report on the TAH grant program implementation in the Plymouth Canton school district, Michigan, emphasized the importance of building a culture of evidence through professional development. He argued that in comparison to just learning specific areas of historical knowledge or generalized teaching strategy, it was more important to guide teachers to grasp the notion that written history was an interpretive act grounded in evidence. Plymouth Canton's TAH grant initiated a professional development model that focused on four principles.

1. Primary sources: Teachers and students need to use primary sources as evidence in teaching and learning history;
2. Scaffolding: Teachers need to provide significant guidance to students in the ways of using primary sources as evidence;
3. Problem framing: Teachers need to know how to frame the past creatively by proposing engaging, contested, and contextualized problems so that students are guided to the importance of evidence and analysis; and
4. Historical content knowledge: Teachers need to be guided to new historical research so that they can have clear examples of the interpretive nature of the discipline and have new tools for organizing their understanding.

The emphasis on creating a culture of evidence during the professional development pointed to the premise that through the program activities, teachers would increase content knowledge of American history, develop skills in historical thinking, and reflect upon their previous behaviors in teaching history. After the professional development, they would incorporate the culture of evidence in their classrooms, and therefore, teach differently.

Unlike the study by Ragland who suggested changing teacher views and attitudes in teaching American history, and by Mucher who emphasized building a culture of evidence in teaching history, Warren's recent study (2007), based on a TAH professional development program implemented in Michigan, focused on a more authentic approach to teaching history; including methods of teaching historical inquiry to their students. Warren found that college students who pursue the career of teaching history in K-12 schools were rarely exposed to historical inquiry methods; and thus, many history teachers in K-12 schools did not know how to teach history using an authentic approach. Therefore, the TAH program activities described by Warren were focused on helping teachers to think about ways to incorporate inquiry into their American history classrooms. Warren argued that we must convince teachers of the importance of teaching historical inquiry skills and the use of authentic methods and primary sources.

Ways and strategies to implement the TAH grants yielded a noticeable pattern of involving university-based historians and historical society professionals in providing professional development services to the K-12 history teachers. However, Long (2006) questioned how these university professionals make meaningful and transformative contributions to the K-12 history education (Long, 2006).

Current Status and Concerns in History Teaching in K-12 Schools

The National History Standards have listed historical thinking as one of the primary and integrated standards that connect thinking and acquisition of knowledge. Recent research endeavors on history teaching in K-12 schools have placed focus on developing instructional strategies to promote student historical thinking, higher-order thinking, and problem-solving ability in history classrooms. Samuel Wineburg's (2001) perspective on developing historical thinking is one of the most noticeable that influences history teaching. Wineburg suggested that history should be taught as a separate subject that is intended to develop distinctive ways of thinking and knowing about social reality (Patrick, 2002a). Wineburg did not emphasize how many facts should be accumulated, what content should be most important, or which part of history should be taught. Rather, he argued that attention should be paid to what history can do to stimulate the thinking process. He argued that history teachers should stimulate thinking rather than offer formula (Stearns, 2001).

There has been considerable variation in terms of history teaching requirements in the United States. The National History Standards (National Center for History in the Schools, 1996) were established as part of the federal government's Goals 2000 agenda. However, more than 35 states have their own history content standards (Stein, 2003). States have also set content standards for teachers and students. Some states used their certification requirements as standards for teachers (Brown, 2006). Brown collected data through state department of education Web sites and came to the conclusion that no state required teachers to complete a major in history to teach history in K-12 schools. Although the quality of history teachers in K-12 schools was one of the factors that related to student performance in history learning, the requirement of teacher quality, as set forth in the No Child Left Behind Act—which requires teachers to be “highly qualified”—has not yet affected the qualification of history teachers.

Another concern of history teaching in K-12 schools relates to the content and material in secondary history textbooks, and the ways that history teachers present them in class. Waters (2005; 2007) found that some of his undergraduate students thought that there were two versions of American history, and that the history they learned in secondary schools was different from that in colleges. Some thought that the history learned from secondary school history class was erroneous—raising questions regarding the history curriculum and instruction strategies in the secondary history classroom.

Current history teaching in K-12 schools has received much attention from history researchers and educators. Based on the data from the 2001 National Assessment of Educational Progress (NAEP) pertaining to assessment in history, Patrick (2002b) concluded that student achievement in history learning was disappointing in 2001 as in 1994. NAEP assessment results have called for strengthening history teaching and learning as one of the fundamental means to develop future citizens. Research on history teaching identified teacher content knowledge and instruction strategies as two factors influencing student achievement (Kortecamp & Steeves, 2006).

Regarding the professional development for history teachers in K-12 schools, both the Organization of American Historians (OAH) and the American Historical Association (AHA)

have indicated their support for promoting more collaboration between K-12 and university educators in improving the professional development of history teachers through various initiatives, including the TAH grant programs (Long, 2006; Ragland, 2007b). The collaboration between university and K-12 personnel was one of the characteristics of the TAH grant program.

Research on History Teaching Strategies in K-12 Schools

Another focus of research on history teaching has been placed on the expectations of engaging students in high-order thinking and problem solving (Kame'ennui & Carnie, 1998). History researchers and educators have developed various classroom strategies in history teaching in K-12 schools to enhance historical thinking and high-order thinking. Bulgren, Beshler, & Lenz (2007) described high-order thinking as involving students in manipulating information, such as (a) categorizing, comparing and contrasting; (b) determining causes and effects; (c) weighing options, (d) explaining “big ideas” in a subject, (e) inquiring into and answering critical questions; (e) generalizing ideas of solving problems using inference or prediction; and (f) constructing new perspectives and understandings.

Students are expected to not only learn facts and concepts, but also engage in high-order thinking in the history learning process. One of the challenges that face history teachers is how to teach critical elements of the history curriculum to all students to meet the aforementioned expectations in historical thinking and problem solving (Bulgren et al., 2007). Wills (2007) argued that history teaching in social studies was being “squeezed” from the elementary curriculum. Instructional time was reallocated to English, language arts, and mathematics in response to standardized testing and state’s high stakes accountability. This reallocation reduced the scope of history curriculum, and resulted in the possibility of reducing opportunities of promoting student higher-order thinking.

If history teaching is aimed at improving all student achievement in history learning, more dynamic pedagogical models and classroom practices must be explored and developed (Long, 2006). Professional development programs, such as the TAH grant program, have organized activities focusing on developing pedagogical content knowledge and instructional strategies designed specifically for teaching history (Kortecamp, & Steeves, 2006; Ragland, 2007b). Other classroom techniques dealing with instructional strategies were also reported in many research papers. For instance, using artwork as an instructional strategy to help students learn about historical events was one history teaching technique (Christensen, 2006). Thornton (2007) reported integrating geography into American history. Kornfeld and Leyden (2005) found drama a useful tool for acting out historical stories in the classroom that can bring history to life in powerful and exciting ways.

The Essence of History Teaching and Learning

Although certainly complicated, much of the blame for student problems concerning historical understanding and appreciation must be directed toward poor or ineffective instruction. Larry Cuban’s research (1984) pointed to a persistent use of recitation, seat work, and factual memorization methods among history and social studies educators over the past 100 years. Other research conducted by Kieran Egan (1989), and O. L. Davis, Jr., and Elizabeth Yeager

(1996) further illustrated that history teachers were often confused or unclear about their perception of being an effective teacher in the discipline.

Wineburg's (1991) study of historical problem solving by historians and bright high school students indicate that historians have a repertoire to solve historical problems based on limited, and often conflicting, historical evidences. His research demonstrates that although bright high school students have excellent academic preparations, they could not solve historical problems as historians do. He concludes that history is a discipline in and of itself, and solving historical problems take a unique set of skills.

In order to improve students' historical problem solving, the nature of historical thinking has been investigated in recent years. Some studies focused on the role of the historian, and thus, the relation between history and the past (Levstik, 2000; VanSledright, 1997). Other studies find that participants held various conceptions of the nature of a text; thus, participants tended to work with "the text as evidence" in different ways, drawing varying conclusions from the same historical evidence (Lee & Ashby, 2000; Wineburg, 1991), as well as building different understandings from inconsistent evidences (VanSledright, 2002).

Growing literature on the nature of historical thinking or historical cognition suggested that both, students and teachers, struggle with understanding and developing the ability to think historically. That is—as Samuel Wineburg (2001), a cognitive psychologist with a special interest in historical thinking has put it—historical thinking is an "unnatural act." The types of understandings that constitute what was referred to as disciplinary, meta-historical, or second-order knowledge about history needed for the processes required in actually doing history were difficult to acquire, and until recently, have been only sporadically investigated. Wineburg's *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) summarized his efforts to investigate elementary and secondary students, as well as teacher efforts to think historically. Wineburg examined teacher abilities in terms of (a) seeing the subtext of documents, (b) engaging in contextualized thinking, (c) judging the impact of cultural assumptions, (d) assessing moral ambiguity, and (e) distinguishing between historians' understandings and contemporary presentations. Jere Brophy and Bruce VanSledright (1997), VanSledright, (2002), as well as Keith C. Barton and Linda S. Levstik (2004) examined the ways in which students and teachers in the elementary grades study and learn history. Gaea Leinhardt and Robert B. Bain (2000, in Stearns, Seixas, & Wineburg, 2000) explored secondary-level teachers' attempts to translate historical topics into problems that students can investigate. The National Research Council's recent publication (2005) on history learning in the classroom builds on a large body of research which suggests that (a) students come to school with preconceptions that were difficult to modify, (b) students need to have a deep exposure to historical facts and be able to place these facts in conceptual frameworks, and (c) students need to develop disciplinary understandings before they can become independent thinkers about history.

There has been some literature on the developmental stage of historical thinking (Lee, 2004; Stearns, Seixas, & Wineburg, 2000; Wineburg, 2001). For example, Lee and Ashby (2000) studied students 7 to 14 years of age in a project specifically focused on how students developed their historical thinking. Lee and Ashby found a developmental path along which younger

students are more likely to treat a historian as a “strict reporter” or “simple compiler,” while the older students tend to appreciate the active role historians play in constructing historical knowledge. Lee and Ashby also found that students appear to make progress at their own pace in terms of understanding concepts, such as evidence, causation, and how history is constructed.

Instruments to Measure Historical Thinking or History Teaching Behaviors

There have been some efforts on studying the relationship between achievement in history, on one hand, and psychological characteristics, on the other. For example, Snyder (1999) studied the relationship between learning styles/multiple intelligences and high school student academic achievement in history. It was found that 64% of the students were “global learners” and these “global learners” achieved the best when they could see the entire picture of the subject they were studying. Similarly, Reed and Kromrey (2001) incorporated a model of critical thinking into a community college history course. They taught students about the model explicitly and trained them to use the model to analyze primary documents. The results indicated that the experimental group performed significantly better than the control group on history-related tests.

While these studies investigated the relationship between achievement in history and psychological characteristics, only recently have instruments been developed specifically for measuring history-related cognitive style, perception, and teaching behaviors. For example, as part of the evaluation work for a Teaching American History grant, Liu, Shen, Warren, and Cowart (2006) developed the Teaching American History Perception and Behavior Questionnaire. Through analyzing data collected from history teachers, they found that the factorial structure of history teacher perceptions and behaviors includes six factors: (a) basic historical thinking, (b) intensive historical thinking, (c) reading and understanding subtext, (d) understanding cultural assumption and moral ambiguity, (e) comparing cultural perspectives, and (f) teachers' professional development. The instrument becomes a useful tool for measuring history teacher perceptions and behaviors related to teaching history.

Maggioni, VanSledright, and Alexander (2009) developed an instrument measuring beliefs—Learning and Teaching History Questionnaire. They synthesized the literature on epistemic cognition, historical thinking and epistemic belief, collected data from elementary teachers and college history professors, conducted psychometric analyses, and found that there are essentially two factors in the measure of epistemic cognition in history—“the criterialist stance” and “the borrower stance.” The authors coined the concept of “criterialist stance” “to underline the ability of historical thinkers to use the disciplinary tools and criteria for historical inquiry and to focus on a multiplicity of particulars without losing the capacity to perceive a broader view;” and the term “borrower stance” to characterize the tendency to “borrow their story from accounts or pieces of accounts on the basis of instinctive preferences or casual selections;” and “students at these levels were not yet fully aware of the disciplinary tools used by historians to ‘transform’ primary sources into evidence” (Maggioni, VanSledright, & Alexander, 2009).

Liu et al. (2006) Teaching American History Perception and Behavior Questionnaire and Maggioni et al. (2009) Learning and Teaching History Questionnaire were developed for teachers. Hartmann and Hasselhorn (2008) developed an instrument measuring student’s mental model related to learning history. Hartmann and Hasselhorn (2008) reviewed the relevant

literature and found that scholars and practitioners agree that learning history is more than remembering historical facts, and history is a way of thinking (see section on the essence of history learning). “Historical thinking” is a phrase used often in the literature, but we do not have sound instruments to measure it. Therefore, Hartmann and Hasselhorn (2008) set out to collect data from 170 German 10th graders and used latent class analyses to identify three kinds of students with similar profiles of historical perspective taking (HPT). They found that one kind of students was present-oriented and two showed more or less contextualized historical thinking, and that students' history grades were connected to their HPT competency.

The three instruments reviewed in the foregoing—(a) Liu et.al. (2006) Teaching American History Perception and Behavior Questionnaire, (b) Hartmann and Hasselhorn’s (2008) measure on Historical Perspective Taking (HPT), and (c) Maggioni et al. (2009) Learning and Teaching History Questionnaire—have provided a new venue for evaluating history teaching and professional development programs in history. Before these three instruments were developed, evaluation of history teaching and professional development programs focused solely on history content knowledge. With the advent of these three instruments, the impact of professional development programs in history on teacher perception on the importance of various dimensions of history teaching and on teacher epistemic cognition in history can now be studied. Similarly, as far as students are concerned, whether history teaching has changed student HPT can now be studied. In other words, not only can the change in history content knowledge be evaluated, but also the change in the form of history-related epistemic belief, perception, and behavior—an advance that has tremendous implications for evaluating the impact of history teaching and professional development in history. The evaluation of BCPS second and third TAH grants have used the Liu et al. (2006) instrument over the last four years to assess how teacher perception of history teaching changed, as a result of the TAH grant.

Best Practices

The best practices for TAH could be approached from two related perspectives—one on how to effectively conduct a TAH program, and the other on how to best teach students the discipline of history. As to the best practice for conducting TAH, researchers, such as Kortecamp and Steeves (2006); Mucher (2007); and Ragland (2007b) emphasized the importance of building a culture of evidence through professional development. Mucher (2007) argued that in comparison to just learning specific areas of historical knowledge or generalized teaching strategy, it was more important to guide teachers to grasp the notion that written history was an interpretive act grounded in evidence. Therefore, professional development for history teachers should focus on primary sources, problem framing, and historical content knowledge, among others. Similarly, Wineburg’s *Historical Thinking and Other Unnatural Acts* (2001) summarized his efforts to investigate teacher efforts to think historically. Wineburg examined teacher abilities in terms of (a) seeing the subtext of documents, (b) engaging in contextualized thinking, (c) judging the impact of cultural assumptions, (d) assessing moral ambiguity, and (e) distinguishing between historians’ understandings and contemporary presentations. Some elements of the BCPS TAH program, such as *History Alive!* and Document-Based Inquiry are consistent with these best practices.

As to the best practices for teaching students, first, the skill of historical problem solving has been emphasized. Bulgren et al. (2007) and Kame’ennui and Carnie (1998) demonstrate the

importance of engaging students in high-order thinking in the history learning process, not just learning a few history facts. History is a great subject to teach higher-order thinking because historical problem solving tends to entail more than one way to solve the problem (Oakes & Lipton, 1999) and varying conclusions can be drawn from the same historical evidence (Lee & Ashby, 2000; and Wineburg, 1991). Bulgren et al. (2007) describe high-order thinking as involving students in manipulating information, such as (a) categorizing, comparing and contrasting; (b) determining causes and effects; (c) weighing options, (d) explaining “big ideas” in a subject, (e) inquiring into and answering critical questions; (e) generalizing ideas of solving problems using inference or prediction; and (f) constructing new perspectives and understandings. Second, researchers also suggest various instructional techniques to engage students is historical problem solving, such as using artwork as an instructional strategy to help students learn about historical events (Christensen, 2006); integrating geography into American history (Thornton, 2007); and using drama as a useful tool for acting out historical stories in the classroom that can bring history to life in powerful and exciting ways (Kornfeld & Leyden (2005). Finally, students’ development stage of historical thinking should be taken into account (Lee, 2004; Lee & Ashby, 2000; Stearns, Seixas, & Wineburg, 2000; and Wineburg, 2001). For example, Lee and Ashby (2000) found that students appear to make progress at their own pace in terms of understanding concepts, such as evidence, causation, and how history is constructed.

Program Description

The first BCPS TAH grant was implemented from 2001-02 to 2005-06 (originally three years, then extended to a fourth year); the second three-year grant began in the 2005-06 school year and ended on September 30, 2008, with a no-cost extension granted from October 1st to November 30, 2008. One of the major differences between the first and second TAH grants was that the first grant focused on high school teachers; whereas, the second grant focused on teachers at the elementary, middle, and high school levels.

The third TAH grant (2008-09) was designed to raise student achievement by enhancing participating teacher knowledge, understanding, and appreciation of American history. According to the grant application submitted by BCPS, “The proposed *America’s Presidents* project will develop history teachers in elementary, middle and high schools, particularly in low performing schools, through enhanced content knowledge, understanding, and appreciation of traditional American history. Teachers will also develop effective instructional strategies using current research-based practices that inspire students, and increase interest, understanding and achievement in American history. The District curriculum that currently covers American history consists of mostly survey courses that study the broad aspects. This project will create a component of the curriculum that is focused on more in-depth study of particular events, concepts, and persons throughout the history of our nation.” (BCPS, 2008) With a series of workshops developed by historians in universities and public museums, the project seeks to work with 30 teachers each year for a total of 90 teachers over the three-year grant and develop six Lead Teachers in history teaching (two teachers at each level). The practices and policies of the grant’s professional development program are designed to align with *National* and *Florida Sunshine State Standards*. The primary concern is the enhancement of content knowledge and teaching strategies of BCPS American history teachers at all levels.

Based on lessons learned from the previous two TAH grants, there is a major difference between the current (i.e., the third) TAH grant and the previous two grants. The current grant uses a cohort approach, i.e., for each year a cohort of teachers will be trained consistently for the whole year, while the previous two grants tended to recruit different groups of participants for various training activities. The cohort approach provides more in-depth training and develops a learning community among the year-long TAH grant participants.

The TAH staff planned the training program systematically and carried it out according to the program model. In interviews, staff members commented that the content specific and teaching strategy workshops were conducted according to the plan, and that content specific and teaching strategy resources were supplied to cohort members. Staff members also reported that workshops and other training activities aligned with state curriculum standards in that they were designed and implemented according to state content standards, and that all workshops and training activities aligned with District and state goals for professional development. Alignment was achieved by asking teachers to complete standards-based follow-up assignments that demonstrate mastery of the content and how the mastery is incorporated into their lessons.

The goal of the current TAH grant is three-fold:

1. Teacher Objective 1: Participating American history teachers will improve content knowledge and understanding of American history.
2. Teacher Objective 2: Participating American history teachers will demonstrate improved implementation and methodology to teach American history.
3. Student Objective 1: Sixty percent of the students of participating American history teachers will demonstrate increased academic achievement in American history.

During the first year, TAH staff successfully implemented the activities, as set forth in the funded proposal. Table 1 lists these funded activities. For details, such as the content of these workshops or institutes, please refer to Appendix A.

Table 1

Major Programmatic Activities During the First Grant Year (2008-09)

Date	Title of Workshops and Institutes
July 8-10, 2008	The American Revolution
July 22, 2008	The Bill of Rights
July 23, 2008	Document-Based Inquiry (DBQ) Project Workshop
July 27-August 1, 2008	Summer Institute in Philadelphia
September 8, 2008	History Fair Strategies
October 23, 2008	Presidential Domestic and Foreign Policy
January 10, 2009	Thinking Like A Historian
January 29, 2009	Economics and American History
February 12, 2009	Civil Rights Symposium
February 28, 2009	Defining a Nation
March 21, 2009	The American Presidency, 1789-1809
April 18, 2009	History Alive! For Everyone
May 2, 2009	The Women Behind the Men

Expenditure

The budget for the first year was \$340,912. Expenditures for the first year totaled \$277,028 and included salaries/benefits for project personnel, contractual expenses for the services of program presenters (e.g., *History Alive!*), travel expenses for participants and project personnel, purchase of supplies and equipment, and other expenses. The expenditures for the first year of the grant are reported in Table 2. The indirect costs reported in Table 2 includes federal allocations for overhead expenses related to personnel, payroll, finance, accounting, facilities, and purchasing, as determined by the Auditor General of the State of Florida. Some expenses, such as those for evaluation, were encumbered, but were not paid yet due to the early ending date of June 30, 2009 for the federal reporting period. During the first year, the funds were expended as proposed.

Table 2

Summary of Expenditures for the First Year (July 1, 2008 - June 30, 2009)

Category	Year 1 Expenses (\$)
1. Personnel	71,255
2. Fringe benefits	18,174
3. Travel	7,891
4. Equipment	6,163
5. Supplies	11,048
6. Contractual	19,984
7. Other	126,009
8. Total direct const (lines 1 to 7)	260,524
9. Indirect costs	11,079
10. Training stipends	5,425
11. Total costs (lines 8 to 10)	277,028

Purpose of the Evaluation

The purpose of this program evaluation was to provide feedback on the progress made in meeting the TAH grant program's three objectives. Specifically, this report utilized the Context, Input, Process, and Product (CIPP) model and addresses the following five evaluation questions:

Question 1: Context—What are the demographic and professional characteristics of participants?

Question 2: Input and Process—To what extent are participants satisfied with the content and delivery of the TAH grant professional development program? What are the perceived strengths and weaknesses in content and delivery?

Question 3: Product 1—Has TAH participant content knowledge and understanding of American history improved?

Question 4: Product 2—Have participants significantly improved their perceptions and behaviors related to teaching American history?

Question 5: Product 3—Has participation in TAH significantly improved student knowledge of American history and other areas?

Methods

This evaluation included qualitative and quantitative evaluative techniques to address process areas and stakeholder perceptions. TAH evaluation questions were addressed using descriptive, quantitative methods. To gather pertinent information, a combination of approaches was utilized including a literature review, online surveys, interviews, and document review. Data were collected, directly and indirectly from TAH participants who were surveyed, observed and interviewed. Participant professional and demographic background data were extracted from the District's Data Warehouse. The TAH project staff was also interviewed. The following describes the major data sources and instrumentation during the first year of the grant evaluation. Surveys and interviews provided details regarding the implementation and benefits of the TAH grant and gauged perception of the participants.

Assessment of teacher perceptions related to teaching American history. Workshop participants were pre- and post-tested using the Teaching American History Perception Questionnaire [TAHPQ (Liu et al., 2006)]. The questionnaire was among the first to measure history-specific perceptions and behaviors. TAHPQ provides 27 items with good psychometric properties. A factor analysis, based on the data collected from 325 history teachers, indicated that six factors were embedded in the concept of "history teaching." Therefore, the instrument has six subscales:

1. basic historical thinking,
2. intensive historical thinking,
3. reading and understanding subtext,
4. understanding cultural assumption and moral ambiguity,
5. comparing cultural perspectives, and
6. teacher professional development.

The pre-assessment was conducted in July 2008 and the post-assessment in June 2009. There were 21 pairs of data points on which to conduct repeated measures analysis of variance (ANOVA) to compare the pre- and post-perceptions on history. An ANOVA is a general technique used to test the hypothesis that the means among two or more groups are equal, under the assumption that the sampled populations are normally distributed. Please refer to Appendix B for the Teaching American History Perception Questionnaire.

In addition to measuring participants' perception on the importance of the six dimensions of history teaching, the pre-assessment was also intended to measure participants' perception on the degree to which they engage in these TAH activities in the classroom. Due to the late award and early start date of grant activities (beginning in July rather than September), the pre-assessment did not include examining teachers' perceptions on history teaching behaviors. Therefore, this report only reports pre- and post-comparison of participants' perception on the importance of the six dimensions of history teaching. To address this issue, following selection of the second-year cohort, pre-assessment data on teachers' perceptions on history teaching behaviors has already been collected for the second year of the grant.

Assessment of teacher content knowledge. Items and instruments developed for the workshops attended by the participants, based on the curricula of the respective workshops, appeared to

have high content validity. A repeated measure ANOVA was then performed on 23 pairs of data points based on pre- and post-tests. Please refer to Appendices C and D for sample knowledge instruments administered to participants at the workshops of Bill of Rights and *History Alive!* for Everyone.

The TAH grant participant Online Survey. In consultation with TAH staff, the evaluator developed an eight-item measurement focused on participant satisfaction with TAH grant activities, perceptions of the strengths of students, as well as suggestions for the TAH grant activities (Appendix C). The survey was posted online by BCPS Research Services Department. All 2008-09, first-year TAH participants ($n=23$) who were contacted in April 2009, completed the survey for a response rate of 100%. According to Babbie (1989), a return rate of 100% is rare in social sciences.

District personnel database data file. TAH participant demographic and professional characteristics were extracted from the District's Data Warehouse and included:

- Name and employee ID number
- Gender
- Race and ethnicity
- Age
- Highest degree
- Subject specialization for BA or MA
- Total years of experience in education
- Subject of primary teaching assignment
- Level of certification status
- Subject of certification status
- Years of experience working in education
- Years of experience working in BCPS
- Grade level of primary teaching assignment

Observations and interviews of a sample of TAH participants. Due to the difficulty in scheduling, a total of 17 participants were observed and interviewed by the TAH project staff. The observation and interviews functioned not only as a programming activity for follow-up purpose, but also as a data collection activity for evaluation. Participant instructional activities were recorded and their perceptions on the TAH grant solicited. The original evaluation plan was to pre- and post-observe the teachers. However, due to the late award and early start of grant activities (beginning in July rather than September) and the logistics in putting the first-year cohort together, pre-observations were not possible and only post-observations were conducted with 17 participants. As it is not meaningful to just present the post-observation data on the frequency with which teachers engage in various teaching activities without having the pre-observations as a reference point, this report only presents data collected from the interviews with the 17 teachers. The pre-observations have been completed for the teachers selected for the second-year cohort, and pre- and post-observation data will be reported for the second-year evaluation report.

Fifth grade history testing instrument. To evaluate the impact of TAH on student achievement, TAH and Curriculum staff and the evaluator worked together to develop and validate an instrument to be used in December 2009. The instrument was developed based on 5th grade instructional content in history and is aligned to state standards. As part of the instrument validation, data from 186 fifth graders in BCPS were collected and analyzed to improve the psychometric properties of the instrument. As a result, the instrument for testing fifth graders on American history was finalized. Please see Appendix D for more details.

Documents and interactions with the TAH staff. The final data source for evaluation included documents related to the BCPS TAH grant, such as the funded proposal, implementation documents, and interview data. The evaluator interacted intensively with staff via e-mails and conference calls to discuss both programming and evaluation activities for the TAH grant.

Findings

The USDOE provided funds for BCPS to implement the third TAH grant from July 1, 2008 to June 30, 2011. This report covers the first year of implementation, from July 1, 2008 to June 30, 2009. The commonly used CIPP model provided a concise framework for program evaluation useful for evaluating the TAH project. Five evaluation questions were posed, with foci on the content, input, process, and product model. The following is a display of the evaluation data in relation to the five evaluation questions.

Question 1: Context—What are the demographic and professional characteristics of participants?

Demographic and professional characteristics for first-year participants are presented in Tables 3 and 4. The proposal called for 30 teachers per year. Due to the early start of the grant in comparison to prior years (in July rather than in September) and the new cohort format requiring a one-year commitment, a total of 25 teachers participated in TAH grant activities when the cohort started. During the year, one teacher left the classroom position and another was called to active duty in Afghanistan. The following data were based on the data from all 25 teachers. The majority of TAH participants for the first year were female ($n=19$, 76%), White ($n=19$, 76%), and were distributed almost evenly across three age groups: 30 years of age or less ($n=9$, 36%), 31-40 ($n=9$, 36%) and 41-60 ($n=7$, 28%), with an average of 37.1 years of age for the 25 participants.

Table 3

First-year Participant Demographics by Gender, Race/Ethnicity, and Age

Demographic	Number	Percent
Gender		
Female	19	76.0
Male	6	24.0
Race and Ethnicity		
Asian and Pacific Islander	0	0.0
Black	3	12.0
Hispanic	3	12.0
Native American	0	0.0
White	19	76.0
Years of Age		
30 or less	9	36.0
31–40	9	36.0
41–50	3	12.0
51–60	4	16.0
Total	25	100.0

Table 4 provides the breakdown of teaching experience and certification level of TAH teachers. Among the first-year participants, most had five years or less of teaching experience ($n=10$, 40%) or 6 to 15 years ($n=12$, 48%) of teaching experience. The average total teaching experience for TAH participants was 8.0 years. Among the 25 participants, most teachers taught at the elementary school level (44%, $n=11$). As to the highest degree, 12 participants had a bachelor's degree (48%), while 13 of them had a master's degree. As seen in Table 4, primary certification level and certification subjects of participants revealed diverse backgrounds.

Table 4

First-Year Participant Professional Characteristics by Total Years of Experience, Primary Certification Level, and Primary Certification Subject

Characteristics	Number	Percent
Total Years of Experience		
5 years or less	10	40.0
6-10 years	6	24.0
11-15 years	6	24.0
15 years or more	3	12.0
Teaching Level		
Elementary	11	44.0
Middle	9	36.0
High	5	20.0
Highest Degree		
Bachelor's	12	48.0
Master's	13	52.0
Certification Level		
Elementary K-6	6	24.0
Elementary 1-6	6	24.0
Endorsement	2	8.0
Grades 5-9	3	12.0
Grades 6-12	6	24.0
Not specified	2	8.0
Certification Subject		
Elementary	12	48.0
ESOL	4	16.0
MG integrated curriculum	1	4.0
Social studies	7	28.0
History	1	4.0
Total	25	100.0

Question 2: Input and Process—To what extent are participants satisfied with the content and delivery of the TAH grant professional development program? What are the perceived strengths and weaknesses in content and delivery?

The data in this section were collected via an online survey with the first-year participants. By the time the survey was conducted, one participant left her classroom position and the other was called into active military duty. Therefore, the survey was sent to 23 first-year participants. All

participants responded, for a 100% return rate. As shown in Figure 1, over half (65.2%, $n=15$) of the survey respondents reported the workshops enhanced history content knowledge *to a considerable degree*, while 34.8% ($n=8$) selected *to a moderate degree*. None of the respondents selected *not at all or almost not at all*.

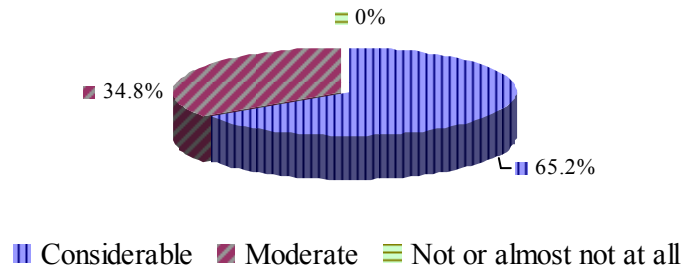


Figure 1. Degree that knowledge of subject matter content was enhanced by attendance at the TAH workshops.

Figure 2 illustrates that 52.2% ($n=12$) of the survey respondents suggested that the workshops changed what they taught their students *to a considerable degree*, with an additional 39.1% selecting ($n=9$) *to a moderate degree*. Two respondents (8.7%) reported that the workshops did not change what they taught their students.

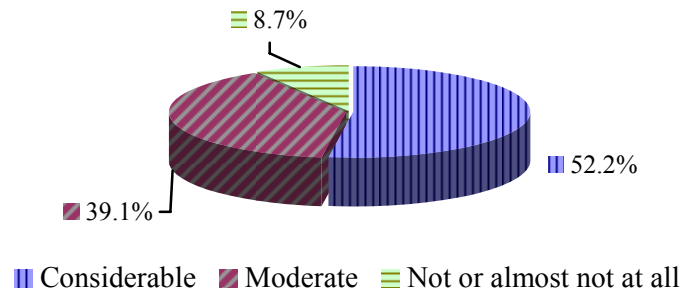


Figure 2. Degree that the TAH workshops changed what was taught to students.

Figure 3 shows that over half (56.5%, $n=13$) of the respondents revealed that the workshops considerably changed how they taught history to students, with over one third (39.1%, $n=9$) or more choosing *to a moderate degree*. One respondent (4.3%) indicated that the workshops did not change how they taught history to students.

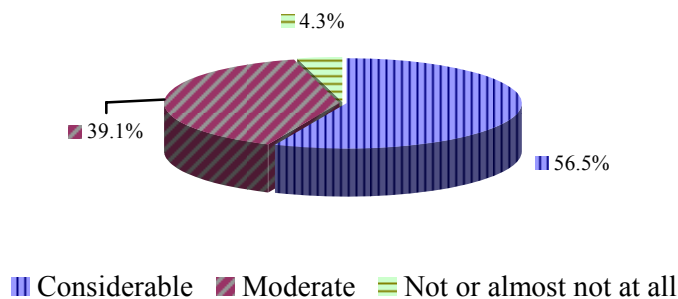


Figure 3. Degree the workshops changed how history is taught to students.

The results of the previous three questions indicated that the majority of respondents reported that the grant activities made a positive impact on their subject matter knowledge of history, changed what they taught their students, and changed their way of teaching their students. The percentage of those who chose *to a considerable degree* and *to a moderate degree* were 100% ($n=23$) for enhancing their subject content knowledge of history, 91.3% ($n=21$) for changing what they taught students, and 95.7% ($n=22$) for changing how they taught their students. According to participant perspective, the grant appeared to have made a significant impact on them.

As displayed in Table 5, a large percentage of TAH teachers attributed students exhibiting more interest in history (91.3%, $n=21$); and students exhibiting greater critical-thinking skills (87.0%, $n=20$) to TAH activities. As a result of their participation in TAH activities, 56.5% ($n=13$) of the respondents perceived that their students were achieving greater academic success in history.

Table 5

Percentage and Number of Teacher Participants Who Attributed Student Changes to TAH Activities Based on the Online Survey

Item	Number	Percent
Students are:		
• exhibiting more interest in history	21	91.3
• exhibiting greater critical-thinking skills	20	87.0
• achieving greater academic success in history	13	56.5
• completing more of their assignments	11	47.8
• behaving better in class	7	30.4
• preparing better for class	4	17.4
• attending class more regularly	4	17.4

The findings from the online survey suggested that participants perceived a hierarchy of changes that took place, which illustrated not only the consistency of the findings, but also the validity of the data, because it is logical that participants would first improve (a) their history knowledge base and teaching behaviors, which would then lead to (b) their students' enhanced critical thinking skills and interest in history, which would in turn lead to (c) higher achievement in

history. It becomes more and more difficult to move from (a) to (b) and then to (c). Therefore, it is expected that the percentages of affirmative answers would decrease from (a) to (b) and then to (c). The above statistics were based on the data from the survey of first-year participants.

During the interviews with 17 participants, the following question was asked: “What differences have you observed in your students that you can attribute to your grant participation?” Consistent with the survey data, the interview data yielded three themes of change on the part of the students that, according to the participants, are related to their participation in the TAH grant: (a) students become more enthusiastic about learning history; (b) students are more willing to research independently, and (c) students are more actively engaged. The following are the themes and the supporting remarks (Table 6).

Table 6

Differences in the Students that Can Be Attributed to the Grant Participation: Interview Data from First-Year Participants

Theme 1. Students become more enthusiastic about learning history

- “My enthusiasm is contagious. I get so excited about the content that it rubs off on my students. They look forward to learning about history and the different projects I provide for them.” (Teacher 1)
- “The students are more eager to learn the content and enthusiastic when technology is incorporated. American History has become more teacher and student friendly.” (Teacher 3)
- “My students this year are more actively engaged. I talk with them, not at them.
- “Regardless of their ability, each student has been making connections between what they are learning and today’s world. The students are more engaged in the lessons and more receptive to learning the content.” (Teacher 5)
- “They have a greater appreciation and awareness of American history.” (Teacher 6)
- “They look forward to days when I teach Social Studies. I see them checking the board to see if it is on the day’s agenda.” (Teacher 7)
- “They listen more attentively when I recount these experiences and the result is that they retain more of the information.” (Teacher 8)

Theme 2. Students are more willing to research independently

- “They seem more excited about and more interested in history. When we discuss a topic they are willing to research, answer questions and discuss what they have learned.” (Teacher 2)
 - “They are excited about Social Studies and are inspired to research on their own.” (Teacher 4)
 - “Some have been inspired to look further into topics that interest them. They tell me they speak with their parents about what they learn in class.” (Teacher 7)
-

(table continues)

Table 6 (*table continued*).**Theme 3. Students are more actively engaged**

- “My students are more actively engaged than in years past.” (Teacher 9)
- “The students are more actively engaged in and responsible for their own learning. The classroom is more constructivist in its environment.” (Teacher 11)
- “My enthusiasm is reflected in the way my students willingly and actively participate in my classroom. This increases with each new training and experience.” (Teacher 12)
- “They are more engaged and enthusiastic about American history. Rather than sitting passively, listening to a lecture, they are personally involved in creating their knowledge. Their positive responses encourage and stimulate me to be more creative.” (Teacher 13)
- “I have observed an increase in student interest in the materials with pictures and more in-depth knowledge. I am able to bring the stories to life for them.” (Teacher 14)
- “Not much has changed in reference to my AP students. However, I notice my honors and regular students more actively engaged in lessons and directly responsible for their own learning.” (Teacher 15)
- “I have found my Level 1 and 2 students respond more positively when I use visuals and role plays in my lessons. They are more actively engaged and demonstrate a greater comprehension of the lesson.” (Teacher 17)

Strengths of the workshops perceived by the participants. Based on the online survey with participants, the following are the themes of the strengths of the workshops perceived by the participants: (a) connected with what teachers do in the classroom, (b) quality and useful materials and tools, (c) quality presenters, and (d) engaging learning experience. Table 7 displays the themes and supporting data in verbatim format. For a complete list of all verbatim comments on strengths of the TAH grant, please refer to Appendix E.

Table 7

Themes from the Online Survey Regarding the Strength of the Workshops

Suggestions	Verbatim quotes from the respondents
Connected with what teachers do in the classroom	<ul style="list-style-type: none"> • The workshops were in-depth knowledge of topics that we teach in the classroom. It helped me gain more knowledge of various topics. • Sample materials and opportunities to practice. Grade level matching of materials and curriculum. • Great content area workshops. Have learned much more content that can be relayed to students. • The workshops provided great activities that I incorporate into my lesson to make learning more fun and relevant for the students.
Quality and useful materials and tools	<ul style="list-style-type: none"> • Being given the materials and shown how to use them is a great help. Many workshops in the past (other departments) tell you how to use a program and don't give you the tools. • The abundance of teaching resources that were provided to us. I have numerous ideas and materials to use with my students and to assist in planning my lessons.

(table continues)

Table 7 (*table continued*).

Suggestions	Verbatim quotes from the respondents
Quality and useful materials and tools	<ul style="list-style-type: none"> • Great freebie materials to incorporate into the classroom lessons. • Hands-on lessons provided to be used immediately with students. • Reference materials provided for creating lessons and adding to class library and increased subject area knowledge.
Quality presenters	<ul style="list-style-type: none"> • The presenters were very knowledgeable. It has really made a difference in how I now incorporate technology into the lesson. • I like the speakers and materials they provide. They help me strengthen my lessons. • The best part of the workshops was the highly informed presenters and the generous ancillary/resource gifts. • Excellent presenters, for the most part.
Engaging learning experience	<ul style="list-style-type: none"> • I really enjoyed the trip we took, the resources we have been given, the presentations we have had the opportunity to attend and the networking and feeling of community associated with our grant cohort. • It is very engaging and useful. • The travel trip to Philadelphia as well as the Bill of Rights institute presentation and the seminars with Dr. Osgood and Bill Miscamble were the strongest learning experiences.

Strength of the TAH project as perceived by the TAH Project Team. During interviews, TAH project staff members pointed out that the strengths of the TAH grant include the following: (a) working with a small number of teachers for a one-year period allowed for them to receive more training and guidance about implementation of that training; (b) surveying teachers regarding professional development needs and goals enabled the grant administrators to design workshops that better met the needs and goals of the participants; (c) collaboration with other TAH state coordinators enabled sharing of ideas and resources; and (d) developing leadership opportunities within the cohort enabled mentors for future grant participants. TAH staff members' observations were consistent with the data collected from the participants. In other words, TAH staff reported efforts related to what participants have observed and experienced during the first grant year.

Participant suggestions for the workshop(s). A complete list of respondent verbatim suggestions for the workshops can be found in Appendix E. For the 23 first-year participants responding to the survey, five of them (21.7%) did not offer any suggestions. The suggestions offered centered on two themes: (a) catering more to teachers at various levels and (b) more hands-on activities. Table 8 summarizes the two key suggestions, along with verbatim quotes from the respondents. These recommendations will be provided to TAH staff who will act upon these suggestions.

Table 8

Respondents' Major Suggestions for Improving the TAH Grant

Suggestions	Verbatim quotes from the respondents
Catering more to teachers at various levels	<ul style="list-style-type: none"> • You may want to gear some of the workshops for more of the elementary/middle school levels. I feel that most of the information given was more on a high school level. • More information geared specifically for school level--a lot of the information shared was much too high level to be very helpful for elementary--I would have liked more information on how to teach to my specific age level. • I feel that although the presentations to the group as a whole was fine, perhaps a breakout session after each presentation with same grade levels sharing/brainstorming ideas on how it can be utilized within that group's classes would have made the workshops even better. • Several of the workshops I attended were definitely geared more toward secondary teachers/students. These workshops were not conducive to my grade level (fourth).
More hands-on activities	<ul style="list-style-type: none"> • More group and hands-on activities • Perhaps providing more actual 'hands-on' lessons--How to use the materials in the classroom. • Most of the workshops were quite informative; however a few would have been more interesting had there been hands-on activities. • Less lecturing

Areas needing improvement as perceived by the TAH Project Team. During interviews, TAH staff members mentioned the need to (a) improve communication about specific expectations for cohort members, (b) incorporate more technology into the workshops and activities, and (c) strengthen the transition by teachers of knowledge and strategies from workshops to the classroom.

Question 3: Product 1—Has TAH participant content knowledge and understanding of American history improved?

Items and instruments with high content validity were developed for workshop participants. All together, 10 content instruments were administered for various workshops. Pre- and post-measures were taken, and a repeated measure ANOVA was conducted. For the first year, there were 23 pairs of complete pre- and post-data points. Table 9 shows the results of the repeated measure ANOVA. The results indicated that teachers exhibited a statistically significant increase in knowledge, as measured by the instruments. The pre-mean was 8.3 and post-mean 17.9 (on a 20-point scale), with a p value less than 0.001 and an effect size (η^2) of 0.93. An η^2 value of 0.93 indicates that the effect size was profoundly large. Therefore, these data suggested that the TAH workshops made a profound impact on participant's knowledge of traditional American history. Thus, the grant's objective of increasing teacher knowledge was met as evidenced by the data from the first-year participants.

Table 9

Pre- and Post-Tests (Repeated Measure ANOVA) of Teacher Content Knowledge, Based on Data Collected Over the First Year^a

<i>Pre-Mean</i>	<i>Post-Mean</i>	<i>F</i>	<i>p</i>	<i>Eta squared</i>	<i>Observed power</i>
8.3	17.9	276.4	< 0.001	0.93	1.00

^aMeans are based on instruments with a 20-point scale; $N=23$.

The drastic improvement of teacher's content knowledge is particularly significant under the context that the topics of the workshops and training sessions (Appendix A) are consistent with the state curriculum standards. In addition, the participants are asked to engage in follow-up activities to demonstrate that their improved content knowledge is incorporated into their classroom teaching.

Question 4: Product 2—Have participants significantly improved their perceptions and behaviors related to teaching American history?

The participants of the workshops were pre- and post-tested using the Teaching American History Perception and Behavior Questionnaire (Liu, Shen, Warren, & Cowart, 2006). The instrument, among the first ones to measure history-specific perceptions and behaviors, had good psychometric properties. The measurement has six subscales: (a) basic historical thinking, (b) intensive historical thinking, (c) reading and understanding subtext, (d) understanding cultural assumption and moral ambiguity, (e) comparing cultural perspectives, and (f) teacher professional development.

Table 10 includes data on teacher perceptions related to teaching American history that were collected during the first year. The means were composite scores, averaged across items from "1" (*not important at all*) to "5" (*very important*). The results indicated TAH training significantly increased participant perceptions of the importance of two dimensions of history teaching: (a) basic historical thinking and (b) intensive historical thinking. The effect sizes were small to medium, as measured by eta squared, ranging from 0.32 for intensive historical thinking to 0.43 for basic historical thinking. Therefore, areas in which TAH made the greatest amount of impact on how teachers taught history included (a) basic historical thinking and (b) intensive historical thinking.

Table 10

Pre- and Post-Tests (Repeated Measure ANOVA) of the Importance of the Dimensions of Teaching American History, Based on Data Collected During the First Year^a

<i>Categories</i>	<i>N</i>	<i>Pre-</i>	<i>Post-</i>	<i>F</i>	<i>p</i>	<i>Eta squared</i>	<i>Observed power</i>
		<i>Mean</i>	<i>Mean</i>				
a. Basic historical thinking	21	3.4	3.8	14.5	0.00	0.42	0.95
b. Intensive historical thinking	21	4.0	4.3	9.5	0.00	0.32	0.83
c. Reading and understanding subtext	21	4.3	4.4	2.0	0.17	0.09	0.27
d. Understanding cultural assumption and moral ambiguity	21	4.2	4.3	0.1	0.75	0.01	0.06
e. Comparing cultural perspectives	21	4.1	4.0	0.2	0.71	0.01	0.07
f. Teacher's professional development.	21	4.5	4.5	0.0	1.00	0.00	0.05

^aThe means are based on a composite score measured by using a 5-point scale; $N=21$.

The data reported in this section concerned perceptions of importance rather than behaviors. As seminal writings by Senge and his colleagues indicated, perception (i.e., the mental model) is related to human behaviors (Senge, 1990; Senge et al., 2000). To successfully change teacher perceptions is an important step toward improved behaviors. It has to be acknowledged that the data here do not address teaching behaviors directly. The data here are perceptions of teaching history with an assumption that the change in perceptions is a precursor to the change in teaching behavior. The original evaluation plan called for the pre- and post-comparison of participants' perception on their own teaching behavior. However, due to the late award and early start date of grant activities (beginning in July rather than September), the narrow window to administer the pre-test on teaching behavior was missed. The evaluator and the TAH staff have addressed this issue by administering the pre-test on participants' behaviors to the second-year participants.

The interviews with 17 participants did yield some data on their history teaching behaviors. When asked how the participants teach differently now, as a results of grant participation, the following themes emerged from participant remarks: (a) increasing participant history content knowledge; (b) engaging students more in the learning process, (c) integrating various subjects, (d) networking with other teachers, (e) incorporating non-textbook sources and materials, and (f) exploring the topics in more detail. Please see Appendix F for the supporting remarks. When asked which aspects of the grant training reflected in the lesson observed or in other recent lessons, the following three themes emerged: (a) incorporating primary documents; (b) using first-hand experience resulting from the summer institute, and (c) utilizing new teaching strategies/content. Please see Appendix G for the supporting remarks.

Pre- and post-observations of participants' history teaching behavior were planned for the first year of the grant. The late award and early start date of grant activities (beginning in July rather than September) negated the possibility of conducting the pre-observations prior to teachers participating in TAH activities. As it is not meaningful to present the post-observation data on the frequency with which teachers engage in various teaching activities without having the pre-observations as a reference point, this report does not present the post-observation data. The evaluator and the TAH staff have addressed this issue by having already pre-observed participants' history teaching behaviors for the second year of the grant.

Question 5: Product 3—Has participation in TAH significantly improved student knowledge of American history and other areas?

Due to the delayed effect of the TAH grant, evaluation of TAH's potential impact on student knowledge of history will be conducted in December 2009, during the second year of implementation. The first-year participants just completed the full-year of training in the summer of 2009, therefore, the full benefits of TAH professional development activities would not begin to show in their teaching until Fall 2009. There were two reasons for selecting December for administering the student test. First, logistically it is easier for the project staff to manage the process of developing testing items. Second, for the comparison group, there will be a more valid comparison, if the comparison group consists of those who have expressed interest in joining the TAH activities during the second year, but have not engaged in TAH activities by December 2009, as many training activities occur during the second half of the school year.

The test will be administered to fifth grade students, because among the 25 participants who took part in the first-year TAH grant activities, 11 of them were elementary 5th grade teachers who were teaching U.S. history. The elementary 5th grade teachers are the only feasible group to conduct testing on their students, given the requirement for the sample size for hierarchical linear modeling (HLM) at the second level (i.e., teacher level). The remaining teachers were scattered across middle and high schools at various grade levels, therefore, it is not possible to conduct tests due to small sample sizes (the second level of HLM).

An instrument for 5th grade students was developed and pilot tested in May 2009. Based on the psychometric analysis of the pilot data, the instrument was revised and finalized in July 2009. Please see Appendix D regarding the psychometric analysis and the process to finalize the testing instrument. The final Fifth Grade Student Testing Instrument contains 16 items.

In December of 2009, TAH staff will test the 5th grade students of (a) the 11 teachers who were TAH first-year participants in 2008-09 and (b) a comparable group of about 11 non-participating teachers. The groups of participating teachers and non-participating teachers will be matched on gender, school, race/ethnicity, and professional background and experience.

Since students are nested within the teachers, a hierarchical linear modeling (HLM) will be conducted to evaluate the impact of TAH participation on student history achievement. Please refer to Raudenbush and Bryk, 2002; Raudenbush, Bryk, Cheong, and Congdon, 2004 for nested data structure, such as the current one, i.e., students nested in teachers nested in treatment conditions. The HLM modeling will take into account the nested nature of the data structure (students nested within teachers nested within treatment conditions) and control for teacher characteristics, as well as student characteristics (such as FCAT reading score for 2007-08). As no true experimental design is plausible for the grant implementation, the above strategy is a good alternative. Using the HLM model and taking into account the characteristics of students and teachers will maximize the validity of the evaluation. However, the design is not experimental and no definitive causality can be inferred. If the three *product* evaluation questions yield statistically significant results with large effect sizes, the effects associated with the grant activities can be reasonably (although not definitively) identified. Given delayed impact from teacher training and the timeline of student testing, this particular evaluation question will be answered in the second and third years.

Summary

The first-year implementation of the third TAH grant successfully met the grant goals. The TAH staff planned the training program systematically and carried it out according to the program model. In interviews with the TAH staff, the staff members commented that the content specific and teaching strategy workshops were conducted according to the plan, and that content specific and teaching strategy resources and materials were supplied to cohort members. Staff members also reported that workshops and other training activities aligned with state curriculum standards in that they were designed and implemented according to state content standards, and that all workshops and training activities aligned with District and state goals for professional development. The alignment was achieved by asking teachers to complete standards-based follow-up assignments that demonstrate mastery of the content and how the mastery is being

incorporated into their classroom lessons.

Staff members pointed out that the strengths of the TAH grant include the following: (a) working with a small number of teachers for a one-year period allowed for them to receive more training and guidance about implementation of that training; (b) surveying teachers regarding professional development needs and goals enabled the grant administrators to design workshops that better met the needs and goals of the participants; (c) collaboration with other TAH state coordinators enabled sharing of ideas and resources; and (d) developing leadership opportunities within the cohort enabled mentors for future grant participants. TAH staff members' observations were supported by the data collected from the participants.

Of the 25 participants in the first-year TAH cohort, 19 (76%) were female, 19 (76%) were White, and 18 (72%) were 40 years of age or younger. It was a diverse group in terms of teaching level, as well as certification subject and status. These teachers worked with 2,048 students during the 2008-09 school year.

Empirical data indicated that progress has been made towards meeting TAH grant objectives. For Teacher Objective 1, participating teachers significantly increased their knowledge and understanding of American history (pre-mean=8.3, post-mean=17.9, $p<0.001$, $\eta=0.93$). Both the p value and effect size revealed that the grant had profoundly impacted teacher knowledge and understanding of American history.

In terms of Teacher Objective 2, the data indicated that the grant made a statistically significant impact on participant perceptions along two major dimensions of history teaching—(a) basic historical thinking and (b) intensive historical thinking. If teaching behaviors are to change, perceptions have to change first. Therefore, the changes in perceptions on basic and intensive historical thinking bode well for the change in behaviors. Interview data indicated that teachers changed their teaching behaviors, as a result of participating in the TAH project. When asked how the participants taught differently as a result of grant participation, the following themes emerged: (a) increasing participant history content knowledge; (b) engaging students more in the learning process, (c) integrating various subjects, (d) networking with other teachers, (e) incorporating non-textbook sources and materials, and (f) going deeper into the content. When asked which aspects of the grant training reflected in the lesson observed or in other recent lessons, the following themes emerged: (a) incorporating primary documents; (b) using first-hand experience resulting from travel during the summer institute; and (c) utilizing new teaching strategies/content. Additional pre-assessments examining participant perception on the degree to which they engaged in TAH activities in the classroom, as well as classroom observations, were not conducted as planned. The late award and early start date of grant activities negated the possibility of conducting the pre-assessment and pre-observations, which should occur before teachers participate in TAH activities; however, these data have already been collected for the second year of the grant.

Survey respondents reported that grant activities had a positive impact on their knowledge of history (100%, $n=23$), changed what they taught their students (91.3%, $n=21$), and changed how they taught their students (95.7%, $n=22$). Teachers also attributed students exhibiting more interest in history (91.3%, $n=21$) and greater critical-thinking skills (87%, $n=20$) to their participation in TAH activities. Additionally, during interviews, participants mentioned that as a

result of teachers' improved history content knowledge and teaching behaviors, their students (a) became more enthusiastic about learning history, (b) were more willing to research independently, and (c) were more actively engaged.

TAH participants were very satisfied with the TAH program, as indicated in both, the online survey ($n=23$) and the interviews ($n=17$). Based on the online survey, participants felt the strengths of the TAH project included: (a) a connection with what the teachers do in the classroom, (b) quality and useful materials and tools, (c) quality presenters, and (d) engaging learning experience. Suggestions for improvement based on the first-year implementation as mentioned by the participants in the online survey include: (a) catering more to teachers at various levels and (b) more hands-on activities. During the interviews, TAH staff members mentioned the need to (a) improve communication about specific expectations for cohort members, (b) incorporate more technology into the workshops and activities, and (c) strengthen the transition by teachers of knowledge and strategies from workshops to the classroom.

Regarding the grant's objective on student achievement, TAH participants completed the first year of training by the summer of 2009, therefore, the full benefits of TAH professional development activities would not begin to show in their teaching until Fall 2009. As a result, evaluation of TAH's potential impact on student knowledge of history will begin during the second year of implementation. During the first year, a 16-item student assessment instrument was developed based on the validation data collected from 186 students. The instrument will be formally fielded in December 2009 and 2010, in years two and three of the grant, respectively. An HLM (hierarchical linear modeling) study was designed and will be carried out in December 2009 and 2010 to study TAH's impact on fifth grade students' history achievement.

Best practices for TAH may be approached from two related perspectives—how to effectively conduct a TAH program, and how to best teach students the discipline of history. As to the best practices for delivering TAH, researchers emphasized the importance of building a culture of evidence through professional development (Kortecamp & Steeves, 2006; Mucher, 2007; and Ragland, 2007b). Mucher (2007) argued that it was more important to guide teachers to grasp the notion that written history was an interpretive act grounded in evidence in comparison to just learning specific areas of historical knowledge or general teaching strategies. Therefore, professional development for history teachers should focus on primary sources, problem framing, and historical content knowledge, among others. Some elements of the BCPS TAH program, such as *History Alive!* and Document-Based Inquiry are consistent with these best practices.

Acquiring the skill of historical problem solving has been emphasized in the best practices of teaching students. Bulgren, Beshler, & Lenz (2007) and Kame'ennui and Carnie (1998) demonstrate the importance of engaging students in high-order thinking in the history learning process, and not just learning a few history facts. History is a great subject to teach higher-order thinking because historical problem solving tends to entail more than one way to solve the problem (Oakes & Lipton, 1999) and varying conclusions can be drawn from the same historical evidence (Lee & Ashby, 2000; and Wineburg, 1991). Finally, students' development stage of historical thinking should be taken into account (Lee, 2004; Lee & Ashby, 2000; Stearns, Seixas, and Wineburg, 2000; and Wineburg, 2001). For example, Lee and Ashby (2000) found that

students appear to make progress at their own pace in terms of understanding concepts, such as evidence, causation, and how history is constructed.

Recommendations

1. Best practices identified in this report should be made available to all District history teachers for implementation in classrooms by Spring and Fall 2010. By February 2010, TAH staff, in cooperation with Curriculum staff, will submit the best practices for teaching American history that were identified in this report to the Best Practices Web site through the Deputy Superintendent of Curriculum. TAH best practices that impact teaching and learning should also be shared with BCPS history teachers by incorporating them into history professional development courses for implementing in classrooms in Spring and Fall 2010.
2. TAH staff should incorporate participant suggestions into 2009-10 TAH professional development activities by February 2010. In surveys and interviews, participants reported a need to: (a) tailor trainings to different school levels, (b) provide more hands-on activities, (c) incorporate more technology into TAH activities, (d) strengthen the transition of teacher knowledge and strategies from workshops to the classroom, and (e) improve communication of TAH expectations for cohort members. Aligning TAH workshops and activities with participant suggestions will further improve the impact of the TAH project on teaching and learning.

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Appendix A
Major Programmatic Activities During the First Grant Year (2008-09)

Date	A Description of the Workshops and Institutes
The American Revolution, July 8-10, 2008	The content focus of this three-day workshop was on educating teachers about early American History. They learned about the important ideas, people and events of the Colonial Era, the causes and effects of the Revolution and how early “republicans” defined the new nation. Attention was paid to early philosophies and practices of colonial leadership and government and how they ultimately developed into the presidency and form of government existing in the nation today. The information was presented by participating university professors. Suggested Internet sites for primary source documents were provided to participants.
The Bill of Rights, July 22, 2008	The content focus of this one-day workshop was the First Ten Amendments, the Constitution and how the early presidents challenged and defined the use of these documents. Teachers were provided with new curricular materials and shown how to implement them into their classrooms. The information was presented to teachers via lecture, demonstration and hands-on activities by a participating university professor. Participants were provided with lesson plans on CDs, as well as access to Web sites with resources such as primary sources, articles and lesson plans.
DBQ Project Workshop, July 23, 2008	The content focus of this one-day workshop was on informing teachers about the role of Document Based Question teaching strategies in teaching American History. Teachers were provided with content specific materials (primary and secondary sources) and shown how to implement them into their classrooms. The information was presented to teachers via lecture, demonstration and hands-on activities by former teachers who designed the materials and strategies and a participating professor.
Summer Institute in Philadelphia, July 27 through August 1, 2008	The content focus of this six-day workshop was early Colonial and Revolutionary history in the United States. The training activities consisted of live lectures by University professors, field trips to many authentic historic sites, and new strategies on how to present early colonial and revolutionary history to elementary, middle, and high school students. Designed for American history teachers in the Broward County school district, this intensive workshop was opened to elementary, middle, and high school teachers. They were immersed in the history of the early Republic “on location” in Philadelphia and Valley Forge. Various CDs containing resources and lesson plans were provided to participants, in addition to suggested Web sites that provide access to primary sources, articles and lesson plans.
History Fair Strategies, September 8, 2008	The History Fair Strategies one-day workshop was based on the National History Day Competition held annually. It provided American history teachers with the knowledge, materials and skills needed to implement a History Fair in their schools. Each school sent winning projects to the District History Fair, and students who won progressed to the state and potentially the national fair. This workshop focused on how to teach students to conduct historical research using primary and secondary sources. The strategies teachers learned were shared with their students and fostered research, analysis and synthesis of historical documents. Teachers learned how to create a documentary, museum exhibit, historical paper, or Web site using historical research, and basing the research on the current year’s theme. District master teachers presented the information via lecture, demonstration, and hands-on activities. Participants were given access to the National History Day Web site with lesson plans, resources and webinars. Resources are available digitally on the History Fair CAB conference, as well as provided to teachers/schools that do not have access to the CAB conference.

(table continues)

Appendix A (*continued*).
Major Programmatic Activities During the First Grant Year (2008-09)

Date	A Description of the Workshops and Institutes
Presidential Domestic and Foreign Policy, October 23, 2008	The content focus of this one-day workshop was the evolution of presidential foreign and domestic policy. Teachers were presented with information about the early philosophies of Washington and Adams through to those of FDR and Truman. Emphasis was put on the changes and what created those changes in the philosophies of the presidents. The information was presented to teachers via lecture and discussion by participating university professors.
Thinking Like A Historian, January 10, 2009	The content focus of this one-day workshop was on how historians research and evaluate primary and secondary source documents. Teachers were shown how to look beyond the source to “the rest of the story” in order to maximize the information provided by and usage of the document. They were provided with strategies and activities to enable them to infuse this pedagogy into their classrooms. The information was presented via lecture, demonstration, and hands-on activities by a participating university professor. Training was provided to participants on how to navigate through various Web sites that have resources and research about Historical Thinking.
Economics and American History, January 29, 2009	The content focus of this one-day workshop was on the economic aspects (e.g., opportunity costs) and history (presidential economic policies) of the Colonial, Revolutionary, and Early Republican eras in American history. Teachers were provided with content specific materials and shown how to implement them into their classrooms. The information was presented via lecture, demonstration, and hands-on activities by master Economics teachers and a participating university professor. CDs containing lesson plans and resources were provided to participants.
Civil Rights Symposium, February 12, 2009	The content focus of this one-day workshop was how presidents interacted with and impacted the Civil Rights Movement. A series of lectures and lecturer-led discussions informed the teachers about how individual presidents helped and/or hindered Americans in their fight for equal rights and opportunities. The symposium was presented via lecture and discussion by various participating university professors.
Defining a Nation, February 28, 2009	The content focus of this one-day workshop was how the presidents of the early Republic through precedent and/or direct action defined the role and philosophy of the American President. The teachers read <i>Founding Brothers</i> by Joseph Ellis. They then participated in a book discussion led by a participating university professor in which they identified ideas, people, and events that impacted the presidency. Web sites containing lesson plans, primary sources and scholarly research were suggested to participants.
The American Presidency, 1789-1809, March 21, 2009	The content focus of this one-day workshop was the development and definition of the American Presidency by George Washington, John Adams, and Thomas Jefferson. Teachers were provided with primary source documents that were analyzed to determine the contributions of each president. The information was presented via lecture and discussion by a participating university professor. Web sites containing lesson plans, primary sources and scholarly research were suggested to participants.

(*table continues*)

Appendix A (*continued*).
Major Programmatic Activities During the First Grant Year (2008-09)

<i>History Alive!</i> For Everyone, April 18, 2009	This one-day workshop focused on the teaching strategies developed by Teacher's Curriculum Institute, the designer of <i>History Alive!</i> , to actively engage students in learning American history, thereby improving their achievement. These strategies are appropriate for elementary, middle, and high school students. Each teacher received grade-level appropriate materials to be used to incorporate the strategies into their lessons. A District-level master teacher presented the information via lecture, demonstration, and hands-on activities. Participants were provided with a Teacher Resource box containing a CD with all workshop materials. The 5 th and 11 th grade workshop materials include an online component that allows the teacher to access additional materials and lesson plans. In addition, teachers may access a chat room to share best practices and make inquiries.
The Women Behind the Men, May 2, 2009	The content focus of this one-day workshop was the role of women, more specifically presidential wives, during the Colonial, Revolutionary, and Early Republican periods of American history. They were provided with content and reading material designed to inform and provided strategies for incorporating this content into the classroom. The information was presented via lecture and discussion conducted by a participating university professor. Web sites with additional materials and lesson plans were provided to participants.

Appendix B

Teaching American History Perception Questionnaire

<p style="text-align: center;">Demographic Information</p> <p>Name: _____</p> <p>Level of your teaching: elementary _____ middle _____ high school _____</p> <p>Years in teaching: _____</p>	<p style="text-align: center;">Perceptions/Beliefs</p> <p>To which extent do you agree with the statement? Use a pencil to completely fill the response circle.</p> <p style="text-align: center;">① Strongly Disagree ② Disagree ③ Neutral ④ Agree ⑤ Strongly Agree</p>
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Items	Perceptions/Beliefs
1. History teachers should ask students to read textbooks to develop historical thinking.	① ② ③ ④ ⑤
2. History teachers should ask students to read trade-books to develop historical thinking.	① ② ③ ④ ⑤
3. History teachers should ask students to do recall exercises using worksheets.	① ② ③ ④ ⑤
4. History teachers should ask students to examine changes during specific chronological periods.	① ② ③ ④ ⑤
5. History teachers should ask students to examine historians' interpretive perspectives.	① ② ③ ④ ⑤
6. History teachers should ask students to compare historians' accounts, interpretations, or perspectives to the sources cited.	① ② ③ ④ ⑤
7. History teachers should ask students to compare different historians' perspectives on the same topics or themes.	① ② ③ ④ ⑤
8. History teachers should ask students to compare historical documents from various sources.	① ② ③ ④ ⑤
9. History teachers should require students to examine historians' underlying assumptions or perspectives, including biases based on personality, attitudes, or experiences.	① ② ③ ④ ⑤
10. History teachers should require students to examine a historical person's (or people's) underlying beliefs, including biases based on political, economic, or cultural factors.	① ② ③ ④ ⑤
11. History teachers should require students to read and explain why historical people THOUGHT what they did because of their particular situation or context of their time.	① ② ③ ④ ⑤
12. History teachers should require students to read and explain about why historical people DID what they did because of their particular situation or context of their time.	① ② ③ ④ ⑤
13. History teachers should require students to examine the role of a particular POLITICAL system in influencing how or why things happened as they did.	① ② ③ ④ ⑤
14. History teachers should require students to examine the role of a particular ECONOMIC system in influencing how or why things happened as they did.	① ② ③ ④ ⑤

(table continues)

Appendix B (continued).
Teaching American History Perception Questionnaire

15. History teachers should require students to examine the role of a particular DIPLOMATIC OR MILITARY system in influencing how or why things happened as they did.	① ② ③ ④ ⑤
16. History teachers should require students to examine the role of a CULTURE OR RELIGIOUS/BELIEF system in influencing how or why things happened as they did.	① ② ③ ④ ⑤
17. History teachers should require students to focus on how a historical people's beliefs shaped the way that they made their ethical choices or decisions.	① ② ③ ④ ⑤
18. History teachers should require students to focus on how a historical group's cultural backgrounds shaped the way they made their ethical choices or decisions.	① ② ③ ④ ⑤
19. History teachers should require students to focus on how a historical society clashed over its diverse beliefs in ways that resulted in changes in that society's ethical beliefs.	① ② ③ ④ ⑤
20. History teachers should require students to compare how film and television portray history and how historians have analyzed the same person, issue, or event.	① ② ③ ④ ⑤
21. History teachers should require students to compare how music portrays history and how historians have analyzed the same person, issue, or event.	① ② ③ ④ ⑤
22. Teachers should require students to compare how the news media portrays history and how historians have analyzed the same person, issue, or event.	① ② ③ ④ ⑤
23. History teachers should have a deep interest in continuous learning in historical literature, historical writings, and historical issues.	① ② ③ ④ ⑤
24. History teachers should continue to read the historical literature on the topics, themes, and areas relevant to the U.S. history curriculum.	① ② ③ ④ ⑤
25. History teachers should attend professional conferences and workshops in history or related areas.	① ② ③ ④ ⑤
26. History teachers should consult with professional historians whenever possible.	① ② ③ ④ ⑤
27. Whenever possible, history teachers should stay informed about public media events related to history, such as the History Channel, newspapers and radio that deal with historical issues.	① ② ③ ④ ⑤

Appendix C
Participants' Online Survey

Thank you for participating in the Teaching American History Grant Participants Survey.
We appreciate your feedback.

1. At what level is your primary teaching assignment?
 - ☐ 1. Elementary school
 - ☐ 2. Middle school
 - ☐ 3. High school
2. Including this year, how many years have you been teaching American/United States history at any level?
☐ _____ years
3. To what degree would you say your knowledge of subject matter content was enhanced by your attendance at the workshop(s)? (Please check only one.)
 - ☐ 1. Not at all or almost not at all
 - ☐ 2. To a moderate degree
 - ☐ 3. To a considerable degree
4. To what degree would you say the workshop(s) changed *what* you teach your students? (Please check only one.)
 - ☐ 1. Not at all or almost not at all
 - ☐ 2. To a moderate degree
 - ☐ 3. To a considerable degree
5. To what degree would you say the workshop(s) changed *how* you teach your students? (Please check only one.)
 - ☐ 1. Not at all or almost not at all
 - ☐ 2. To a moderate degree
 - ☐ 3. To a considerable degree
6. What changes in your students do you attribute to the way you have changed your teaching due to your participation in the Teaching American History Grant workshop(s)? (Please check all that apply.)
 - ☐ 1. Students are achieving greater academic success in history.
 - ☐ 2. Students are attending class more regularly.
 - ☐ 3. Students are better behaved in class.
 - ☐ 4. Students are better prepared for class.
 - ☐ 5. Students are completing more of their assignments.
 - ☐ 6. Students are exhibiting greater critical-thinking skills.
 - ☐ 7. Students are exhibiting more interest in history.
7. Please list the strengths of the workshop(s).
8. Please list your suggestions for the workshop(s).

Thank you!

Appendix D

Development of a Testing Instrument on History Content Knowledge for Fifth Graders

Introduction

The original 30 items for testing fifth grade content knowledge were developed by the TAH project staff and experienced classroom teachers, in consultation with the external evaluator. Data were collected from 186 fifth graders in June 2009. Volunteers were sought from the fifth grade teachers who were TAH first-year participants and who taught American history during the 2007-08 school year; one random history class of each of the volunteers was administered the original 30-item instrument. Following are psychometric analyses of the 30 items and the revised, shortened version of 16 items to be used for testing in late 2009.

Analysis of 30 Original Items

The Cronbach's alpha for the 30 item instrument was .643, which needs some improvement. Therefore, psychometric analyses were conducted to improve the instrument. First, item difficulty was defined and calculated as the average proportion of right responses for each item (see column PCT of Table 1). Items 28 and 29 were found to be the most difficult (percent correct < 20%). Also, the correlation between each item and the total test score was calculated, and displayed the coefficients in the last two columns of Table 1. Items 1, 2, 4, 5, 22, 27, 28, 29, and 30 had the lowest Pearson correlation coefficients with the overall test score ($r_s < .10$). For convenience, the items targeted for possible elimination are highlighted in gray in Tables 1, 2, and 3.

Table 1
Statistics for the Original 30 Items

ITEM	NAME	#TRIED	#RIGHT	PCT	LOGIT/ 1.7	ITEM/TEST CORRELATION	
						PEARSON	BISERIAL
1	ITEM01	186	47	25.3	0.64	0.02	0.03
2	ITEM02	186	62	33.3	0.41	0.08	0.11
3	ITEM03	186	125	67.2	-0.42	0.22	0.29
4	ITEM04	186	78	41.9	0.19	0.10	0.12
5	ITEM05	186	95	51.1	-0.03	0.05	0.07
6	ITEM06	186	105	56.5	-0.15	0.14	0.18
7	ITEM07	186	141	75.8	-0.67	0.17	0.23
8	ITEM08	186	94	50.5	-0.01	0.22	0.28
9	ITEM09	186	55	29.6	0.51	0.18	0.24
10	ITEM10	186	141	75.8	-0.67	0.45	0.62
11	ITEM11	186	93	50.0	0.00	0.33	0.41
12	ITEM12	186	119	64.0	-0.34	0.19	0.24
13	ITEM13	186	106	57.0	-0.17	0.27	0.34
14	ITEM14	186	148	79.6	-0.8	0.46	0.65
15	ITEM15	186	73	39.2	0.26	0.17	0.21
16	ITEM16	186	156	83.9	-0.97	0.48	0.73

(table continues)

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

Table 1 (*continued*).

ITEM	NAME	#TRIED	#RIGHT	PCT	LOGIT/ 1.7	ITEM/TEST CORRELATION	
						PEARSON	BISERIAL
17	ITEM17	186	122	65.6	-0.38	0.21	0.27
18	ITEM18	186	108	58.1	-0.19	0.23	0.29
19	ITEM19	186	85	45.7	0.10	0.33	0.42
20	ITEM20	186	111	59.7	-0.23	0.23	0.29
21	ITEM21	186	124	66.7	-0.41	0.25	0.32
22	ITEM22	186	41	22.0	0.74	0.03	0.04
23	ITEM23	186	113	60.8	-0.26	0.30	0.38
24	ITEM24	186	48	25.8	0.62	0.20	0.27
25	ITEM25	186	86	46.2	0.09	0.11	0.13
26	ITEM26	186	108	58.1	-0.19	0.30	0.37
27	ITEM27	186	48	25.8	0.62	0.08	0.10
28	ITEM28	186	35	18.8	0.86	-0.08	-0.11
29	ITEM29	186	36	19.4	0.84	-0.02	-0.03
30	ITEM30	186	65	34.9	0.37	0.06	0.08

Note. Items targeted for possible elimination are highlighted in gray.

The discrimination power for each item (see SLOPE column of Table 2) was also calculated. Items 5, 6, 7, 15, 20, 28, and 29 had significantly small discrimination power ($\chi^2 \geq 13.3$, $p < .05$), and Item 15 had marginally significant small discrimination power ($\chi^2 = 13.6$, $p = .059$).

Table 2
Parameters of the Original 30-item Instrument

ITEM	INTERCEPT S.E.	SLOPE S.E.	THRESHOLD S.E.	LOADING S.E.	ASYMPTOTE S.E.	CHISQ (PROB)	DF
ITEM01	-0.670	0.281	2.384	0.270	0	5.7	7
	0.100	0.075	0.708	0.072	0.000	0.5694	
ITEM02	-0.432	0.296	1.458	0.284	0	9.5	7
	0.093	0.079	0.468	0.076	0.000	0.2191	
ITEM03	0.466	0.411	-1.136	0.380	0	5.7	7
	0.097	0.098	0.334	0.091	0.000	0.5693	
ITEM04	-0.203	0.292	0.695	0.280	0	7.6	8
	0.089	0.071	0.350	0.069	0.000	0.4686	
ITEM05	0.026	0.255	-0.103	0.247	0	18.5	7
	0.087	0.066	0.339	0.064	0.000	0.01	
ITEM06	0.162	0.310	-0.523	0.296	0	15.1	7
	0.089	0.076	0.306	0.072	0.000	0.0351	
ITEM07	0.732	0.383	-1.913	0.357	0	13.3	6
	0.106	0.095	0.502	0.089	0.000	0.039	
ITEM08	0.013	0.481	-0.026	0.434	0	6.1	6
	0.093	0.105	0.193	0.095	0.000	0.413	

(table continues)

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

Table 2 (*continued*).

ITEM	INTERCEPT S.E.	SLOPE S.E.	THRESHOLD S.E.	LOADING S.E.	ASYMPTOTE S.E.	CHISQ (PROB)	DF
ITEM09	-0.561 0.100	0.397 0.097	1.414 0.385	0.369 0.090	0 0.000	3.6 0.8233	7
ITEM10	0.995 0.193	1.011 0.245	-0.984 0.159	0.711 0.172	0 0.000	4.9 0.3013	4
ITEM11	-0.004 0.099	0.628 0.130	0.006 0.157	0.532 0.110	0 0.000	5.8 0.4507	6
ITEM12	0.376 0.096	0.429 0.093	-0.878 0.278	0.394 0.085	0 0.000	6 0.5355	7
ITEM13	0.189 0.094	0.487 0.106	-0.387 0.207	0.438 0.095	0 0.000	5 0.54	6
ITEM14	1.182 0.200	1.016 0.250	-1.163 0.195	0.713 0.175	0 0.000	1.2 0.8793	4
ITEM15	-0.279 0.092	0.355 0.092	0.785 0.302	0.335 0.087	0 0.000	13.6 0.059	7
ITEM16	1.642 0.311	1.306 0.340	-1.257 0.179	0.794 0.206	0 0.000	2.2 0.5337	3
ITEM17	0.424 0.098	0.436 0.097	-0.973 0.276	0.399 0.089	0 0.000	2.9 0.8263	6
ITEM18	0.213 0.093	0.426 0.100	-0.499 0.240	0.392 0.092	0 0.000	1.3 0.9895	7
ITEM19	-0.125 0.098	0.578 0.122	0.216 0.168	0.500 0.106	0 0.000	2.5 0.8642	6
ITEM20	0.254 0.093	0.399 0.095	-0.635 0.262	0.371 0.088	0 0.000	15.4 0.0312	7
ITEM21	0.469 0.100	0.502 0.109	-0.935 0.264	0.449 0.097	0 0.000	2.7 0.9104	7
ITEM22	-0.78 0.105	0.283 0.076	2.755 0.803	0.272 0.073	0 0.000	8.2 0.3163	7
ITEM23	0.304 0.102	0.562 0.110	-0.541 0.183	0.490 0.096	0 0.000	10 0.1251	6
ITEM24	-0.7 0.110	0.458 0.117	1.528 0.379	0.417 0.106	0 0.000	2 0.9167	6
ITEM25	-0.096 0.089	0.328 0.081	0.292 0.274	0.312 0.077	0 0.000	0.8 0.9932	6
ITEM26	0.225 0.097	0.555 0.116	-0.405 0.186	0.485 0.101	0 0.000	2.3 0.895	6
ITEM27	-0.654 0.100	0.289 0.079	2.266 0.678	0.277 0.076	0 0.000	6 0.5423	7
ITEM28	-0.885 0.109	0.218 0.064	4.055 1.305	0.213 0.063	0 0.000	14.9 0.021	6
ITEM29	-0.871 0.109	0.249 0.067	3.501 1.046	0.241 0.065	0 0.000	22.7 0.0004	5
ITEM30	-0.384 0.091	0.277 0.070	1.388 0.473	0.267 0.068	0 0.000	8.7 0.2713	7

Note. Items targeted for possible elimination are highlighted in gray.

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

The integrated information of item difficulty, item-test correlation, and discrimination power (shown as results of chi-square tests) were included in Table 3.

Table 3
Item Difficulty, Item-test Correlation, and Discrimination Power

ITEM	PCT	ITEM/TEST CORRELATION		CHISQ (PROB)	DF
		PEARSON	BISERIAL		
ITEM01	25.3	0.02	0.03	5.7	7
ITEM02	33.3	0.08	0.11	9.5	7
ITEM03	67.2	0.22	0.29	5.7	7
ITEM04	41.9	0.10	0.12	7.6	8
ITEM05	51.1	0.05	0.07	18.5	7
ITEM06	56.5	0.14	0.18	15.1	7
ITEM07	75.8	0.17	0.23	13.3	6
ITEM08	50.5	0.22	0.28	6.1	6
ITEM09	29.6	0.18	0.24	3.6	7
ITEM10	75.8	0.45	0.62	4.9	4
ITEM11	50.0	0.33	0.41	5.8	6
ITEM12	64.0	0.19	0.24	6.0	7
ITEM13	57.0	0.27	0.34	5.0	6
ITEM14	79.6	0.46	0.65	1.2	4
ITEM15	39.2	0.17	0.21	13.6	7
ITEM16	83.9	0.48	0.73	2.2	3
ITEM17	65.6	0.21	0.27	2.9	6
ITEM18	58.1	0.23	0.29	1.3	7
ITEM19	45.7	0.33	0.42	2.5	6
ITEM20	59.7	0.23	0.29	15.4	7
ITEM21	66.7	0.25	0.32	2.7	7
ITEM22	22.0	0.03	0.04	8.2	7
ITEM23	60.8	0.30	0.38	10.0	6
ITEM24	25.8	0.20	0.27	2.0	6
ITEM25	46.2	0.11	0.13	0.8	6
ITEM26	58.1	0.30	0.37	2.3	6
ITEM27	25.8	0.08	0.10	6.0	7
ITEM28	18.8	-0.08	-0.11	14.9	6
ITEM29	19.4	-0.02	-0.03	22.7	5
ITEM30	34.9	0.06	0.08	8.7	7

Note. Items targeted for possible elimination are highlighted in gray.

Decision Rules

In order to improve this instrument, rules were created to remove some “bad” items. First, those items were removed which had significant or marginally significant small discrimination powers (see shading lines of CHISQ column in Table 3). Second, those items were deleted which had small item/test correlations (see shading lines of ITEM/TEST CORRELATION columns in

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

Table 3). Finally, the two items which were the most difficult (see shading lines of PCT column in Table 3) were deleted. As a result, the new instrument had 16 items left.

The Final Instrument

The final 16-item instrument is an improvement over the original 30-item instrument. As the data in Table 4 indicate, the Cronbach's alpha increased from 0.642 to 0.706, empirical reliability from 0.749 to 0.767, and the improvement was statistically significant (with $\chi = 3209.4$, $df=28$, $p < .001$). Table 5, Figure 1 and 2, indicate, the 16-item instrument seemed to have reasonably good discriminating power and the correlation between each item and the overall test score improved with no negative correlation. The data in Table 6 indicate that although the amount of information has been reduced by going from 30 to 16 items, the standard error of the instrument has been reduced. Table 7 shows the mean and SD of the final 16 items.

Table 4
Comparison Between 30-item and 16-item Instrument

	30-item	16-item
Cronbach's alpha	0.642	0.706
Empirical reliability	0.749	0.767
-2 LOG likelihood	6724.3	3514.9

Note. $\chi = 6724.3 - 3514.9 = 3209.4$, $df = 302 - 162 = 28$.

Table 5
Item Statistics for the Final 16-item Instrument

ITEM	NAME	#TRIED	#RIGHT	PCT	LOGIT/ 1.7	ITEM/TEST CORRELATION	
						PEARSON	BISERIAL
1	ITEM03	186	125	67.2	-0.42	0.17	0.22
2	ITEM08	186	94	50.5	-0.01	0.28	0.35
3	ITEM09	186	55	29.6	0.51	0.15	0.20
4	ITEM10	186	141	75.8	-0.67	0.50	0.68
5	ITEM11	186	93	50.0	0.00	0.37	0.47
6	ITEM12	186	119	64.0	-0.34	0.26	0.33
7	ITEM13	186	106	57.0	-0.17	0.29	0.36
8	ITEM14	186	148	79.6	-0.80	0.43	0.61
9	ITEM16	186	156	83.9	-0.97	0.51	0.77
10	ITEM17	186	122	65.6	-0.38	0.23	0.30
11	ITEM18	186	108	58.1	-0.19	0.23	0.30
12	ITEM19	186	85	45.7	0.10	0.31	0.38
13	ITEM21	186	124	66.7	-0.41	0.28	0.37
14	ITEM23	186	113	60.8	-0.26	0.34	0.44
15	ITEM24	186	48	25.8	0.62	0.21	0.28
16	ITEM26	186	108	58.1	-0.19	0.32	0.40

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

Table 6
Parameters of the Final 16-item Instrument

ITEM	INTERCEPT S.E.	SLOPE S.E.	THRESHOLD S.E.	LOADING S.E.	ASYMPTOTE S.E.	CHISQ (PROB)	DF
ITEM01	0.464	0.389	-1.193	0.362	0	12.9	7
	0.115	0.100	0.415	0.093	0.000	0.0742	
ITEM02	0.013	0.540	-0.025	0.475	0	2.2	5
	0.116	0.125	0.215	0.110	0.000	0.8175	
ITEM03	-0.563	0.400	1.407	0.371	0	1.8	7
	0.113	0.100	0.409	0.093	0.000	0.968	
ITEM04	1.028	1.060	-0.970	0.727	0	1.4	4
	0.215	0.262	0.197	0.180	0.000	0.8371	
ITEM05	-0.005	0.697	0.007	0.572	0	4.1	6
	0.128	0.156	0.183	0.128	0.000	0.6594	
ITEM06	0.389	0.497	-0.782	0.445	0	3.7	7
	0.116	0.110	0.275	0.099	0.000	0.8121	
ITEM07	0.191	0.503	-0.379	0.449	0	9.2	7
	0.112	0.115	0.232	0.103	0.000	0.2386	
ITEM08	1.154	0.959	-1.203	0.692	0	3.3	4
	0.209	0.234	0.227	0.169	0.000	0.5054	
ITEM09	1.731	1.396	-1.240	0.813	0	2.1	3
	0.388	0.396	0.203	0.231	0.000	0.5572	
ITEM10	0.431	0.471	-0.915	0.426	0	6.6	6
	0.115	0.109	0.299	0.098	0.000	0.3573	
ITEM11	0.216	0.441	-0.489	0.403	0	5.9	7
	0.109	0.107	0.270	0.098	0.000	0.5573	
ITEM12	-0.121	0.550	0.221	0.482	0	3	6
	0.117	0.126	0.215	0.111	0.000	0.8054	
ITEM13	0.479	0.539	-0.889	0.475	0	4.9	7
	0.124	0.122	0.279	0.107	0.000	0.6679	
ITEM14	0.312	0.611	-0.511	0.521	0	4.2	6
	0.121	0.129	0.208	0.110	0.000	0.6471	
ITEM15	-0.710	0.491	1.445	0.441	0	6.1	7
	0.133	0.128	0.399	0.115	0.000	0.5306	
ITEM16	0.229	0.577	-0.397	0.500	0	3.8	7
	0.122	0.129	0.221	0.112	0.000	0.8075	

Appendix D (*continued*).
Development of a Testing Instrument on History Content Knowledge for Fifth Graders

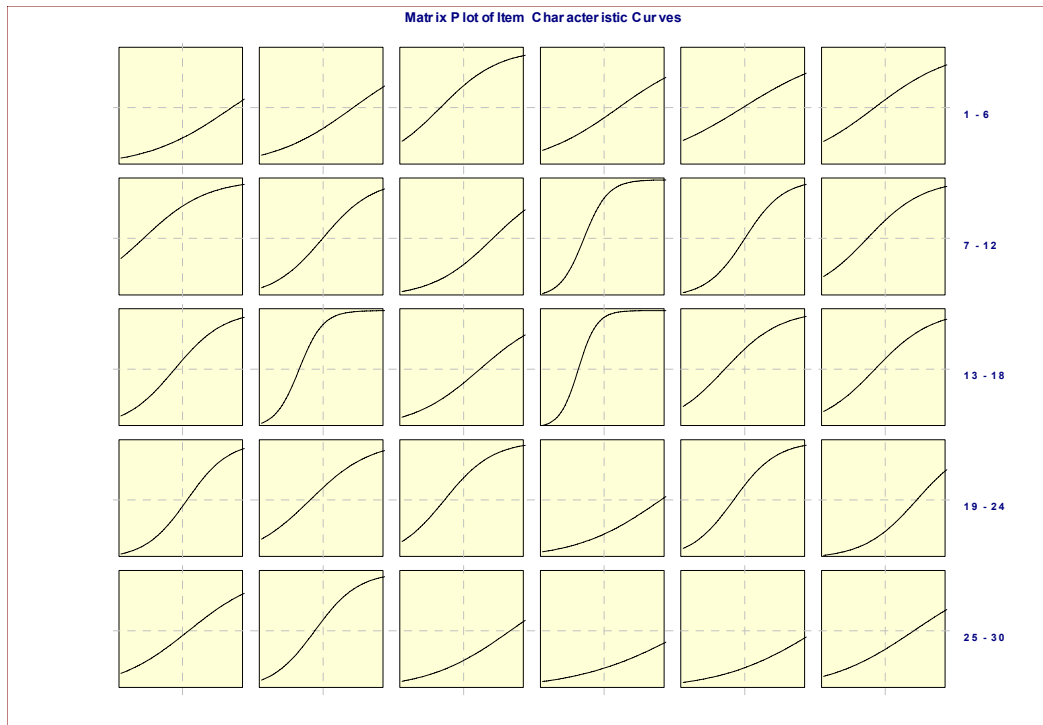


Figure 1. Original 30-item's ICC plots.

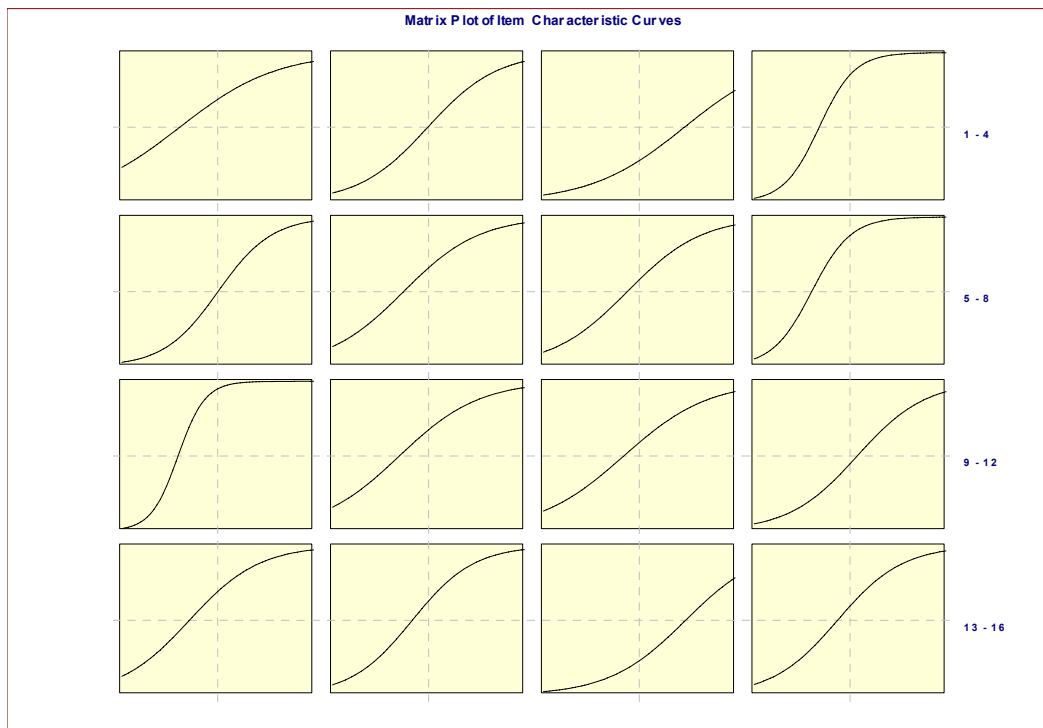


Figure 2. Final 16-item's ICC Plots.

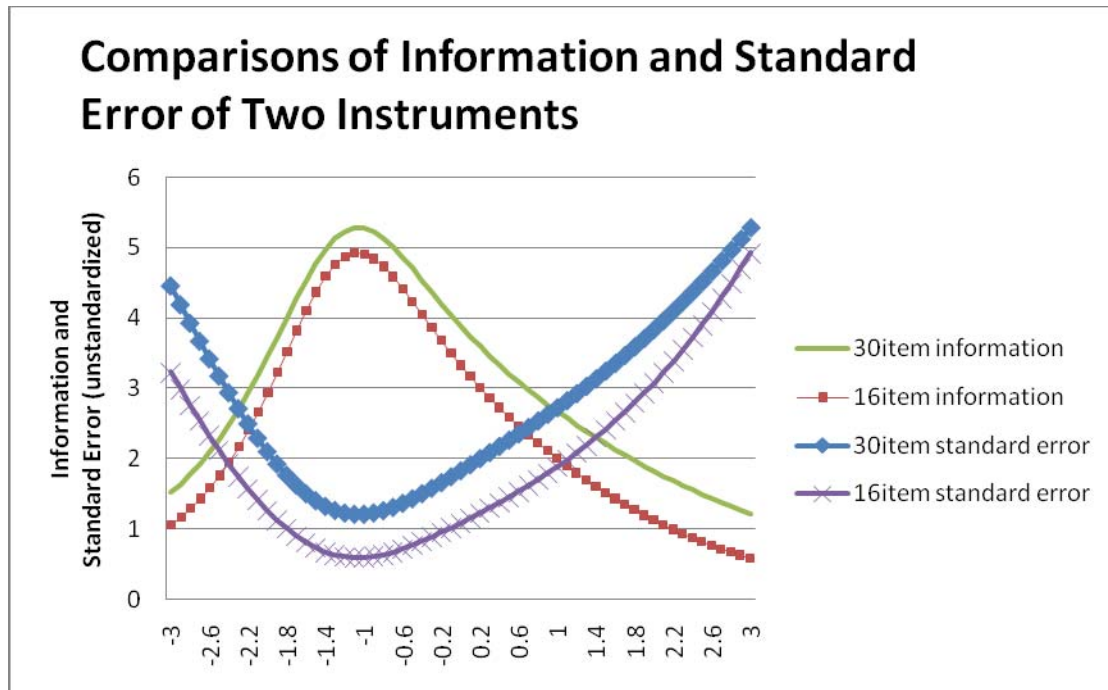


Figure 3. Information and Standard Error plot of two instruments.

Table 7
Mean and SD of the Final 16-Item Instrument

Item	Mean	Standard Deviation
ITEM3	0.67	0.47
ITEM8	0.51	0.50
ITEM9	0.30	0.46
ITEM10	0.76	0.43
ITEM11	0.50	0.50
ITEM12	0.64	0.48
ITEM13	0.57	0.50
ITEM14	0.80	0.40
ITEM16	0.84	0.37
ITEM17	0.66	0.48
ITEM18	0.58	0.49
ITEM19	0.46	0.50
ITEM21	0.67	0.47
ITEM23	0.61	0.49
ITEM24	0.26	0.44
ITEM26	0.58	0.49

Appendix E
Verbatim Comments on Strengths of, and Suggestions for, the TAH Grant

Strengths	Suggestions
Being given the materials and shown how to use them is a great help. Many workshops in the past (other departments) tell you how to use a program and don't give you the tools.	More interactive lectures rather than strictly speaking lectures.
The workshops were in-depth knowledge of topics that we teach in the classroom. It helped me gain more knowledge of various topics.	Give teachers college credit for the courses and workshops.
The presenters were very knowledgeable. It has really made a difference in how I now incorporate technology into the lesson.	More group and hands-on activities.
I like the speakers and materials they provide. They help me strengthen my lessons.	Reconstruction and post Cold War.
The best part of the workshops was the highly informed presenters and the generous ancillary/resource gifts.	I feel that the emphasis of all grant workshops should be content rather than pedagogy.
First-hand experience with places and artifacts relating to our country's history--sharing with other teachers.	More information geared specifically for school level--a lot of the information shared was much too high level to be very helpful for elementary--I would have liked more information on how to teach to my specific age level.
I really enjoyed the trip we took, the resources we have been given, the presentations we have had the opportunity to attend and the networking and feeling of community associated with our grant cohort.	I really enjoyed how the workshops were presented. I enjoyed having a visual to look at and I enjoyed participating in discussions.
The content and strategies are the strengths.	I think that the professors should provide printouts of their powerpoints.
The abundance of teaching resources that were provided to us. I have numerous ideas and materials to use with my students and to assist in planning my lessons.	Perhaps providing more actual 'hands-on' lessons--How to use the materials in the classroom. The workshops seemed to focus on content and not methods of teaching the content.
It is very engaging and useful.	A variety of after school workshops not just Saturday.
Great content area workshops. Have learned much more content that can be relayed to students.	None.

(table continues)

Appendix E (*continued*).
Verbatim Comments on Strengths of, and Suggestions for, the TAH Grant

Strengths	Suggestions
Variety of presentation styles and levels of experience/expertise of the presenters. Sample materials and opportunities to practice. Grade level matching of materials and curriculum.	
The workshops provided great activities that I incorporate into my lesson to make learning more fun and relevant for the students.	I think a workshop that looks at Native Americans and the role in American History. Other topics relating to slavery, women, Civil Rights Movement, and the Colonial period.
I believe the content of all the workshops were important because teachers need to have a more specific knowledge of key events/periods in American History to enhance their broader base knowledge of the curriculum. Fascinating material and very thought provoking. I enjoyed and learned all at the same time! Thank you.	I feel that although the presentations to the group as a whole was fine, perhaps a breakout session after each presentation with same grade levels sharing/ brainstorming ideas on how it can be utilized within that group's classes would have made the workshops even better. As fascinating as some of the material was, creating pertinence in the classroom on an age appropriate level is even more beneficial so that the knowledge received doesn't just stop there.
Excellent presenters, for the most part. Great freebie materials to incorporate into the classroom lessons. Easy ready-made lesson plans that are exciting, informative and very focused.	Several of the workshops I attended were definitely geared more toward secondary teachers/students. These workshops were not conducive to my grade level (fourth). Suggestion might be to better screen the speakers so the material is appropriate to teachers in attendance.
I enjoyed learning background information from the professors, although at times it was a little too much. The workshops were varied in content and allowed me to see historical content from an economic stand point, which I introduced to my students. I also enjoyed the wonderful materials that have enhanced my lessons. It would have taken a lot of time/money to purchase these and I feel very grateful to have received them.	Most of the workshops were quite informative, however, a few would have been more interesting had there been hands-on activities.
Provided multi-intelligence means of teaching strategies.	None.

(table continues)

Appendix E (*continued*).
Verbatim Comments on Strengths of, and Suggestions for, the TAH Grant

Strengths	Suggestions
The workshops were very informative on a personal level. They were interesting and I was able to bring snippets of information into the class room.	Overall I do not see a need to change the format of the program. You may want to gear some of the workshops for more of the elementary/middle school level. I feel that most of the information given was more on a high school level.
Hands-on lessons provided to be used immediately with students. Reference materials provided for creating lessons and adding to class library and increased subject area knowledge.	n/a
The travel trip to Philadelphia, as well as the Bill of Rights institute presentation and the seminars with Dr. Osgood and Bill Miscamble were the strongest learning experiences. In addition, receiving resources, particularly the document sets and the historic literature were valuable to both, instruction and building professional content knowledge.	More travel opportunities. The experience of visiting historical sites makes for a truly authentic learning experience because it establishes a personal connection between the instructor and a particular historical topic. Consequently, the instructor becomes better able to make topics in history more tangible for the student.
The quality of the professors. Their knowledge and the organization of the workshops.	Ready made lessons with pedagogical strategies that will involve all or most of the multiple intelligences. <i>History Alive!</i> type of lessons.
The variety of topics covered.	Less lecturing.

Appendix F
Impact of the TAH Grant on Participants:
Interview Data from First-year Participants

How Do the Participants Teach Differently, as a Result of Grant Participation: Data from Interview with First-year Participants

Theme 1. Increasing participants' history content knowledge

- “The workshops have dramatically increased my content knowledge encouraging me to be more complete in what I teach my students. In addition, my travel experiences give me more to talk about.” (Teacher 1)
- “My increased content knowledge has given me the confidence to dig deeper into the topics I teach and emphasize specific concepts.” (Teacher 2)
- “I find I am more aware and more positive about teaching the content. I have been able to infuse it into Florida history and provide the students with a bigger picture of American history. I am spending less time planning and feel more confident when delivering my lessons. I provide my students opportunities to become historians by giving them primary sources to analyze and essential questions to answer. They are interpreting history.” (Teacher 4)
- “Her increased background knowledge has allowed her to be more confident with the content and pass that knowledge onto her students.” (Teacher 5)
- “...increased knowledge about the Constitution encouraged her to go more in-depth with her students about the US government and the recent election.” (Teacher 5)
- “Participation in the workshops has increased my personal knowledge which I transfer to my students. I am encouraged to go more in depth and have my students look at both sides of an event, issue or decision.” (Teacher 7)
- “Attending the trip to Philadelphia has provided me with more content knowledge and more confidence in teaching the American Revolution and the Constitution. (Teacher 8)
- “The greatest impact is the depth of content knowledge and the opportunity to describe being at the places in which these events took place.” (Teacher 9)
- “It has stimulated knowledge I had learned but forgotten because it is not mandated for 8th grade. I am more comfortable teaching this additional information.” (Teacher 11)
- “I have also added to my subject knowledge as a result of the travel opportunities and workshops.” (Teacher 12)

Theme 2. Engaging students more in the learning process

- “I bring anecdotes and little known facts to my lessons which my students find interesting. I have moved away from the textbook to more project-based learning. I work with my students to make them a part of their learning. They are more actively engaged in creating personal knowledge.” (Teacher 1)
- “I find it’s the little details that grab my students’ interest. (Teacher 2)
- “The grant has offered me a wealth of creative instructional ideas and strategies for me to implement in my classroom. I present the content in creative, innovative ways that intrigue my students and get them to willingly engage in my lessons.” (Teacher 12)

Appendix F (*continued*).
Impact of the TAH Grant on Participants:
Interview Data from First-year Participants

- “I think it has made history much more alive in my mind which brings it more to life for my students. My depth of knowledge has increased.” (Teacher 14)
- “I use more hands-on and group activities with my students.” (Teacher 17)

Theme 3. Integrating various subjects

- “I usually do not get this far in the textbook because so much emphasis is put on preparing for the standardized testing beginning in February. However, this year I am preparing my students through the content area. I am employing reading and writing strategies and skills but incorporating them in social studies and science lessons. This is directly a result of the content and strategies I am learning in the various grant workshops.” (Teacher 1)
- “(I have) integrated more writing within the content area and developed higher level, critical-thinking questions”. (Teacher 5)
- “The grant program has brought History to my classroom. I had no idea how to incorporate it in my tight schedule before, but with the training and materials I have been able to use these within my reading.” (Teacher 6)
- “I have found ways to incorporate economics into my lessons.” (Teacher 17)

Theme 4. Networking with other teachers

- “Networking with the other teachers has opened many options and techniques for engaging my students yet covering the standards.” (Teacher 1)
- “As a result of networking with my peers and various trainings, I have expanded the strategies I use to actively engage my students. I have become more creative and challenge my students to become part of the teaching and learning process.” (Teacher 13)
- “Again, there are not radical departures. I think the best part of the grant was the chance to engage in collegial discussion with people who are knowledgeable in their field” (Teacher 16)

Theme 5: Incorporating non-textbook sources and materials

- “...I find myself moving away from textbook based lessons. (Teacher 2)
- “I incorporate primary source documents such as the Constitution”. (Teacher 3)
- “...this lesson has not been taught before. Being exposed to primary source documents and how to incorporate them into the teaching of American history inspired (me) to create and implement this lesson.” (Teacher 5)
- “...now I have moved away from the textbook. The textbook was used to create base knowledge as to what the Constitution says. From there the students use the Mini Q documents and reading strategies to critically think about the purpose and impact of the Constitution.” (Teacher 13)
- “I have taught about the Constitutional Convention many times. I am not teaching it radically different from before this grant but I was able to incorporate some pictures I took in Philadelphia. I have incorporated more document-based resources as well.” (Teacher 16)

Appendix F (*continued*).
Impact of the TAH Grant on Participants:
Interview Data from First-year Participants

Theme 6. Exploring the topics in more detail

- “In the past, I focused on Harriet Tubman and her involvement in the Underground Railroad...I possessed more content knowledge about the lives of slaves in the 18th century. I was able to go more in depth with this time period enabling students to understand life under slavery.” (Teacher 4)
 - “Now that I have been in Independence Hall and saw the actual room in which these events occurred, I am able to arrange my room to simulate the real convention. I have more content knowledge, which enables me to go into more depth and explain the significance of the people ideas and events.” (Teacher 8)
 - “Yes, however, my increased content knowledge has resulted in more time and depth being paid to the topic. My students develop more comprehension because I provide more explanation and relevance.” (Teacher 9)
 - “Yes, but it is now done differently. More emphasis is being put on Franklin’s personality primarily, as the result of more confidence with the content. This confidence is due to the personal experience provided by the week of intensive study in Philadelphia. (Teacher 10)
 - “Yes, but the workshops and trip have allowed me to be more detailed. There are more fun facts.” (Teacher 11)
 - “Greater emphasis has been placed on the importance of the Colonial and Revolutionary periods in American history. In addition, a greater emphasis is being put on the individual’s impact on history.” (Teacher 11)
 - “I have taught the content before, but now I feel better able to “fill-in the blanks” so to speak. I think that being able to give more details due to being able to see more clearly in my mind makes the students more interested.” (Teacher 14)
 - “Yes, but this time more information about Truman was included. This was the result of the FAU lecture and workshop that focused on Truman’s domestic and foreign policies.” (Teacher 15)
 - “In the past, the facts of events were taught. Now, more time is spent on the impact of the individual on these events. This is due to the summer workshops and trip to Philadelphia. The people who made history are no longer names on a page but people living their lives. History is more humanized for the students.” (Teacher 15)
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Appendix G
Aspects of the Grant Training Reflected in the Lesson Observed or
Other Recent Lessons: Interview Data from First-year Participants

Theme 1. Incorporating primary documents

- “In this and other lessons, I am more focused on the primary documents and rely less on the textbook. My students read actual excerpts from the Constitution rather than a summary from the textbook. I ask them to personally relate to history not just read about it.” (Teacher 1)
- “I incorporate primary sources whenever I can.” (Teacher 2)
- “The use of primary sources was inspired by the various summer workshops attended.” (Teacher 3)
- “Additionally, by having used this Mini Q during the training, I was able to provide more background knowledge to my class.” (Teacher 6)
- “I incorporated the DBQ Project Mini Qs in this lesson. I challenge my students by exposing them to primary sources and asking them to interpret history not just memorizing it.” (Teacher 7)
- “I am more comfortable incorporating DBQ lessons and techniques. This and other lessons contain more details and content” (Teacher 9)
- “In this lesson, it is reflected by the emphasis on Franklin, the man, the use of primary sources (quotes) and his “moral” views. In general, there is more infusion of primary sources with all students of all abilities. (Teacher 11)
- “This lesson combines TCI (*History Alive!*) strategies learned in prior grant workshops and DBQ strategies learned in the recent summer DBQ workshop. I incorporate more primary source documents and DBQ-type questions in my lessons.” (Teacher 12)
- “Obviously, the DBQ training is directly reflected I this lesson.” (Teacher 13)
- “Primarily the DBQ workshop. I now have more comfort with primary sources and use them with my students whenever possible.” (Teacher 17)
- Obviously the use of primary source documents is evident.” (Teacher 5)

Theme 2. Using first-hand experience resulting from the Summer Institute

- “The travel to Philadelphia provided deeper knowledge and understanding about the American Revolution and Constitution. The way the content has been delivered and the materials provided have made it easier for me to bring this knowledge into my classroom.” (Teacher 4)
- “By visiting the actual location of Valley Forge, I was able to show my students photographs the following day, to make it more realistic for them.” (Teacher 6)
- “My travel with the grant has provided me with first-hand experiences of the historical sites.” (Teacher 7)
- “My goal to simulate the experience with as much accuracy as possible resulted from my being in Philadelphia. I studied the primary sources and obtained props (quills, tea cups, etc.) to be more realistic. (Teacher 8)
- “I am incorporating more visuals and personal experiences that capture the students’ attention.” (Teacher 11)

Appendix G (*continued*).
Aspects of the Grant Training Reflected in the Lesson Observed or
Other Recent Lessons: Interview Data from First-year Participants

- “My grant participation is also reflected in the personal anecdotes I provide through increased content knowledge, reading (such as Founding Brothers) and field trips.
- “This lesson offers a segue making me able to help the students understand more about military life during the Revolution. I have pictures and information from the barracks at Trenton and a cannon firing at Yorktown. The students are far more engaged.” (Teacher 14)
- “My trip to Philadelphia gave me a better understanding of Valley Forge and other revolutionary battles. I was better able to transfer this knowledge to my students.” (Teacher 17)

Theme 3. Utilizing new teaching strategies/content

- “In this lesson, my students are more hands-on and less connected to the textbook. I encourage them to look at multiple sources to expand their knowledge. I provide more opportunities for them to interact with history and make it relate to their personal lives.” (Teacher 1)
 - “...has become more comfortable with technology and how it can be used to engage students and get them excited about learning American history.” (Teacher 3)
 - “I have changed my focus from strictly teaching content to teaching content through historical thinking and have infused these strategies into my lessons.” (Teacher 13)
 - “Much of the summer training emphasized the influence of the individual. I now incorporate that into my lessons. It’s not just what happened but why and who made it happen.” (Teacher 15)
 - “One thing I used in this unit that I picked up from the grant was parts of a DBQ from the DBQ resource we received.” (Teacher 16)
 - “I have found that using visuals and role plays have enabled my students to more effectively learn and retain content.” (Teacher 17)
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