

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

Telephone: 754-321-2600

Facsimile: 754-321-2701

Approved memorandum with signatures is on file.

November 9, 2010

TO: School Board Members

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

VIA: James F. Notter
Superintendent of Schools

SUBJECT: **TEACHING AMERICAN HISTORY GRANT PROGRAM
EVALUATION REPORT, 2009-10**

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 classroom behaviors related to teaching American history, and the impact of the program on the student achievement of fifth grade students of participating teachers.

2. Which populations were targeted in this report?

Thirty-four American history teachers (10 elementary school teachers, 13 middle school teachers, and 11 high school teachers) who participated in the TAH grant during the 2009-10 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 2009-10 school year, are presented. To measure the impact of the program on student achievement in history, students of 10 participating (experimental group) and 10 non-participating (control group) elementary teachers were targeted to complete a student assessment instrument that was developed and validated during the first year of the grant.

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 objectives were addressed using descriptive and quantitative methods. 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. Students of participating and non-participating teachers were assessed, and the TAH project staff was also interviewed.

4. What are the main highlights in this report?

The second-year implementation of the TAH grant successfully met the grant goals. Program staff planned the training activities systematically and carried them 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=7.8, post-mean=16.0, $p<0.001$, $\eta=0.96$).
- *Teacher Objective 2* – The data indicated that the grant made a significant impact on participants' behaviors—a finding that was supported by pre- and post-classroom observations of participants, pre- and post-administration of an instrument measuring participants' perceived level of involvement in six dimensions of history teaching, and interviews with participants. All three streams of data suggest that the TAH program has significantly improved participants' history teaching behavior.
- *Student Objective 1* – Examination of the grant's impact on fifth grade student history achievement showed that students, whose teachers participated in the TAH program, performed better than their counterparts, whose teachers did not participate in the program—a result that was consistent for models with or without control for student and teacher characteristics.

Participants reported that grant activities had a positive impact on their knowledge of history (100%, $n=30$), and changed what (96.7%, $n=29$) and how (96.7%, $n=29$) they taught their students. Teachers attributed students exhibiting more interest in history (90.0%, $n=27$) and greater critical-thinking skills (83.3%, $n=25$) to their participation in the program. These data suggest that participants were very satisfied with the TAH program, however, suggestions for improvement included: (a) more hands-on activities and less lecturing; (b) catering more to the grade level, particularly the elementary level; (c) allowing participation for more than a year; and (d) having fewer follow-up activities.

5. What best practices were evident during the 2nd year of the TAH grant?

During the 2009-10 school year, participants shared and promoted best practices in a variety of ways. First, all members of the second-year cohort created lesson plans based on the content and teaching strategies they had learned. These lesson plans were placed on the District's Broward Enterprise Education Portal (BEEP) for access by all Broward County Public Schools (BCPS) teachers. Second, opportunities were created for the lead teachers to meet with the appropriate grade level teachers. During these meetings, the lead teachers and cohort members shared lesson plans, strategies, and assessments they found to be successful with their students. Finally, the lesson plans and summaries of best practices were posted on the TAH grant Web site, which is available to all teachers accessing the Internet.

6. What recommendations were made in this report?

As a result of findings of this evaluation, three recommendations were made to improve the impact of the TAH program during the 2010-11 school year. One recommendation calls for developing and implementing a strong dissemination and sustainability strategy for key components of the program to ensure that the TAH grant makes a significant, long-term impact

on the teaching of American history in Broward schools. It was also recommended that TAH staff share the success of the cohort model, which emphasizes a stronger dose of training and follow-up activities, with developers of other professional development initiatives in the District. A final recommendation ensures that the impact of the program on the history achievement of fifth grade students will be examined beyond the grant term, given that a reliable and valid history assessment for fifth graders was previously developed and tested.

If you have any comments concerning this report, please contact **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).

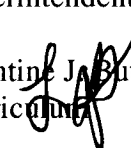
JFN/JWH/MRL:dvw
Attachment

cc: Executive Leadership Team
Area Directors
Principals

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

November 4, 2010

TO: James F. Notter
Superintendent of Schools

FROM: Leontine J. Butler, Ed.D., Deputy Superintendent
Curriculum 

SUBJECT: **TEACHING AMERICAN HISTORY (TAH) GRANT
EVALUATION REPORT YEARS 2009-2010**

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

Recommendation 1:

By February 2011, TAH staff, in cooperation with Curriculum staff, will develop a plan for disseminating and sustaining the impact of the grant, including the teaching resources, the function of the six lead teachers, and exemplary artifacts resulting from the TAH Grant. The plan should be part of the overall school improvement initiative. A strong dissemination and sustainability strategy will ensure that the TAH Grant makes a significant, long-term impact on the teaching of American history in Broward schools.

Response 1:

TAH staff will develop a program presentation to be disseminated to other departments and staff in the District on the successes of the grant. TAH staff and lead teachers have developed a TAH Grant web site which contains lesson plans that teachers have developed as well as other resources. A description of the format and model of the TAH Grant will be posted on the web site. This web site is available to all grant participants as well as the public. Further, at least one online class has been developed as a result of the grant and another one is being developed. Both of these courses will remain part of the Broward Schools Professional Development menu of choices.

Recommendation 2:

By December 2010, TAH staff will share the success of the cohort model with other professional development staff in the Broward School District. Generally speaking, the current TAH Grant is more effective than the previous one, especially given the impact noted on student achievement in history. Therefore, the cohort model, with a stronger dosage of training and follow-up activities, should be recognized and disseminated to developers of other professional development initiatives in the District.

**TEACHING AMERICAN HISTORY (TAH) GRANT EVALUATION REPORT
YEARS 2009-2010**

November 4, 2010

Page 2

Response 2:

A presentation of the Cohort model and TAH Grant implementation model will be developed and shared with various departments in the District. The School Board of Broward County just received another Teaching American History Grant. Project implementation is similar to the current grant, but is a model that has been refined even more so than the current grant. Any “lessons learned” or suggestions from the current grant will be taken into consideration when implementing the new K-5 Teaching American History Grant.

Recommendation 3:

TAH staff should continue to examine the impact of the program on student achievement in history beyond the final year of the grant. Given that a reliable and valid instrument for fifth grade students has been developed and tested, the impact of the program on fifth grade students of first-, second-, and third-year TAH participants (experimental group), should be compared with a matched sample of non-participants (control group). As a result, the current grant would be among the first grants across the country to produce data on the positive impact of the TAH project on student achievement in history.

Response 3:

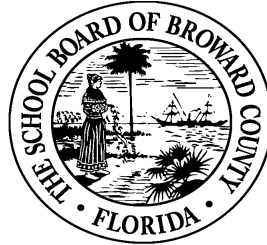
TAH staff will continue to monitor the impact of the program on student achievement in history. The District has a new Teaching American History Grant that allows only elementary teachers to participate. Student testing is a component of the grant. TAH staff will be able to get a longitudinal assessment of the impact of professional development for elementary teachers since the current grant has tested only elementary students. Further, the State of Florida will begin mandating End-of-Course Exams in High School U.S. History in 2012-2013. The District may be able to see an impact of the current grant at that time.

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

LJB/DC/SG/LB:dk

cc: Diane Carr, Executive Director Core Curriculum

The School Board of Broward County, Florida
Teaching American History Grant Program
Evaluation Report, 2009-10



Jennifer Leonard Gottlieb, Chair
Benjamin J. Williams, Vice Chair
Robin Bartleman
Maureen S. Dinnen
Phyllis C. Hope
Ann Murray
Robert D. Parks, Ed.D.
Kevin P. Tynan, Esq.

James F. Notter
Superintendent of Schools

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

Maria R. Ligas, Ph.D., Acting Director
Research Services

Dean Vaughan, Evaluation Administrator
Research Services

Prepared by Jianping Shen, Ph.D.
Program Evaluator

November 2010

The School Board of Broward County, Florida prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion, or sexual orientation.

(www.browardschools.com)

**Teaching American History Grant Program
Evaluation Report, 2009-10**

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY	i
II.	INTRODUCTION	1
III.	THE TEACHING AMERICAN HISTORY GRANT PROGRAM	2
IV.	LITERATURE REVIEW	2
V.	PROGRAM DESCRIPTION	13
VI.	EXPENDITURE	15
VII.	PURPOSE OF THE EVALUATION	15
VIII.	METHODS	16
IX.	FINDINGS	18
	Question 1. Context	18
	Question 2. Input and Process	19
	Question 3. Product 1	24
	Question 4. Product 2	25
	Question 5. Product 3	27
X.	SUMMARY	30
XI.	RECOMMENDATIONS	32
XII.	REFERENCES	33
XIII.	APPENDICES	37
	A. Major Programmatic Activities During the Second Grant Year	37
	B. Teaching American History Perception and Behavior Questionnaire	40
	C. Sample Instrument for Pre- and Post-Test of Teacher History Content Knowledge	42
	D. Participants' Online Survey	45
	E. Data from the Post-interviews with Second-Year TAH Participants	46
	F. Verbatim Comments on Strengths of and Suggestions for the TAH Grant from Second-Year Participants	54

The School Board of Broward County, Florida

Teaching American History Grant Program Evaluation Report, 2009-10

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 second-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 regarding the second-year implementation, the staff members commented, just as they did for the first year, 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. During interviews with staff members, they 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.

Similar to the first year, staff members pointed out that the strengths of the TAH grant included the following: (a) the one-year cohort model that keeps a small number of teachers for a one-year period allows participants to receive more training and guidance about implementation of that training; (b) the pre-interview of teachers helps plan professional development to meet participants' needs; and (c) collaboration with other TAH state coordinators enables sharing of ideas and resources. TAH staff members' observations were supported by the data collected from the participants.

Of the 34 participants in the second-year TAH cohort, 23 (67.6%) were female, 23 (67.6%) were White, with an average age of 43.6 years. It was a diverse group in terms of teaching level, as well as certification subject and status. These teachers worked with 3,698 students during the 2009-10 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=7.8 and post-mean=16.0 on a 20-point scale, $p<0.001$, $\eta^2=0.96$). 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—participating American history teachers will demonstrate improved implementation and methodology to teach American history—the data indicated that the grant made a significant impact on participants’ behaviors, a finding that was supported by several strands of data. First, from actual pre- and post-observations of participants conducted by the TAH program staff, participants appeared to diversify their teaching practice and employed TAH strategies and activities more frequently. There was an increase in the percentage of teachers who used the following strategies and practices: (a) student reading for specific purposes, (b) student writing for understandings, (c) student analyzing primary sources, (d) student summarizing content read in the textbook, and (e) teacher explaining key concepts. The change was particularly significant for *student analyzing primary sources*, increasing from 13.8% for the pre-observation to 84.0% for the post-observation. Second, the pre- and post-administration of the instrument on teachers’ self-reported history teaching practice indicated that TAH training significantly increased participants’ perceived level of involvement in four out of six dimensions of history teaching: (a) intensive historical thinking, (b) reading and understanding subtext, (c) understanding cultural assumption and moral ambiguity, and (d) comparing cultural perspectives. Third, when asked how the participants teach differently now, as a result of grant participation, the following themes emerged from participant remarks: (a) new teaching strategies/resources were incorporated; (b) more confidence; and (c) increased content knowledge. Therefore, all three streams of data—the classroom observation of teaching behaviors, pre- and post- administration of the instrument that measures teachers’ self-reported history teaching behavior, and interviews with participants—seem to suggest that TAH participants perceived that the grant has significantly improved their history teaching behavior.

Survey respondents reported that grant activities had a positive impact on their knowledge of history (100%, $n=30$), changed what they taught their students (96.7%, $n=29$), and changed how they taught their students (96.7%, $n=29$). Teachers also attributed students exhibiting more interest in history (90.0%, $n=27$) and greater critical-thinking skills (83.3%, $n=25$) to their participation in TAH activities. These data indicate that TAH participants were very satisfied with the TAH program. Based on the online survey, 20% or more of the participants felt the strengths of the TAH project included: (a) quality and useful materials and tools, (b) quality presenters; (c) engaging learning experience; (d) improving participants’ instructional strategy; and (e) connecting with what participants do in the classroom.

Suggestions for improvement based on the second-year implementation, as mentioned by the participants in the online survey, included: (a) more hands-on activities and less lecturing; (b) catering more to the grade level, particularly the elementary level; (c) allowing participation for more than a year; and (d) having fewer follow-up activities. The percentages of participants that mentioned these suggestions were very low, ranging from 19.2% for (a) more hands-on activities and less lecturing to 7.7% for (d) having fewer follow-up activities.

Regarding the grant’s Objective 3 on improving student achievement in history, based on the hierarchical linear modeling (HLM) analyses, students, whose teachers participated in the TAH

grant program, performed marginally better than their counterparts, whose teachers did not participate in the TAH grant program. Based on the multiple regression analyses, students, whose teachers participated in the TAH grant program, performed statistically significantly better than their counterparts, whose teachers did not participate in the TAH grant program—a result that was also consistent for models with or without control for student and teacher characteristics. Therefore, it appears that the TAH grant does make a positive impact on student achievement in history. Based on the data collected from a post-test only design, in all models with or without control, students, whose teachers participated in TAH training, scored about two points higher, on a 16-point scale, than the counterparts, whose teachers did not receive TAH training. The typical pre- and post-design was not feasible in this case because students had not been exposed to the history content. The analyses did adjust for students' characteristics including prior achievement, which statistically acted as a "pre-test". However, no definitive causality could be inferred since this was not an experimental design.

During the 2009-10 school year, teachers participating in the TAH grant program were encouraged to share and promote best practices in a variety of ways. First, all members of the second-year cohort created three lesson plans based on the content and teaching strategies they had learned. These lesson plans were placed on the District's Broward Enterprise Education Portal (BEEP) so all BCPS teachers could access and download these lesson plans. Second, opportunities were created for the lead teachers to meet with the appropriate grade level teachers. During these meetings, the lead teachers and cohort members shared lesson plans, strategies, and assessments they found to be successful with their students. Finally, the lesson plans and summaries of best practices were posted on the TAH grant Web site, which is available to all teachers accessing the Internet.

Recommendations

1. By February 2011, TAH staff, in cooperation with Curriculum staff, will develop a plan for disseminating and sustaining the impact of the grant, including the teaching resources, the function of the six lead teachers, and exemplary artifacts resulting from the TAH grant. The plan should be part of the overall school improvement initiative. A strong dissemination and sustainability strategy will ensure that the TAH grant makes a significant, long-term impact on the teaching of American history in Broward schools.
2. By December 2010, TAH staff will share the success of the cohort model with other professional development staff in the District. Generally speaking, the current TAH grant is more effective than the previous one, especially given the impact noted on student achievement in history. Therefore, the cohort model, with a stronger dosage of training and follow-up activities, should be recognized and disseminated to developers of other professional development initiatives in the District.
3. TAH staff should continue to examine the impact of the program on student achievement in history beyond the final year of the grant. Given that a reliable and valid instrument for fifth grade students has been developed and tested, the impact of the program on fifth grade students of first-, second-, and third-year TAH participants (experimental group), should be compared with a matched sample of non-participants (control group). As a result, the current grant would be among the first grants across the country to produce data on the positive impact of the TAH project on student achievement in history.

The School Board of Broward County, Florida

Teaching American History Grant Program Second Evaluation Report, 2009-10

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 1,029 grant projects with \$954 million awarded to school districts nationwide (USDOE, 2010). This evaluation report is for the second year (July 1, 2009 to June 30, 2010) 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 (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. In 2009, \$116 million were awarded for 123 projects. Therefore, by 2009, the TAH program had funded 1,029 grant projects with total awards of about \$954 million (USDOE, 2010).

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 Community 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 (2008-11) was designed to raise student achievement by enhancing participating teachers’ 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. Just like the findings from the first-year evaluation, staff members commented, during interviews, 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. During interviews with TAH staff members, they 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 providing training workshops that were consistent with state curriculum standards in content, followed by asking teachers to complete standards-based follow-up assignments that demonstrated mastery of the content and how the mastery was 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 second 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 Second Grant Year (2009-10)

Date	Title of Workshops and Institutes
June 8, 2009	The Bill of Rights
June 9, 2009	Thinking Like A Historian
June 10 and 12, 2009	A Nation Divided
June 11, 2009	Document-Based Inquiry (DBQ) Project Workshop
June 15-19, 2009	The 19 th Century American Presidency
July 31, 2009	The Presidency and the Federal Reserve
September 12, 2009	History Fair Strategies
September 19, 2009	<i>History Alive!</i> For Everyone
October 24, 2009	Abraham Lincoln: Up Close and Personal
December 3, 2009	The 19 th Century Seminoles of Florida
January 8-9, 2010	Rhetoric and the American Presidency
February 6, 2010	Civil War Presidential Wives
March 6, 2010	19 th Century African Americans and the Presidency
March 18, 2010	Economics and American History
May 1, 2010	A Conversation with Lincoln and Douglass
May 22, 2010	Jackson and Polk: Defining the Presidency

During the 2009-10 school year, teachers participating in the TAH grant program were encouraged to share and promote best practices in a variety of ways. First, all members of the second-year cohort created three lesson plans based on the content and teaching strategies they had learned. These lesson plans were placed on the District’s Broward Enterprise Education Portal (BEEP) so all BCPS teachers could access and download these lesson plans. Second, opportunities were created for the lead teachers to meet with the appropriate grade level teachers. During these meetings, the lead teachers and cohort members shared lesson plans, strategies, and assessments they found to be successful with their students. Finally, the lesson plans and summaries of best practices were posted on the TAH grant Web site, which is available to all teachers accessing the Internet.

Expenditure

Expenditures for the second year totaled \$330,010 and included salaries/benefits for project personnel, contractual expenses for the services of program presenters, travel expenses for participants and project personnel, purchase of supplies and equipment, and other expenses. The TAH grant’s three-year budget, along with expenditures for the first two years 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. During the second year, the funds were expended as proposed.

Table 2

Summary of Expenditures for the Second Year (July 1, 2009 - June 30, 2010)

Category	3-Year budget (\$)	Year 1 expenses (\$)	Year 2 expenses (\$)	Balance (\$)
1. Personnel	357,284	71,255	109,935	176,094
2. Fringe benefits	89,275	18,174	25,676	45,425
3. Travel	72,000	7,891	12,308	51,801
4. Equipment	0	6,163	2,295	-8,458
5. Supplies	143,250	11,048	104,367	27,835
6. Contractual	277,150	19,984	18,688	238,478
7. Other	23,000	126,009	45,252	-148,261
8. Total direct costs (lines 1 to 7)	961,959	260,524	318,521	382,914
9. Indirect costs	37,727	11,079	11,489	15,159
10. Training stipends	0	5,425	0	-5,425
11. Total costs (lines 8 to 10)	999,686	277,028	330,010	392,648

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. To gather pertinent information, a combination of approaches was utilized including online surveys, interviews, classroom observations, student testing, 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. Students of 10 participating teachers who taught fifth grade, as well as those of a comparable group of 10 non-participating teachers, were tested to evaluate the impact of TAH on student achievement in history. The following describes the major data sources and instrumentation during the second year 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 and self-reported behaviors related to teaching American history. Workshop participants were pre- and post-tested using the Teaching American History Perception and Behavior Questionnaire [TAHPBQ (Liu et al., 2006)]. The questionnaire was among the first to measure history-specific perceptions and behaviors. TAHPBQ 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 2009 and the post-assessment in June 2010. There were 29 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 and Behavior Questionnaire.

In addition to measuring participants' perception on the importance of the six dimensions of history teaching, the Teaching American History Perception and Behavior Questionnaire [TAHPBQ (Liu et al., 2006)] was also used to measure participants' perception on the degree to which they engaged in these TAH activities. There were 25 or 26 pairs of data points (depending on the subscales) on which to conduct repeated measures analysis of variance (ANOVA) to compare the self-reported pre- and post-behaviors related to history teaching. Please refer to Appendix B for the Teaching American History Perception and Behavior Questionnaire.

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. Participants were pre- and post-tested for 14 of 16 workshops. Each participant's pre- and post-scores for each workshop were aggregated, respectively, to form a composite score for the pre-test and the other composite score for the post-test. A repeated measure ANOVA was then performed on 31 pairs of data points based on pre- and post-tests. Please refer to Appendix C for a sample knowledge instrument administered to participants at the workshop of Jackson and Polk: Defining the Presidency.

The TAH grant participant Online Survey. The eight-item online questionnaire focused on participant satisfaction with TAH grant activities, perceptions of the strengths of students, as well as suggestions for the TAH grant activities (Appendix D). All 2009-10 second-year TAH participants, who completed the TAH training ($n=32$), were contacted in April 2010. Thirty participants completed the survey, for a response rate of 93.8%. According to Babbie (1989), a return rate of 93.8% 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. Working with the evaluator, the TAH staff observed, in actual classroom teaching settings, 29 participants during the pre-observation phase and 25 participants during the post-observation phase. The TAH staff also interviewed participants after the observation. The observations and interviews functioned as a programming activity for feedback and follow-up purposes, as well as a data collection activity for evaluation. Participant instructional activities were recorded and their perceptions on the TAH grant were solicited.

Fifth grade history testing instrument. To evaluate the impact of TAH on student achievement, the TAH staff and the evaluator worked together to develop and validate an instrument for the fifth grade students during the first year. During the second year, 200 fifth graders of the 10 TAH first- and second-year participants (the experimental group) and 192 fifth graders of the 10 non-participating teachers with similar characteristics (matched group for comparison) were

tested using the fifth grade instrument. All student testing was conducted online using a post-test only design. Student history testing data were analyzed to evaluate the impact of TAH project on student achievement in history.

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 second year of implementation, from July 1, 2009 to June 30, 2010. 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 context, input, process, and product. 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 second-year participants are presented in Tables 3 and 4. The proposal called for 30 teachers per year. The second cohort started with 34 teachers. Two teachers did not complete the second-year program, due to the fact that one teacher changed position; and another withdrew, because of health reasons. Therefore, 32 teachers completed the training, during the second year. The following data were based on the data from all 34 teachers. The majority of TAH participants for the second year were female ($n=23$, 67.6%) and White ($n=23$, 67.6%). As to age, the 51-60 age group had the largest number of participants ($n=14$, 41.2%). On the average, the second-year cohort had a mean of 43.6 years of age, in comparison to the average of 37.1 years of age for the first-year cohort.

Table 3
Second-year Participants' Demographics by Gender, Race/Ethnicity, and Age

Demographic	Number	Percent
Gender		
Female	23	67.6
Male	11	32.4
Race and Ethnicity		
Asian and Pacific Islander	0	0.0
Black	5	14.7
Hispanic	6	17.6
Native American	0	0.0
White	23	67.6
Years of Age		
30 or less	6	17.6
31–40	9	26.5
41–50	5	14.7
51–60	14	41.2
Total	34	100.0

Table 4 provides the breakdown of teaching experience and certification level of TAH teachers. Among the second-year participants, most had 10 years or less of teaching experience ($n=21$, 61.8%). The average total teaching experience for TAH participants was 9.6 years. The 34 participants were almost evenly distributed at the three levels: elementary school ($n=10$, 29.4%), middle school ($n=13$, 38.2%), and high school ($n=11$, 32.4%). As to the highest degree, 20 participants (58.8%) had a bachelor’s degree, while 14 of them (41.2%) had a master’s degree. As seen in Table 4, primary certification level and certification subjects of participants revealed diverse backgrounds.

Table 4

Second-Year Participants’ 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	11	32.4
6-10 years	10	29.4
11-15 years	7	20.6
15 years or more	6	17.6
Teaching Level		
Elementary	10	29.4
Middle	13	38.2
High	11	32.4
Highest Degree		
Bachelor’s	20	58.8
Master’s	14	41.2
Certification Level		
Elementary K-6	9	26.5
Elementary 1-6	4	11.8
Endorsement	7	20.6
Grades 5-9	3	8.8
Grades 6-12	8	23.5
Other	3	8.8
Certification Subject		
Elementary	13	38.2
ESOL	2	5.9
MID GR (including integrated curriculum)	3	8.8
Social sciences	7	20.6
Other	9	26.5
Total	34	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 second-year participants. By the time the survey was conducted, one participant changed the position; and the other

withdrew from participating in the program, due to health reasons. The online survey was sent to 32 participants, with 30 completing the survey, for a response rate of 93.8%. The figures in this section were based on the 30 valid responses. As shown in Figure 1, most (83.3%, $n=25$) of the survey respondents reported the workshops enhanced their history content knowledge *to a considerable degree*, while 16.7% ($n=5$) selected *to a moderate degree*. None of the respondents selected *not at all or almost not at all*.

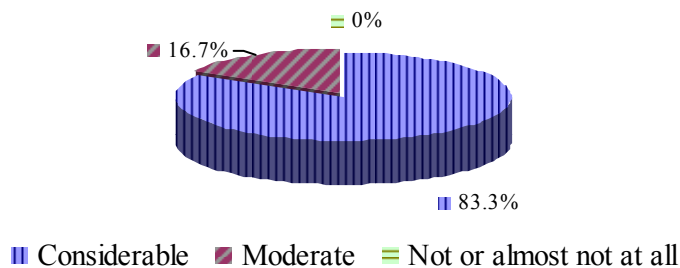


Figure 1. Degree that knowledge of subject matter content was enhanced by attendance at the TAH workshops.

Figure 2 illustrates that 76.7% ($n=23$) of the survey respondents suggested that the workshops changed what they taught their students *to a considerable degree*, with an additional 20.0% ($n=6$) selecting *to a moderate degree*. One respondent (3.3%) reported that the workshops did not change what he or she taught students.

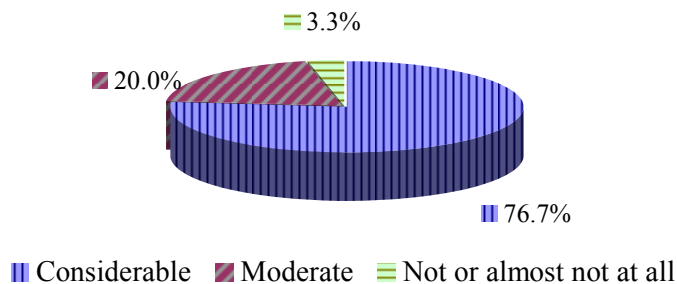


Figure 2. Degree that the TAH workshops changed what was taught to students.

Figure 3 shows that 76.7% ($n=23$) of the respondents revealed that the workshops considerably changed how they taught history to students, with 20.0% ($n=6$) choosing *to a moderate degree*. Only one respondent (3.3%) indicated that the workshops did not change how she or he taught history to students.

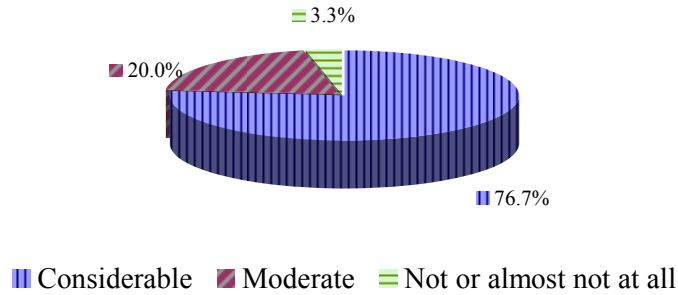


Figure 3. Degree the workshops changed how history is taught to students.

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 altered their way of teaching their students. The percentage of those who chose *to a considerable degree* and *to a moderate degree* were 83.3% ($n=25$) for enhancing their subject content knowledge of history, 76.7% ($n=23$) for changing what they taught students, and 76.7% ($n=23$) 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 (90.0%, $n=27$); and students exhibiting greater critical-thinking skills (83.3%, $n=25$) in TAH activities. As a result of their participation in TAH activities, 66.7% ($n=20$) 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	27	90.0
• exhibiting greater critical-thinking skills	25	83.3
• achieving greater academic success in history	20	66.7
• completing more of their assignments	10	33.3
• preparing better for class	8	26.7
• behaving better in class	6	20.0
• attending class more regularly	2	6.7

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 second-year participants.

During the interviews with 25 participants, as part of the post-observation, 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) increased student engagement; (b) increased student enthusiasm for learning content, and (c) increased student achievement. Table 6 provides the themes and supporting remarks. For more data on the three themes, please refer to Appendix E.

Table 6

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

Theme 1. Increased student engagement

- “The difference can be seen in the various discussions and arguments that occur outside of my classroom about some of the topics we just covered. I happily referee and stimulate debates about topics that the TAH grant brought to my doorstep.” (Teacher 1)
 - “I have found my students to be more engaged when supplementary materials are used (primary source documents, photos from the trip to Washington, etc.).” (Teacher 7)
 - “I have observed increased engagement on the part of my students.” (Teacher 9)
 - “I have found they are more engaged when I relate my travels in Washington and use the materials obtained from participation. Their questions are more interesting and of a higher level.” (Teacher 11)
 - “They are more engaged when using the primary sources although they do find them challenging at times.” (Teacher 13)
-

Theme 2. Increased student enthusiasm for learning content

- “I experience this year’s students enjoying the class more than last year’s. They appear to respond positively to my enthusiasm and depth of knowledge.” (Teacher 2)
 - “I get excited when I teach a topic and present it in a creative way. The students react with more enthusiasm and a desire to learn.” (Teacher 5)
 - “I teach at-risk students yet this year I am finding them more willing to learn.” (Teacher 7)
 - “My students get very excited when they know it’s a *History Alive!* day.” (Teacher 10)
 - “The difference that I have observed with my students is that they are more interested in history and enjoy reading novels that relay the events of our country’s past.” (Teacher 14)
-

(table continues)

Table 6 (*table continued*).

Theme 3. Increased student achievement

- “My students enjoy the materials I have been able to use with them, they retain more information when I use the DBQs or *History Alive!*” (Teacher 3)
- “I look at my students and the students from another teacher. My students have learned so much more. I am confident they will perform very well on the county final.” (Teacher 6)
- “They are demonstrating more and deeper understanding of the history and are able to see how it impacts their lives today.” (Teacher 7)
- “My students are retaining more information. They have also improved their research and reference skills. They have even commented to me that some of our class activities have helped them in other classes and on the FCAT.” (Teacher 12)
- “Using the scaffolding question provided by the DBQ Project helped them better process and understand the documents. In general, I have noticed a higher level of critical thinking ability.” (Teacher 13)

Strengths of the workshops perceived by the participants. Thirty participants provided written comments during the online survey regarding the strengths of the workshops. The evaluator progressively read comments five times and gradually developed the post-hoc codes (i.e., codes that are developed after the progressive reading of the comments rather than developed a priori). The coding scheme included the following codes: (a) quality and useful materials and tools, (b) quality presenters; (c) engaging learning experience; (d) improving participants’ instructional strategy; (e) connecting with what participants do in the classroom, (f) improving participants’ history content knowledge, and (g) networking and sharing with peer participants. The evaluator then coded the data using the above codes. Table 7 shows the number and percentage of participants who mentioned the following as strengths of the workshops.

Table 7

Number and Percent of Participants Who Mentioned the Following Aspects as Strengths of the Workshops (N=30)

Strengths	Number	Percent
Quality and useful materials and tools	18	60.0
Quality presenters	14	46.7
Engaging learning experience	11	36.7
Improving participants’ instructional strategy	7	23.3
Connecting with what participants do in the classroom	6	20.0
Improving participants’ history content knowledge	4	13.3
Networking and sharing with peer participants	3	10.0

Data in Table 7 clearly indicate that the most common strength perceived by participants is (a) quality and useful materials and tools (60.0%, $n=18$), followed by (b) quality presenters (46.7%, $n=14$) and (c) engaging learning experience (36.7%, $n=11$). In many cases, the comment of a single teacher has included several strengths. For a complete list of all verbatim comments on strengths of the TAH grant, please refer to Appendix F.

Participant suggestions for improving the workshops. Twenty-six participants provided written comments during the online survey regarding how to improve the workshops. Just like the process for analyzing the data on the strengths of the workshop, the evaluator progressively read

comments five times and gradually developed the post-hoc codes for analyzing suggestions for improving the workshops. The coding scheme included the following codes: (a) more hands-on activities and less lecturing; (b) catering more to the grade level, particularly the elementary level; (c) allowing participation for more than a year; and (d) having fewer follow-up activities. The evaluator then coded the data using the above codes. Table 8 shows the number and percentage of participants who mentioned the following aspects to improve the workshops.

Table 8

Number and Percent of Participants Who Mentioned the Following Aspects to Improve the Workshops (N=26)

Suggestions	Number	Percent
More hands-on activities and less lecturing	5	19.2
Catering more to the grade level, particularly the elementary level	4	15.4
Allowing participation for more than a year	3	11.5
Having fewer follow-up activities	2	7.7

Data in Table 8 indicate that the most common suggestion for improving the workshops is (a) more hands-on activities and less lecturing (19.2%, $n=5$); followed by (b) catering more to the grade level, particularly the elementary level (15.4%, $n=4$); and (c) allowing participation for more than a year (11.5%, $n=3$). It should be noted that the second-year cohort is almost evenly distributed across the elementary, middle, and high school levels; and the low percentage of participants that mentioned the need to cater more to the grade level actually suggest that the TAH program was able to balance the needs of teachers at various levels rather well. Furthermore, “having fewer follow-up activities” is not consistent with the literature which emphasizes the duration and sustainability as a strategy for successful professional development (Darling-Hammond, 1995). It should also be mentioned that some teachers continued to mention the strength of the workshops, when given the opportunity to discuss how to improve the workshops. The following is an example: “I have absolutely no suggestions for improving this program. I have thoroughly enjoyed every aspect and would participate every year, if I could!” For a complete list of all verbatim comments on how to improve the TAH grant, please refer to Appendix F. These recommendations will be provided to TAH staff to act upon these suggestions.

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, 14 content instruments were administered for various workshops. Pre- and post-measures were taken, and a repeated measure ANOVA was conducted. For the second year, there were 31 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 7.8 and post-mean 16.0 (on a 20-point scale), with a p value less than 0.001 and an effect size (η^2) of 0.96. An η^2 value of 0.96 indicates that the effect size was profoundly large. Therefore, these data suggested that the TAH workshops made a profound impact on participants’ knowledge of traditional American history. Thus, the grant’s objective of increasing teacher knowledge was met as evidenced by the data from the second-year participants.

Table 9

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

<i>Pre-Mean</i>	<i>Post-Mean</i>	<i>F</i>	<i>p</i>	<i>Eta squared</i>	<i>Observed power</i>
7.8	16.0	663.4	< 0.001	0.96	1.00

^aMeans are based on instruments with a 20-point scale; $n=31$.

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?

Pre- and post-administration of the Teaching American History Perception and Behavior Questionnaire to measure participants' possible changes in 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 second year. The means were composite scores, averaged across items with a scale ranging from "1" (*not important at all*) to "5" (*very important*). The results indicated TAH training did not change participants' perceptions on teaching American history; however, this conclusion should be put into a context. These teachers participated in the TAH program voluntarily, and all teachers were highly invested in their teaching. These teachers had high means to begin with in terms of their perceptions. It would be hard to significantly increase their perceptions after starting out with such high ratings.

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 Second Year^a

<i>Categories</i>	<i>N</i>	<i>Pre-Mean</i>	<i>Post-Mean</i>	<i>F</i>	<i>p</i>	<i>Eta squared</i>	<i>Observed power</i>
a. Basic historical thinking	29	3.56	3.48	.24	.62	.01	.08
b. Intensive historical thinking	29	4.23	4.30	.42	.52	.02	.10
c. Reading and understanding subtext	29	4.46	4.59	1.18	.29	.04	.18
d. Understanding cultural assumption and moral ambiguity	29	4.31	4.43	1.46	.24	.05	.22
e. Comparing cultural perspectives	29	4.12	4.24	1.04	.32	.04	.17
f. Teacher's professional development	29	4.72	4.74	1.61	.22	.06	.23

^aThe means are based on a composite score measured by using a 5-point scale with increasing perceived importance.

Table 11 includes data on teacher’s self-reported teaching behaviors related to teaching American history that were collected during the second year. The means were composite scores, averaged across items with a scale ranging from “1” (“*never engaged in the activity*”) to “5” (“*consistently engaged in the activity*”). The results indicated TAH training significantly increased participants’ perceptions on their level of involvement in four out of six dimensions of history teaching: (a) intensive historical thinking, (b) reading and understanding subtext, (c) understanding cultural assumption and moral ambiguity, and (d) comparing cultural perspectives. The effect sizes were relatively small, as measured by eta squared, ranging from 0.20 for intensive historical thinking to 0.31 for reading and understanding subtext. Therefore, the data seem to suggest that TAH participants perceived that the grant has significantly improved their history teaching behavior, a finding that is supported by another stream of data based on observation of their teaching behaviors in their actual classroom settings.

Table 11
Pre- and Post-Tests (Repeated Measure ANOVA) of the Teachers’ Involvement in the Dimensions of Teaching American History, Based on Data Collected During the Second Year^a

Categories	N	Pre-Mean	Post-Mean	F	p	Eta squared	Observed power
g. Basic historical thinking	26	3.73	3.45	2.57	.12	.09	.34
h. Intensive historical thinking	26	3.44	3.95	6.29	.02	.20	.67
i. Reading and understanding subtext	26	3.71	4.24	11.40	.00	.31	.90
j. Understanding cultural assumption and moral ambiguity	26	3.79	4.12	8.34	.01	.25	.79
k. Comparing cultural perspectives	25	3.49	4.11	10.51	.00	.30	.88
l. Teacher’s professional development	25	4.52	4.69	1.68	.21	.07	.24

^aThe means are based on a composite score measured by using a 5-point scale with increasing frequency of perceived involvement.

Pre- and post-observation of participants’ classroom teaching. Twenty-nine (29) participants were pre-observed and 25 were post-observed for their history teaching by the TAH project staff, with an observation protocol. Table 12 captures the major changes in teaching practice as observed by the TAH project staff. The overall pattern is that participants seemed to diversify their teaching practices between the pre- and post-observations. There was an increase in the percentage of teachers who used the following strategies and practices: (a) student reading for specific purposes, (b) student writing for understandings, (c) student analyzing primary sources, (d) student summarizing content read in the textbook, and (e) teacher explaining key concepts. The increase was particularly significant for “student analyzing primary sources,” changing from 13.8% for the pre-observation to 84.0% for the post-observation. Arguably, to use primary sources to engage in historical thinking is the hallmark of the discipline of history (Wineburg, 1991, 2001), and the impact of the TAH project on participants’ teaching practice is evident. For “teacher leading discussion based on information read in the text and other sources,” there was a decrease, from 24.1% in pre-observation to 8.0% for post-observation.

Table 12

Number and Percent of Participants Who Mentioned the Following Aspects to Improve the Workshops (N=26)

Strategies and Activities	Pre-observation		Post-observation	
	<i>n</i>	%	<i>n</i>	%
Student reading for specific purposes	12	41.4	17	68.0
Teacher leading discussion based on information reading in the text and other sources	7	24.1	2	8.0
Student writing for understanding	6	20.7	21	84.0
Student analyzing primary sources	4	13.8	21	84.0
Student summarizing content read in the textbook	2	6.9	8	32.0
Explaining key concepts	2	6.9	6	24.0

Interviews with 25 participants during the post-observation also yielded some data on their history teaching behaviors. When asked how the participants teach differently now, as a result of grant participation, the following themes emerged from participant remarks: (a) new teaching strategies/resources were incorporated; (b) more confidence; and (c) increased content knowledge. When asked what aspects of the TAH grant training were reflected in the lesson observed and other recent lessons, the following themes emerged: (a) pedagogy, (b) resources, and (c) increase content knowledge and confidence. Please see Appendix E for the supporting remarks.

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

Due to the delayed effect of the TAH grant, evaluation of TAH's potential impact on student knowledge of history was conducted in December 2009, during the second year of implementation. Among the first- and second-year participants, 10 of them were teaching fifth grade American history during the 2009-10 school year. These 10 participants and their 200 students became the experimental group. A matched group of 10 teachers with similar demographic and professional characteristics, as well as their 192 students, formed the control group. The teachers in the experimental group and control group were matched in their personal and professional characteristics, as well as the school context, which means pairs of matched teachers came from the same school, except for one case where no match could be made within the same school. The matching process was successful. For example, 70% of teachers in the experimental group were White, the corresponding statistics were also 70% for the control group; 90% of teachers in the experimental group were female, the corresponding statistics were 100% for the control group; the average years of teaching was 10.9 for the experimental group, the corresponding statistics were 12.4 for the control group. Given the successful matching and the small sample at the teacher level, the analysis only included "total years of teaching experience" as a covariate for control purpose.

Since students are nested within the teachers, hierarchical linear modeling (HLM) was conducted to evaluate the impact of TAH participation on student history achievement. Please refer to Raudenbush and Bryk (2002), and Raudenbush, Bryk, Cheong, and Congdon (2004) as to why HLM should be used for the nested data structure. The HLM modeling takes into account the nested nature of the data structure (students nested within teachers nested within treatment

conditions) and controls for teacher characteristics, as well as student characteristics (such as FCAT reading score for 2008-09). As no true experimental design is plausible for the grant implementation, the HLM analysis is a good alternative. Using the HLM model and taking into account the characteristics of students and teachers maximize the validity of the evaluation. However, the design is not experimental and no definitive causality can be inferred.

The HLM was conducted using regressions at two levels, with student history achievement score on the instrument developed and validated during the 2008-09 school year, as the outcome measure. Several models were conducted to adjust for factors at the student and teacher levels. Statistically speaking, adjusting for factors at the student and teacher levels provides more confidence that any possible difference between the experimental group and the control group is more likely due to the TAH intervention, rather than the factors that are adjusted for students and teachers. Therefore, all students were adjusted to have the same FCAT reading scale score for the previous year, the same free and/or reduced-price lunch status, the same gender, and teachers were adjusted to have the same number of years of total teaching experience. The results are displayed in Table 13. The figures in parentheses are the standard errors of the statistics above them. TESTGROUP represents the experimental group (coded as “1”) versus the control group (coded as “0”). FCAT RSS indicates the FCAT Reading Scale Score for 2008-09; FRL10 is the free and/or reduced-price lunch status during the 2009-10 school year (“yes” coded as “1” and “no” coded as “0”). For student gender, female is coded as “1” and male as “0”. TOTALEXP represents the total years of teaching experience and is expressed as a numeric number.

Table 13.

Results of HLM Analysis to Test the Difference in Student History Achievement between the Experimental Group and the Control Group

	Parameter	Model A	Model B	Model C	Model D	Model E
Fixed Effects						
Intercept	γ_{00}	6.62*** (0.64)	5.47*** (0.83)	3.57* (1.28)	3.53* (1.2)	3.39* (1.34)
TESTGROUP	γ_{01}		2.30~ (1.18)	2.09~ (1.16)	2.07~ (1.15)	2.09~ (1.15)
FCAT RSS (March 09)	γ_{10}			0.0058~ (0.0030)	0.0056~ (0.0031)	0.0056~ (0.0030)
FRL10	γ_{20}				-0.32 (0.24)	-0.32 (0.21)
GENDER	γ_{30}				0.55* (0.22)	0.55* (0.25)
TOTALEXP	γ_{02}					0.01 (0.08)
Variance Components						
Level 1	σ^2	4.40	4.40	4.36	4.27	4.27
Level 2	τ_{00}	7.98	6.65	6.42	6.31	6.30
Goodness-of-fit						
Deviance		1,714.21	1,710.70	1,707.02	1,699.40	1,699.38
<i>N</i>		3	4	5	7	8

~ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

The results (particularly the row in bold in Table 13) indicate that without control (Model A) and with progressive control for FCAT reading scale score (Model B), FCAT reading scale score and free and/or reduced-price lunch status (Model C), FCAT reading scale score, free and/or reduced-price lunch status, and student gender (Model D), and FCAT reading scale score, free and/or reduced-price lunch status, student gender, and teacher total years of teaching experience (Model E), there is a marginally, statistically significant difference between the experimental group and the control group ($p < .10$). Students in the experimental group scored about two points higher, on a 16-point scale, in all models, than their counterparts in the control group. This result is presented in bold in Table 13.

The HLM presented in Table 13 is the most scientific data analysis approach, given the nature of the data. However, admittedly the power of the test is limited, because at the second level (i.e., the teacher level) there were only 10 teachers in the experimental group and another 10 teachers in the control group. Therefore, for exploration purpose, the evaluators conducted conventional multiple regression analyses at the student level to test whether there was a statistically significant difference on the history test score between the students of the experimental and control groups.

Table 14

Multiple Regression Analysis Results With Student History Test Score as the Outcome and the Experimental/Control Group Membership as the Independent Variable, with and without Control Variables

	Model A			Model B		
	B	SE	<i>p</i>	B	SE	<i>p</i>
Intercept	5.44	0.24	0.00	0.90	1.33	0.50
TESTGROUP	2.38	0.34	0.00	1.96	0.37	0.00
FCAT RSS (March 09)				0.01	0.00	0.00
FRL10				-0.35	0.37	0.34
GENDER				0.91	0.34	0.01
TOTALEXP				0.02	0.03	0.42
R	0.33			0.46		
R ²	0.11			0.16		
Adjusted R ²	0.11			0.15		

**n* for teachers = 20; *n* for students = 392.

The results (particularly the row in bold in Table 14) indicate that for Model A (without any adjustments for student and teacher factors), the students in the experimental group achieved, on average, 2.38 points higher on the test, a result that is highly statistically significant at $p < .001$. Model B adjusts for students' reading ability, free and/or reduced-price lunch status, and gender, as well as teachers' total years of experience. Since there was not much progression in the amount of variance explained by entering these factors for adjustment one by one, as indicated in the HLM analysis in Table 13, the evaluator chose to enter all four factors for adjustment at once. As explained for the previous HLM results, by adjusting students to have the same FCAT reading scale score for the previous year, the same free and/or reduced-price lunch status, the same gender, and adjusting teachers to have the same number of years of total teaching experience, we are more confident that the possible difference between the experimental group

and the control group is more likely due to the TAH intervention, rather than to the factors adjusted. The results indicate that after adjusting for the four factors (among the four control factors, reading ability, and gender are statistically significant), the students in the experimental group still achieved, on average, 1.96 points higher on a 16-point scale; a result that is also highly, statistically significant at $p < .001$.

In summary, based on the HLM analyses, students whose teachers participated in the TAH grant program performed marginally better than their counterparts whose teachers did not participate in the TAH grant program; a result that was consistent for models with or without control for student and teacher characteristics. Based on the multiple regression analyses, students whose teachers participated in the TAH grant program performed statistically significantly better than their counterparts whose teachers did not participate in the TAH grant program; a result that was consistent for models with or without control for student and teacher characteristics. Therefore, it appears that the TAH grant does make a positive impact on student achievement in history. It should be noted that the typical pre- and post-design was not feasible in this case because students had not been exposed to the history content. The analyses did adjust for students' characteristics including prior achievement, which statistically acted as a "pre-test". However, no definitive causality could be inferred since this was not an experimental design.

Summary

The second-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 regarding the second-year implementation, the staff members commented, just as they did for the first year, 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. During interviews with staff members, they 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.

Similar to the first year, staff members pointed out that the strengths of the TAH grant included the following: (a) the one-year cohort model that keeps a small number of teachers for a one-year period allows participants to receive more training and guidance about implementation of that training; (b) the pre-interview of teachers helps plan professional development to meet participants' needs; and (c) collaboration with other TAH state coordinators enables sharing of ideas and resources. TAH staff members' observations were supported by the data collected from the participants.

Of the 34 participants in the second-year TAH cohort, 23 (67.6%) were female, 23 (67.6%) were White, with an average age of 43.6 years. It was a diverse group in terms of teaching level, as well as certification subject and status. These teachers worked with 3,698 students during the 2009-10 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=7.8 and post-mean=16.0 on a 20-point scale, $p<0.001$, $\eta^2=0.96$). 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—participating American history teachers will demonstrate improved implementation and methodology to teach American history—the data indicated that the grant made a significant impact on participants’ behaviors, a finding that was supported by several strands of data. First, from actual pre- and post-observations of participants conducted by the TAH program staff, participants appeared to diversify their teaching practice and employed TAH strategies and activities more frequently. There was an increase in the percentage of teachers who used the following strategies and practices: (a) student reading for specific purposes, (b) student writing for understandings, (c) student analyzing primary sources, (d) student summarizing content read in the textbook, and (e) teacher explaining key concepts. The change was particularly significant for *student analyzing primary sources*, increasing from 13.8% for the pre-observation to 84.0% for the post-observation. Second, the pre- and post-administration of the instrument on teachers’ self-reported history teaching practice indicated that TAH training significantly increased participants’ perceived level of involvement in four out of six dimensions of history teaching: (a) intensive historical thinking, (b) reading and understanding subtext, (c) understanding cultural assumption and moral ambiguity, and (d) comparing cultural perspectives. Third, when asked how the participants teach differently now, as a result of grant participation, the following themes emerged from participant remarks: (a) new teaching strategies/resources were incorporated; (b) more confidence; and (c) increased content knowledge. Therefore, all three streams of data—the classroom observation of teaching behaviors, pre- and post- administration of the instrument that measures teachers’ self-reported history teaching behavior, and interviews with participants—seem to suggest that TAH participants perceived that the grant has significantly improved their history teaching behavior.

Survey respondents reported that grant activities had a positive impact on their knowledge of history (100%, $n=30$), changed what they taught their students (96.7%, $n=29$), and changed how they taught their students (96.7%, $n=29$). Teachers also attributed students exhibiting more interest in history (90.0%, $n=27$) and greater critical-thinking skills (83.3%, $n=25$) to their participation in TAH activities. These data indicate that TAH participants were very satisfied with the TAH program. Based on the online survey, 20% or more of the participants felt the strengths of the TAH project included: (a) quality and useful materials and tools, (b) quality presenters; (c) engaging learning experience; (d) improving participants’ instructional strategy; and (e) connecting with what participants do in the classroom.

Suggestions for improvement based on the second-year implementation, as mentioned by the participants in the online survey, included: (a) more hands-on activities and less lecturing; (b) catering more to the grade level, particularly the elementary level; (c) allowing participation for more than a year; and (d) having fewer follow-up activities. The percentages of participants that mentioned these suggestions were very low, ranging from 19.2% for (a) more hands-on activities and less lecturing to 7.7% for (d) having fewer follow-up activities.

Regarding the grant’s Objective 3 on improving student achievement in history, based on the HLM analyses, students, whose teachers participated in the TAH grant program, performed

marginally better than their counterparts, whose teachers did not participate in the TAH grant program. Based on the multiple regression analyses, students, whose teachers participated in the TAH grant program, performed statistically significantly better than their counterparts, whose teachers did not participate in the TAH grant program—a result that was also consistent for models with or without control for student and teacher characteristics. Therefore, it appears that the TAH grant does make a positive impact on student achievement in history. Based on the data collected from a post-test only design, in all models with or without control, students, whose teachers participated in TAH training, scored about two points higher, on a 16-point scale, than the counterparts, whose teachers did not receive TAH training. The typical pre- and post-design was not feasible in this case because students had not been exposed to the history content. The analyses did adjust for students' characteristics including prior achievement, which statistically acted as a "pre-test". However, no definitive causality could be inferred since this was not an experimental design.

During the 2009-10 school year, teachers participating in the TAH grant program were encouraged to share and promote best practices in a variety of ways. First, all members of the second-year cohort created three lesson plans based on the content and teaching strategies they had learned. These lesson plans were placed on the District's Broward Enterprise Education Portal (BEEP) so all BCPS teachers could access and download these lesson plans. Second, opportunities were created for the lead teachers to meet with the appropriate grade level teachers. During these meetings, the lead teachers and cohort members shared lesson plans, strategies, and assessments they found to be successful with their students. Finally, the lesson plans and summaries of best practices were posted on the TAH grant Web site, which is available to all teachers accessing the Internet.

Recommendations

1. By February 2011, TAH staff, in cooperation with Curriculum staff, will develop a plan for disseminating and sustaining the impact of the grant, including the teaching resources, the function of the six lead teachers, and exemplary artifacts resulting from the TAH grant. The plan should be part of the overall school improvement initiative. A strong dissemination and sustainability strategy will ensure that the TAH grant makes a significant, long-term impact on the teaching of American history in Broward schools.
2. By December 2010, TAH staff will share the success of the cohort model with other professional development staff in the District. Generally speaking, the current TAH grant is more effective than the previous one, especially given the impact noted on student achievement in history. Therefore, the cohort model, with a stronger dosage of training and follow-up activities, should be recognized and disseminated to developers of other professional development initiatives in the District.
3. TAH staff should continue to examine the impact of the program on student achievement in history beyond the final year of the grant. Given that a reliable and valid instrument for fifth grade students has been developed and tested, the impact of the program on fifth grade students of first-, second-, and third-year TAH participants (experimental group), should be compared with a matched sample of non-participants (control group). As a result, the current grant would be among the first grants across the country to produce data on the positive impact of the TAH project on student achievement in history.

References

- American Historical Association. (2004). *Benchmarks for Professional Development in Teaching of History as a Discipline*. Retrieved July 22, 2005, from <http://www.historians.org/teaching/policy/Benchmarks.htm>
- Babbie, E. (1989). *The Practice of Social Research*. Belmont, CA: Wadsworth.
- Barton, K., & Levstik, L. (2004). *Teaching History for the Common Good*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bliss, L. (2006). *Teaching American History Grant Program Evaluation Report*. Fort Lauderdale, FL: The School Board of Broward County, Florida, Research Services.
- Bower, B., Lobdell, J., & Swenson, L. (1999). *History Alive! Engaging All Learners in the Diverse Classroom* (2nd ed.). Rancho Cordova, CA: Teachers Curriculum Institute.
- Bradley Commission on History in the Schools. (1988). *Building a History Curriculum: Guidelines for Teaching History in Schools*. Westlake, OH: National Council for History Education.
- Brophy, J., & VanSledright, B. (1997). *Teaching and Learning History in Elementary Schools*. New York: Teachers College Press.
- Brown, S. (2006). History Teacher Certification Standards in the States. *The History Teacher*, 39(3), pp. 367-380.
- Bruner, J. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.
- Bulgren, J., Deshler, D., & Lenz, B. (2007). Engaging Adolescents with LD in High-Order Thinking About History Concepts Using Integrated Content Enhancement Routines. *Journal of Learning Disabilities*, 40(2), pp. 121-133.
- Christensen, L. (2006). Using Art to Teach History to Young Learners. *Social Education*, 70(5), pp. 312-315.
- Cohen, E. (1986). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Columbia University Teachers College.
- Crabtree, C., Nash, G., Gagnon, P., & Waugh, S. (Eds.). (1992). *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*. Los Angeles: National Center for History in the Schools.
- Cuban, L. (1984). *How Teachers Taught: Constancy and Change in American Classrooms, 1890–1980*. New York: Longman.
- Darling-Hammond, L. (1995). Teacher learning that supports student learning. *Educational Leadership*, 55, pp. 6-11.
- Davis, O., Jr., & Yeager, E. (1996). Classroom Teachers' Thinking About Historical Texts: An Exploratory Study. *Theory and Research in Social Education*, 24, pp. 146–166.
- Drake, F. (1997). Using Alternative Assessments to Improve the Teaching and Learning of History. Retrieved August 11, 2005, from <http://www.ericdigests.org?19981/history.htm>
- Egan, K. (1989). Layers of Historical Understanding. *Theory and Research in Social Education*, 17, pp. 280–294.
- Florida Department of Education. (n.d.) Sunshine State Standards. Retrieved March 4, 2002, from <http://www.firn.edu/doe/curric/prek12/frame2.htm>
- Gagnon, P. (Ed.). (1989). *Historical Literacy: The Case for History in American Education*. New York: Macmillan.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (1991). *The Unschooled Mind*. New York: Basic Books.

- Hartmann, U., & Hasselhorn, M. (2008). Historical perspective taking: A standardized measure for an aspect of students' historical thinking. *Learning and Individual Differences, 18*(2), pp. 264-70.
- Kame'enui, E., & Carnine, D. (1998). *Effective Strategies for Accommodating Students with Diverse Learning and Curricular Needs*. Columbus, OH: Merrill.
- Kornfeld, J., & Leyden, G. (2005). Acting Out: Literature, Drama, and Connecting with History. *The Reading Teacher, 59*(3), pp. 230-238.
- Kortecamp, K., & Steeves, K. (2006). Evaluating Professional Development of American History Teachers. *Theory and Research in Social Education, 34*(4), pp. 484-515.
- Lee, P. J. (2004). Understanding history. In P. Seixas (Ed.), *Theorizing historical consciousness* (pp. 129-164). Toronto: University of Toronto Press.
- Lee, P., & Ashby, R. (2000). Progression in historical understanding among students ages 7-14. In P. N. Stearns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching and learning history: National and international perspectives* (pp. 199-222). New York: New York University Press.
- Levstik, L. S. (2000). Articulating the silences: Teachers' and adolescents' conceptions of historical significance. In P. N. Stearns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching and learning history: National and international perspectives* (pp. 284-305). New York: New York University Press.
- Liu, Y., Shen, J., Warren, W. J., & Cowart, L. E. (2006). Assessing the factorial structure of high school history teachers' perceptions on teaching American history. *Teacher Development, 10*(3), pp. 379-391.
- Long, K. (2006). Reflections on TAH and Historian's Role: Reciprocal Exchanges and Transformative Contributions to History Education. *The History Teacher, 39*(4), pp. 493-508.
- Maggioni, L., VanSledright, B., & Alexander, P. A. (2009). Walking on the Borders: A Measure of Epistemic Cognition in History. *The Journal of Experimental Education, 77*(3), pp. 187-213.
- Mucher, S. (2007). Building a Culture of Evidence through Professional Development. *The History Teacher, 40*(2), pp. 265-271.
- National Center for History in the Schools. (1996). *National Standards for History*. Los Angeles, CA: University of California at Los Angeles.
- National Center for History in the Schools. (1998). *United States History Standards for Grades 5-12*. Retrieved March 11, 2003, from <http://www.sscnet.ucla.edu/nchs/standards/us-standards5-12.html>
- National Coalition for History. (2003). *Issues Briefing Sheet: Teaching American History Grant Program*. Retrieved July 22, 2005, from <http://www.h-net.org/~nch/tahgrants05.html>
- National Council for History Education. (1998). *Reinvigorating History in U.S. Schools*. Retrieved October 4, 2002, from <http://63.70.163.70/nche/recommend.html>
- National Council for History Education. (2002). *Building a United States History Curriculum*. Westlake, OH: Author.
- National Research Council. (2005). *How Students Learn: History in the Classroom*. Committee on How People Learn, A Targeted Report for Teachers. In M. S. Donovan & J. D. Bransford (Eds.), *Division of Behavioral and Social Sciences and Education*. Washington, DC: The National Academies Press.
- Oakes, J., & Lipton, M. (1999). *Teaching to Change the World*. New York: McGraw Hill.

- Patrick, J. (2002a). Historical thinking and Other Unnatural Acts [Review of the book Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past]. *Teachers College Record*, 104(5), pp. 939-942.
- Patrick, J. (2002b). *The 2001 NAEP in U.S. History*. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.
- Ragland, R. (2007a). Changing Secondary Teachers' Views of Teaching American History. *The History Teacher*, 40(2), pp. 219-237.
- Ragland, R. (2007b). Adopting and Sustaining Use of New Teaching Strategies for American History in Secondary Classrooms. *Journal of Social Studies Research*, 31(2), pp. 43-60.
- Raudenbush, S., & Bryk, A. (2002). *Hierarchical Linear Models* (2nd ed.). Newbury Park, CA: Sage.
- Raudenbush, S., Bryk, A., Cheong, Y., & Congdon, R. (2004). *HLM6: Hierarchical Linear and Nonlinear Modelling*. Lincolnwood, IL: Scientific Software International.
- Reed, J. H., & Kromrey, J. D. (2001). Teaching critical thinking in a community college history course: empirical evidence from infusing Paul's model. *College Student Journal*, 35(2), pp. 201-215.
- Shen, J. (2009). *Teaching American History Grant Final Evaluation Report 2005-2008*. Fort Lauderdale, FL: Broward County Public Schools.
- Snyder, R. F. (1999). The relationship between learning styles/multiple intelligences and academic achievement of high school students. *The High School Journal*, 83(2), pp. 11-20.
- Stearns, P. (2001). [Review of the Book Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past]. *American Journal of Education*, 109(4), pp. 488-489.
- Stearns, P. N., Seixas, P., & Wineburg, S. (Eds.). (2000). *Knowing, teaching and learning history: National and international perspectives*. New York: New York University Press.
- Stein, A. (2003). The Teaching American History Program: An Introduction and Overview. *The History Teacher*, 36(2), pp. 178-185. [Electronic version] Retrieved July 22, 2005, from <http://www.historycooperative.org/journals/ht/36.2/stein.html>
- Teachers' Curriculum Institute. (2005). *TCI Brings Learning Alive*. Retrieved July 22, 2005, from <http://www.historyalive.com>
- Thornton, S. (2007). Geography in American History Courses. *Phi Delta Kappan*, 88(7), pp. 535-538.
- U.S. Department of Education (2010). Retrieved on June 25, 2010 from <http://www.ed.gov/programs/teachinghistory/awards.html>
- U.S. Department of Education. (2005a). *Teaching American History Grant Program*. Retrieved September 14, 2005, from <http://www.ed.gov/programs/teachinghistory/index.html>
- U.S. Department of Education. (2005b). *Paige announces Teaching American History Grants, Encourages Local School Districts and Charter Schools to Apply for Funds*. Retrieved September 14, 2005, from <http://www.ed.gov/news/pressreleases/2003/05/05012003.html>
- VanSledright, B. (1997). And Santayana lives on: Students' views on the purposes for studying American history. *International Journal of Social Education*, 12, pp. 1-18.
- VanSledright, B. (2002). *In search of America's past: Learning to read history in elementary school*. New York: Teachers College Press.
- Warren, W. (2007). Closing the distance between authentic history pedagogy and everyday classroom practice. *The History Teacher*, 40(2), pp. 249-254.
- Waters, T. (2005). Why Students Think There are Two Kinds Of American History. *The History Teacher*, 39(1), pp. 11-22.

- Waters, T. (2007). The Sacred and the Profane in American History Curriculum. *The Social Studies*, 98(6), pp. 246-250.
- Wills, J. (2007). Putting the Squeeze on Social Studies: Managing Teaching Dilemmas in Subject Areas Excluded from State Testing. *Teachers College Record*, 109(8), pp. 1980-2046.
- Wineburg, S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83, pp. 73-87.
- Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.

Appendix A
Major Programmatic Activities During the Second Grant Year (2009-10)

Date	A Description of the Workshops and Institutes
The Bill of Rights, June 8, 2009	The content focus of this one-day workshop was the First Ten Amendments, the Constitution and how the 19 th century 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.
Thinking Like A Historian, June 9, 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.
A Nation Divided, June 10, 12, 2009	The content focus of this two-day workshop was the presidency of Abraham Lincoln and the U.S. Civil War. Teachers were provided with content and reading material designed to inform and provide strategies for incorporating this content into the classroom. The information was presented via lecture and discussion conducted by a participating university professor. With this knowledge, the teachers developed lessons and activities that integrated the knowledge and skills acquired. In turn, their students gained a better understanding of the challenges Lincoln faced to “preserving and maintaining the union”.
DBQ Project Workshop, June 11, 2009	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 university professor.
The 19 th Century American Presidency, June 15-19, 2009	The content focus of this five-day workshop was the rise of the presidency during the 19 th century. Teachers traveled to Washington, DC to participate in training activities that consisted of live lectures by docents and historical experts, field trips to many authentic historic sites and new strategies on how to present this historical period to elementary, middle, and high school students. It was designed exclusively for Broward County School District American History teachers and included elementary, middle, and high school teachers.
The Presidency and the Federal Reserve, July 31, 2009	The content focus of this one-day was the role of the president in the 19 th century in dealing with economic issues and crises. Teachers were provided with content and reading materials designed to demonstrate how to incorporate this content into the classroom. Master economic teachers and employees of the Federal Reserve using lecture, discussion, and hands-on activities to support the content presented the content.

Appendix A (continued).
Major Programmatic Activities During the Second Grant Year (2009-10)

Date	A Description of the Workshops and Institutes
History Fair Strategies, September 12, 2009	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 those students who won progressed to the state and the national fair. This workshop focused on how to teach students to conduct historical research using primary and secondary sources. The strategies that 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, Web site or performance using historical research, while basing this research on the current year's theme. District-level master teachers presented the information via lecture, demonstration, and hands-on activities.
<i>History Alive!</i> For Everyone, September 19, 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 in incorporating the strategies into their lessons. A district-level master teacher presented the information via lecture, demonstration, and hands-on activities.
Abraham Lincoln: Up Close and Personal, October 24, 2009	The content focus of this one-day workshop was a closer look at Lincoln the man and the president. The teachers read <i>The Presidency of Abraham Lincoln</i> by Phillip Shaw Paludan. They then participated in a book discussion led by a participating university professor in which they identified the internal and external conflicts he faced in his attempt to preserve the union.
The 19 th Century Seminoles of Florida, December 3, 2009	The content focus of this one-day workshop was the relationship between the Seminole/Miccosukee tribes and the presidents of the 19 th century. Teachers attended a full-day training at the Ah-Tah-Thi-Ki Seminole museum at Big Cypress Reservation. They received content and reading materials from the curators, archaeologists, and historians at the museum. This included pedagogical and practical knowledge about the cultural, economic, and political impact of the tribe on the history of Florida and the U.S. The training emphasized the interaction between the 19 th century presidents and these Native Americans.
Rhetoric and the American Presidency, January 8-9, 2010	The content focus of this two-day workshop was the way in which 19 th century presidents used rhetoric to create public opinion, gain support, and win elections. The teachers were provided with content and reading material designed to inform and provide strategies for incorporating this content in the classroom. The presenter provided them with pedagogical and practical knowledge about classical rhetoric, how it was and is used by America's presidents and how to teach students to better prepare for discussions and debates. The information was presented via lecture, discussion, and hands-on activities conducted by a participating university professor.
Civil War Presidential Wives, February 6, 2010	The content focus of this one-day workshop was the role of women, more specifically the wives of Jefferson Davis and Ulysses S. Grant, during the Civil War period 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.

Appendix A (*continued*).
Major Programmatic Activities During the Second Grant Year (2009-10)

Date	A Description of the Workshops and Institutes
19 th Century African Americans and the Presidency, March 6, 2010	The content focus of this one-day workshop was the role of African Americans in 19 th Century America, their relationship with and impact on the presidency. It defined and described the important people and events and their impact on their past and future. Teachers were provided with content and reading materials to assist them in incorporating the content into the classroom. The teachers became better equipped to enable their students to comprehend, analyze, and evaluate the short and long term effects of slavery and emancipation. The information was presented via lecture, demonstration, and hands-on activities by a participating university professor.
Economics and American History, March 18, 2010	The content focus of this one-day workshop was on the economic aspects (e.g., opportunity costs) and history (presidential economic policies) of the 19 th Century 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.
A Conversation with Lincoln and Douglass, May 1, 2010	The content focus on this one-day workshop was the relationship between Abraham Lincoln and Frederick Douglass. Teachers 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 dramatic performance, lecture, and discussion conducted by two participating university actor/professors. With this knowledge, the teachers developed lessons and activities that integrated the knowledge and skills acquired. In turn, their students gained a better understanding of the role played by both men in ending slavery.
Jackson and Polk: Defining the Presidency, May 22, 2010	The content focus of this one-day workshop was the presidency of Andrew Jackson and James K. Polk. Teachers 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, discussion and hands-on activities conducted by a participating university professor. With this knowledge, the teachers developed lessons and activities that integrated the knowledge and skills acquired. In turn, their students gained a better understanding of the how each of these men changed American politics and policy.

Appendix B
Teaching American History Perception and Behavior Questionnaire

Your Name _____

<p style="text-align: center;">Demographic information</p> <p>Gender: M__ F__ Teaching Certificate in history: Yes__ No__ Years in teaching history: _____ Which courses do you regularly teach? _____</p>	<p style="text-align: center;">Perceptions/Beliefs</p> <p>To which extent do you agree with the statement? Use pencil to completely fill the response circle.</p> <p style="text-align: center;">① ② ③ ④ ⑤</p> <p style="text-align: center;">Strongly Disagree Neutral Agree Strongly Agree</p>	<p style="text-align: center;">Behaviors</p> <p>How often do you engage in this activity? Use pencil to completely fill the response circle.</p> <p style="text-align: center;">① ② ③ ④ ⑤</p> <p style="text-align: center;">Never Seldom Sometimes Usually Consistently</p>
--	---	--

Items	Perceptions/Beliefs	Behaviors
1. History teachers should ask students to read textbooks to develop historical thinking.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
2. History teachers should ask students to read trade-books to develop historical thinking.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
3. History teachers should ask students to do recall exercises using worksheets.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
4. History teachers should ask students to examine changes during specific chronological periods.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
5. History teachers should ask students to examine historians' interpretive perspectives.	① ② ③ ④ ⑤	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	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	① ② ③ ④ ⑤
8. History teachers should ask students to compare historical documents from various sources.	① ② ③ ④ ⑤	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	① ② ③ ④ ⑤
10. History teachers should require students to examine an historical person's (or people's) underlying beliefs, including biases based on political, economic, or cultural factors.	① ② ③ ④ ⑤	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	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	① ② ③ ④ ⑤

Appendix B (continued).
Teaching American History Perception and Behavior Questionnaire

Items	Perceptions/Beliefs	Behaviors
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	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	① ② ③ ④ ⑤
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	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	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	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	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	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	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	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	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	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	① ② ③ ④ ⑤
25. History teachers should attend professional conferences and workshops in history or related areas.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
26. History teachers should consult with professional historians whenever possible.	① ② ③ ④ ⑤	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	① ② ③ ④ ⑤

Appendix C
Sample Instrument for Pre- and Post-Test of Teacher History Content Knowledge

Name: _____

BE#: 39216806

Jackson and Polk: Defining the Presidency

1. Andrew Jackson had developed a reputation prior to his election to the presidency in 1828. That image revolved around:
 - a. His volatile and emotional personality and personal bravery in several wars.
 - b. His support for the masses, especially in dealing with public education and free land.
 - c. His vocal support for slavery and the need to extend the institution into new lands in the West.
 - d. His encouragement of new voting rights for all Americans-the “champion of the common man.

2. How did Jackson view the concept of “Southern honor”?
 - a. He rejected most of the tenets and believed disputes should be resolved in a court of law.
 - b. He felt that the honor of women should be upheld, but not with violence.
 - c. He engaged in several bloody encounters defending the honor of his wife and himself.
 - d. He considered himself a “western man” not a southerner and therefore could ignore the notion.

3. Jackson’s victory in the 1828 presidential election was unique in part because:
 - a. He was the first truly Southern president to be elected to the White House.
 - b. He was the first president with “common roots” and living west of the Appalachian Mountains.
 - c. He was the first president to have the support of the new Irish immigrants.
 - d. He was the first presidential candidate to court the votes of the new urban middle class.

4. Jackson’s campaign in 1828 focused upon what types of issues?
 - a. He considered himself a reformer and wanted to see an extension of democracy to “the people”.
 - b. He emphasized the importance of economics and wanted a higher tariff and new national bank.
 - c. He demanded a “new era” in foreign relations, especially purchasing Florida from Spain.
 - d. He wanted to make certain that states rights were protected at all costs.

5. Why was the “Peggy Eaton Affair” important to the Jackson presidency?
 - a. It led to the immediate resignation of Vice President John C. Calhoun.
 - b. It prompted the resignation of the cabinet and a split in the Democratic Party.
 - c. It led to charges that Jackson himself had inappropriate relations with Mrs. Eaton.
 - d. It led to a resurgence of the Whig Party and its victory in the 1832 presidential election.

6. All of the following issues were important in Jackson’s re-election bid in 1832 *except* :
 - a. Indian removal
 - b. Tariff
 - c. Bank recharter
 - d. Spanish-American relations

Appendix C (continued).

Sample Instrument for Pre- and Post-Test of Teacher History Content Knowledge

7. The contest over the Bank in the second Jackson administration led to:
 - a. Jackson's censure by the Senate and the rise of the opposition "Whig Party".
 - b. The creation of a new and stronger national bank in 1836.
 - c. The collapse of the opposition and Democratic dominance for the next 20 years.
 - d. A duel between Jackson and Henry Clay.

8. Which of the following statements is true about Indian removal?
 - a. The policy was developed by the Jacksonians in the 1830s and quickly implemented.
 - b. The policy was intended to remove only those Indians living on valuable cotton lands to smaller plots beyond the Mississippi River.
 - c. The policy received broad national support because even northeasterners realized the need for expansion.
 - d. The policy was devised under the Monroe administration but not implemented with any effectiveness until the Jackson presidency.

9. In dealing with foreign affairs, Jackson was often:
 - a. Passive, it was not an area of interest to him
 - b. Passive, he was concerned about foreign affairs, but believed it was Congress's prerogative.
 - c. Aggressive, he wanted to expand the U.S. both territorially and commercially.
 - d. Aggressive, he tried to take Texas from Mexico by force in 1836.

10. Many historians have argued that James K. Polk was the first "dark horse" candidate in American presidential history. In retrospect we might say that this statement is:
 - a. True, Polk had not served in a leadership role at the state or national level.
 - b. True, Polk had been out of the country as a diplomat to Great Britain and France.
 - c. False, Polk had run before the presidency on the Free Soil ticket.
 - d. Debatable, Polk had been the Governor of Tennessee and Speaker of the House of Representatives.

11. How can we categorize Polk in terms of his leadership style and personality?
 - a. Charismatic, he naturally inspired loyalty in his followers.
 - b. Manipulative and somewhat devious in his dealings with many people.
 - c. Man of the people, and outspoken champion of political reform.
 - d. Rather sad, lingering illness prevented him from exerting any real public style.

12. What were Polk's views on slavery?
 - a. He was a professed abolitionist who wanted to see the institution promptly ended.
 - b. He was anti-slavery but realized that the Constitution protected the rights of slave owners.
 - c. He owned numerous slaves himself and sought the extension of possible slave territory.
 - d. He tried his best to promote slave interests by urging the annexation of all of Mexico in 1844.

13. Polk accomplished all of the following of the domestic goals that he outlined in 1844 *except*:
 - a. Lowering the tariff
 - b. Limiting funds for internal improvements
 - c. Creating an independent treasury system
 - d. Promoting a homestead bill for free public land

Appendix C (continued).

Sample Instrument for Pre- and Post-Test of Teacher History Content Knowledge

14. The term “Manifest Destiny” emerged in the mid-1840s to reflect the view that:
 - a. The U.S. had the right to displace or remove the American Indians to the West.
 - b. The U.S. had the right to convert all heathens in North America to Christianity.
 - c. The U.S. had the God-given right to conquer the North American continent and perhaps go beyond.
 - d. The U.S. had the right to seize Canada if the British would not sell the territory to us.

15. How did Polk resolve the Oregon boundary with Great Britain?
 - a. He threatened the British with taking all of Canada unless they negotiated on his terms.
 - b. He maneuvered the British into a compromise line at 49 degrees.
 - c. He convinced the Crown that the Americans should get all the way to 54 degrees.
 - d. He threatened that the US would not import any more wheat or corn from England unless they compromised on the Oregon issue.

16. Many historians would contend that Polk provoked the Mexican-American War because:
 - a. Polk wanted California and an “Empire on the Pacific” for trade purposes.
 - b. Polk wanted to punish the Mexicans for their brutal attacks on Texas citizens.
 - c. Polk wanted to add the Yucatan peninsula and its valuable gold reserves to the U.S.
 - d. Polk wanted to add Texas to the U.S. and needed a war to attain the union.

17. How successful were the Americans in conducting the Mexican War?
 - a. The war went badly militarily, but the U.S. ended up with a favorable peace treaty.
 - b. The war revealed Polk’s weakness as a president but the U.S. won nevertheless.
 - c. The military and civilian leadership quarreled at times, but ultimately the U.S. won the war handily.
 - d. Polk provided strong leadership, but Congress and the American people largely opposed a war that they blamed on the president.

18. What territories did the U.S. gain from the Mexican War?
 - a. California and the Southwest
 - b. California and Oklahoma
 - c. Texas and New Mexico
 - d. Texas and Oklahoma

19. The legacy of the Polk administration included the following major problem area:
 - a. Whether to grant Mexicans the right to vote.
 - b. The issue of slavery in the new territories.
 - c. How to remove the Indians from the new territories.
 - d. Using the territory as a home for newly freed African Americans.

Appendix D
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 E
Data from the Post-Interviews with Second-Year TAH Participants

1. Have you taught this content before? Are you teaching it differently as a result of grant participation? How?

Theme 1: New teaching strategies/resources incorporated

- “Yes, however the training I received through TAHG significantly enhanced my subsequent lessons using Photo Analysis as a tool in my classroom. This activity is now a student favorite and requested each time we move to a new topic.” (Teacher 1)
- “Yes, I have; but since the grant, I am using many more primary source documents.” (Teacher 4)
- “Last year I pretty much followed along with the textbook infusing little things like role play, when I could. This year I have a whole new perspective on teaching the subject and that is because of my work with the grant. I am using the tools that have been given to me and I am incorporating them into my classroom. The Mini-Qs and *History Alive!* have been the two strategies that I have used the most this year.” (Teacher 6)
- “This is my twelfth year teaching American history, but due to my participation in the grant, I find it easier to incorporate differentiated instruction and cooperative learning activities.” (Teacher 7)
- “Yes but now I know how to incorporate primary courses.” (Teacher 9)
- “Yes, but this year I am utilizing more DBQs, because of this grant. How? Every Monday the students are analyzing various documents such as photographs, written documents, sound recordings, etc.” (Teacher 10)
- “I have taught WW I before, but with the new materials that I have been provided, I am able to get students to think about the war and advances in Technology. Previously, I emphasized the daily life of the soldiers during the war.” (Teacher 12)
- “Yes, but in this and other lessons I have incorporated primary sources.” (Teacher 13)
- “My teaching is much different as a result of my grant participation. I am using more Social Studies novels in my reading lessons so that I can enrich my overall Social Studies content. I am using Web quests and primary source documents more frequently and this engages student learning and allows my gifted students the independence they need. (Teacher 14)
- “Yes, but I am teaching it differently by using the DBQs I received from that training. I believe that it is more engaging for my students because they are seeing documents, pictures, etc. They are building more long term understanding and knowledge. (Teacher 15)
- “Yes, but now that I have mastered the “bucketing process” learned at the DBQ workshop, I am better able to prepare my students for Advanced Placement testing.” (Teacher 19)
- “Since this is my first year teaching American history, I am teaching the Great Depression for the first time. Instead of implementing the standard lecturing method, I am utilizing the Document Based Question technique. I am using the Great Depression materials I received at the DBQ workshop.” (Teacher 20)
- “Yes, but I am using more interactive activities that involve the students in their own learning and self-discovery.” (Teacher 21)
- “Yes, but I am using more primary source documents. I make every effort to include high-level critical thinking skills and questions into each lesson. I have consciously moved away from teacher-directed activities and presented more students-directed ones.” (Teacher 24)
- “Yes, I have, but now I incorporate primary sources into more lessons and use them with all ability students.” (Teacher 27)

Appendix E (*continued*).

Data from the Post-Interviews with Second-Year TAH Participants

- "...the use of the Civil War primary source kit has been an incredible resource. It has truly made the lesson a hands-on experience for my students." (Teacher 28)
- "Yes, but I taught it with a different unit. I chose to teach it with the colonies this time, as a result of Dr. White's Slavery workshop. I used the materials he provided. They allowed for better integration of the information and provided a more solid background for understanding Slavery in America." (Teacher 29)

Theme 2: More confidence

- "Yes, I have taught this lesson before; however, my delivery is more confident because I have a better grasp of the content and the teaching strategy." (Teacher 2)
- "No, I have not taught American history before; however, I have been able to use knowledge gained in the workshops, as well as materials received to be a more confident teacher. I will certainly continue to use the information and resources to continue to become a better American history teacher year after year." (Teacher 3)

Theme 3: Increased content knowledge

- "Not as a unit, just as isolated topics. I never felt I had enough background knowledge or materials." (Teacher 11)
- "Yes, I have; but I have been able to go more in depth, due to the knowledge I have acquired through the workshops and trip to Washington, DC." (Teacher 16)
- "Yes, but never as in depth as I did this year. The information learned during the Civil War workshops and at the battlefields greatly enriched my lessons." (Teacher 18)
- "Each year I teach the Civil War, but this year it is different because I have more tidbits of information to share with the students, particularly from the Carol Berkin seminar." (Teacher 23)
- "No, this is my first time teaching about the Civil War. I have briefly touched on it in the past, but not with much detail. The knowledge I have acquired has enabled me to go more into detail..." (Teacher 28)

2. What aspects of your grant training are reflected in this lesson? In other recent lessons?

Theme 1: Pedagogy

- "It isn't just the enhancement of Photo Analysis, I often use the principles of photo analysis to help students analyze other things...music lyrics, poems, and other concepts that are not concrete. Photo Analysis also helps me get my students to a higher level of thinking and that level remains as we move on to the next topic of the day. This lesson is a year-long growth process and I use it often with great results. I recently used it to help my students get a better feel for what it was like to live during the Depression Era." (Teacher 1)
- "For sure, it is the use of primary sources. I now know how and when to use them." (Teacher 5)
- "Whenever possible, I incorporate primary sources in my lessons." (Teacher 9)
- "The training received in Visual Discovery is reflected in this lesson." (Teacher 12)
- "In this lesson, the use of primary source documents, as well as the novel, *The Devil's Arithmetic*, reflect the training I received through the grant. In recent lessons, I taught the Revolution through Johnny Tremain and incorporated Discovery Education clips to portray the people of that time period, so that students could make better connections." (Teacher 14)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “I use more cooperative assessment groups. In the past I used a more traditional approach of lecturing and note taking with reflections and individual assessment.” (Teacher 17)
- “I am much more confident teaching with primary sources and use them in most lessons.” (Teacher 18)
- “Instead of implementing the standard lecturing method, I am utilizing primary sources and cooperative grouping to teach my students. I find my cooperative learning group activities are more structured and meaningful.” (Teacher 20)
- “I am more comfortable in utilizing primary resources, and encouraging my students to question, and then re-question again. I look at my lessons with a deeper understanding of how to adapt and motivate a positive perception of American history.” (Teacher 22)

Theme 2: Resources

- “Whenever possible, I incorporate the *History Alive!* materials received through the grant.” (Teacher 2)
- “*History Alive!* is a great program for my lower level students. The reading is shorter and on a more appropriate reading level; and the activities really get the students thinking.” (Teacher 3)
- “Just recently, we were studying the early 1900s and how industry was changing and people were working in factories. I incorporated the *History Alive!* activity where we created a “sweat shop” and the students had the opportunity to see what it was really like, from mean bosses, to the speed of things, to even hearing the sound of the work whistle.” (Teacher 6)
- “I incorporate as many resources, received, as I can. Most often I use the leveled text, Academic Vocabulary binder and the DBQ binder.” (Teacher 7)
- “In this lesson, I used the Teacher Created Materials Vocabulary binder to assess where the students are based on familiar words that were posted throughout the room. The students had 10 minutes to respond to each work in terms of a drawing, quote, or meaning.” (Teacher 10)
- “This lesson is adapted from the Reader’s Theatre materials we received. I use this resource often.” (Teacher 11)
- “The lesson is an adaptation of a *History Alive!* Lesson, but I added higher order thinking questions to enable the students to better analyze and evaluate the history.” (Teacher 13)
- “This lesson uses the Indian Removal Mini Q I received from the DBQ workshop. I use this resource often.” (Teacher 16)
- “I am using the Document-based Assessments resource we received with great success.” (Teacher 17)
- “The aspects that are reflected in this lesson are based on what I learned through the *History Alive!* training and materials. The students engaged in Visual Discovery, Experiential Exercise, Writing for Understanding and Social Studies Skillbuilder. I incorporate these teaching strategies whenever possible.” (Teacher 21)
- “The resources we have been given are priceless. The book on Lincoln, I particularly found helpful when reading “Across Five Aprils” and discussing why the people in the novel did not care for him as President. I cannot wait to incorporate other materials that I have not had time for. I would like to use more *History Alive!* next year because the students truly enjoy the lessons.” (Teacher 23)
- “I incorporate Mini Qs whenever appropriate. I also have used the Document-based Assessments binder I acquired through the grant.” (Teacher 24)
- “This lesson is a combination of *History Alive!* and DBQ. I have increased my usage of both resources.” (Teacher 27)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “In this lesson in particular, I used all the Civil War resources we received. In previous lessons, I have used the DBQs which is something I am doing more and more.” (Teacher 28)
- “*History Alive!* is something I incorporate, when I can. However, I make sure to combine it with lecture materials and DBQ resources.” (Teacher 29)

Theme 3: Increased content knowledge and confidence

- “When I taught the Civil War, I had such a deep understanding of the content that I was very comfortable teaching it. In general, I have executed my lessons easier and with more confidence.” (Teacher 2)
- “The information gained in all the workshops has given me a stronger foundation which allows me to better teach the material to my students.” (Teacher 3)
- “I find myself going more in depth, as a result of my increased content knowledge.” (Teacher 9)
- “My increased content knowledge has really impacted all my lessons. I not only go more in depth, but I find myself seeking to know more about topics not covered in workshops.” (Teacher 19)
- “In March (Women’s History Month) I was able to utilize the information learned during Carol Berkin’s workshop to create an engaging lesson.” (Teacher 28)

3. How has your grant participation, in general, impacted how and what you teach your students?

Theme 1: More effective/informed teacher

- “I can honestly say that my TAHG training has made me a more effective teacher. My overall knowledge of American history improved and my perspective on various issues has been challenged and expanded. My students have benefitted from a teacher better equipped to stimulate their thinking and is now armed with primary source documents and Web sites that help bring history to life in my classroom.” (Teacher 1)
- “I take more care in ensuring the students are learning, as opposed to just “covering” the content.” (Teacher 2)
- “I have a stronger knowledge base from which to draw and more resources to use to vary my teaching. These allow me to differentiate my instruction.” (Teacher 3)
- “I have a renewed enthusiasm for many of the subjects we covered. It also has increased my base knowledge.” (Teacher 5)
- “Being part of this grant has taught me so much. First it has made me want to be a better teacher. I want to learn all that I can and how to help my students love history, as much as I do. Before being part of this grant I knew my subject, now that the year is over I know how to better teach my subject.” (Teacher 6)
- “The Teaching American History Grant has enabled me to equip my students with information and visuals that the text does not provide. This helps to engage them in learning.” (Teacher 7)
- “I have been using many of the strategies I learned and resources I acquired, as a result of my participation in the grant. I also go into more detail and make stronger connections between the content.” (Teacher 9)
- “My teaching is more in depth, as opposed to surface teaching, due mainly to the workshop and all of the inside intricate information that one gets only by attending these workshops.” (Teacher 10)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “In the materials provided by the county the Civil War is glossed over. With what I learned from the workshops and received as materials I have remedied this situation.” (Teacher 11)
- “I have found I am more comfortable using primary source documents with my students and creating more rigorous lessons using these documents. I have also learned more about the 19th century which has allowed me to explain concepts to students more effectively.” (Teacher 12)
- “I am always conscious to address multiple learning styles and infuse primary sources. Over the year, I have gradually worked in the concepts and practices of Historical Thinking. The DBQ materials have worked well with my students and I have also introduced them to rhetoric.” (Teacher 13)
- “My goal was to increase my knowledge base, so that I could effectively integrate Social Studies into other content areas more effectively. I feel that I have been successful in doing so.” (Teacher 14)
- “I am using more hands-on activities and different materials to introduce the lessons.” (Teacher 15)
- “The strategies I now employ include mixed ability grouping, primary sources, research, and reference, and DBQs that require the student to dig and find out the story behind the historical content being studied. (historical thinking).” (Teacher 17)
- “I am more knowledgeable and better able to engage my students in lessons.” (Teacher 18)
- “The grant has given me even more knowledge, but also has increased my enthusiasm and passion for teaching the subject... The materials we have received have been so helpful. Every aspect of the grant has been thoroughly enjoyable and has made me a better American history teacher.” (Teacher 19)
- “I am able to incorporate more document-based activities, as well as resources like the Library of Congress, into my instructions. As a result I am improving my students’ reference and research skills. The ultimate outcome is student improvement in the area of research and reference on the FCAT.” (Teacher 20)
- “My grant participation has impacted what I do in the classroom, by empowering me to use more interactive strategies that guide the lesson with greater understanding by my students.” (Teacher 21)
- “It does not impact what I teach because that is county driven, but it most definitely impacts how I teach. I am making less PowerPoints and doing more student-centered teaching. I am also using more and more primary documents, and incorporating that reading in my curriculum.” (Teacher 23)
- “With my increased content knowledge, resource materials and new teaching strategies, I have upped my game both intellectually and pedagogically. I am going more in depth with the content and offering more creative learning opportunities for my students.” (Teacher 24)
- “My participation has allowed me to feel more confident in the teaching of American history. I have been able to better incorporate American history into the 4th grade Florida history curriculum.” (Teacher 28)
- “I am more comfortable because I feel I have more knowledge and a better foundation on which to build my lessons and make connections with my students.” (Teacher 29)

Theme 2: Field trip experiences

- “I am more energetic in my approach. I find myself relating first hand information gained from the trip to Washington, DC. The students are more engaged when I do this.” (Teacher 2)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “The experience of touring Washington, DC has provided me with photos and stories I can share with my students.” (Teacher 3)
- “Being an eyewitness in Washington last summer was invaluable. Having been there I feel I teach with more authority.” (Teacher 5)
- “As a result of traveling to Washington, I have many anecdotes and trivial pieces of information that engage and intrigue my students.” (Teacher 16)
- “I find I often refer to the places visited and information learned while in Washington. The stories always catch my students’ attention.” (Teacher 22)

Theme 3: Collegial Interaction

- “I have met other American history teachers, which allows me to brainstorm, share ideas, and draw support from their experience.” (Teacher 3)
- “Being with the other participants, who share a love of teaching history, has given me an additional resource. They were open and willing to share their knowledge and expertise.” (Teacher 5)
- “...working with different teachers from all over the county has given me the chance to learn from others who teach a different level or type of student than I have been teaching.” (Teacher 6)
- “Being able to network with other motivated teachers has stimulated my creativity and inspired me to continue learning beyond my grant participation.” (Teacher 11)
- “The opportunity to study and share best practices with so many wonderful educators has been priceless.” (Teacher 19)
- “I developed a very talented and supportive network of teachers through this grant.” (Teacher 27)

4. What differences have you observed in your students that you can attribute to your grant participation?

Theme 1: Increased student engagement

- “The difference can be seen in the various discussions and arguments that occur outside of my classroom about some of the topics we just covered. I happily referee and stimulate debates about topics that the TAH grant brought to my doorstep.” (Teacher 1)
- “I have found my students to be more engaged when supplementary materials are used (primary source documents, photos from the trip to Washington, etc.)” (Teacher 7)
- “I have observed increased engagement on the part of my students.” (Teacher 9)
- “I have found they are more engaged, when I relate my travels in Washington and use the materials obtained from participation. Their questions are more interesting and of a higher level.” (Teacher 11)
- “They are more engaged when using the primary sources, although they do find them challenging at times.” (Teacher 13)
- “They are more engaged when we pull apart primary source documents and debate a topic. They were bored when we followed the textbook as the main method for learning American history.” (Teacher 14)
- “They are much more engaged with the material being studied. My students now look forward to our time in history. They eagerly participate in the role plays and primary source analysis activities I design for them.” (Teacher 17)
- “They are asking more probing and higher level questions.” (Teacher 18)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “My students are more focused during instruction. I am not simply talking at my classes but actively involving my students in the teaching process. Due to their work with the DBQs, their writing skills have dramatically improved.” (Teacher 20)
- “My students are more authentically engaged in the lessons and have a better understanding of the content being discussed.” (Teacher 21)
- “I find my students to be more curious this year about what they are learning. They look forward to history lessons and are more actively engaged.” (Teacher 24)

Theme 2: Increase student enthusiasm for learning content

- “I experience this year’s students enjoying the class more than last year’s. They appear to respond positively to my enthusiasm and depth of knowledge.” (Teacher 2)
- “I get excited when I teach a topic and present it in a creative way. The students react with more enthusiasm and a desire to learn.” (Teacher 5)
- “I teach at-risk students, yet this year, I am finding them more willing to learn.” (Teacher 7)
- “My students get very excited when they know it’s a *History Alive!* day.” (Teacher 10)
- “The difference that I have observed with my students is that they are more interested in history and enjoy reading novels that relay the events of our country’s past.” (Teacher 14)
- “They are more likely to go and research a subject we are currently studying on their own.” (Teacher 15)
- “My students come to class eager to learn, because they know I will make it interesting and pertinent to their lives.” (Teacher 16)
- “They have picked up on my enthusiasm and passion and have commented that it makes them want to learn more as well. I have always related the study of American history to Current Events and tried to make it relative to my students. The grant has assisted me in the process.” (Teacher 19)
- “They are animated and willing to try new things. They are not afraid of analyzing and predicting, even if the answer is incorrect. They are not afraid and some have even commented that history is no longer a subject they hate. It makes sense to them.” (Teacher 22)
- “I have observed more excitement, engagement and inquisitiveness and definitely more hands-on interaction with the lessons being taught.” (Teacher 28)

Theme 3: Increased student achievement

- “My students enjoy the materials I have been able to use with them; they retain more information when I use the DBQs or *History Alive!*.” (Teacher 3)
- “I look at my students and the students from another teacher. My students have learned so much more. I am confident they will perform very well on the county final.” (Teacher 6)
- “They are demonstrating more and deeper understanding of the history and are able to see how it impacts their lives today.” (Teacher 7)
- “My students are retaining more information. They have also improved their research and reference skills. They have even commented to me that some of our class activities have helped them in other classes and on the FCAT.” (Teacher 12)
- “Using the scaffolding question provided by the DBQ Project helped them better process and understand the documents. In general, I have noticed a higher level of critical thinking ability.” (Teacher 13)
- “They are retaining more because they are able to make connections quicker, as we move along through the various periods.” (Teacher 15)

Appendix E (*continued*).
Data from the Post-Interviews with Second-Year TAH Participants

- “The students have a clearer understanding that events that happened 200 years ago have a direct bearing on their lives today.” (Teacher 22)
- “My students are doing better with higher level questions and reading skills, because of the higher level thinking activities from the DBQs, *History Alive!* and other materials provided. (Teacher 23)
- “When I integrate historical fiction they are more easily and accurately making the connections with the actual history. (Teacher 24)
- “Some of my students are thinking outside the box meaning they are more analytical and not relying only on what they are given but looking beyond and deeper into it.” (Teacher 27)
- “My students are learning more in depth. Before, my lessons were more like field trips and now they are like journeys. I find my students are retaining more information and are more engaged during class.” (Teacher 29)

Appendix F
 Participants' Online Survey
 Verbatim Comments on Strengths of and Suggestions for the TAH Grant
 from Second-Year Participants

Strengths	Suggestions
Experts in the field of U.S. History are educating us.	If possible, provide participants with books related to the topic in advance of the workshop
I enjoyed the hands-on activities and the excellent resources.	N/A
The most valuable part of these workshops is the access that participants have to noted scholars and special collections of museums/universities.	I think the focus of these workshops should remain historical content rather than instructional strategies. I also think that the concluding week-long trip should include one free day to explore the area on your own.
Excellent content knowledge.	
Professors provide good information	More hands-on with documents and analysis of historical events rather than lecture. The 'In their own words was good'
Guest speakers	The majority of the workshops should be offered during the summer.
Great content knowledge. Great teaching.	Keep being so amazing. I have learned so much that I take back to the classroom.
The presenters, and the source material.	More interaction, really enjoyed sharing and working together to apply the information taught.
Extremely competent instructors great classroom resources interesting professional development materials support opportunity to brainstorm and share ideas/ materials with peers	I have absolutely no suggestions for improving this program. I have thoroughly enjoyed every aspect and would participate every year if I could!
Materials	
The seminar had a wide variety of experts they came and delivered excellent lectures. They were very knowledgeable and that helped in engaging us in very good discussions.	Post seminar work that had to be submitted. Should be less. Probably more group work during the seminar times that would be submitted there and then.
HANDS ON MATERIALS/IMPROVED SUBJECT KNOWLEDGE/ BETTER TEACHING STRATEGIES	KEEP THE FOLLOW-UP SIMPLE AND DO-ABLE...

Appendix F (*continued*).
 Participants' Online Survey
 Verbatim Comments on Strengths of and Suggestions for the TAH Grant
 from Second-Year Participants

Strengths	Suggestions
Materials and content that can easily be integrated into the curriculum, i.e., primary sources (Document Based Questions).	More <i>History Alive!</i> workshops where we can model activities.
Hands-on, materials, the trip to Washington, DC.	Time frame for topics, more time for application of newly gathered materials
The workshops were very informative and enriched with resources.	Not as many.
The Q & A sessions	Half-day sessions only
I like that they expand my history knowledge which in turn helps me address student questions and new ways to expand my curriculum.	More hands-on, involved, etc. Less lecture.
Supply of more differentiating materials and resources.	I would like to see more hands-on materials geared towards elementary aged students. More manageable reading resources for the educators. The books we were given are very good, however, the quantity and size of these were just overwhelming. I'll finish reading them.
Materials and presenters were incredible.	Perhaps a few more.
Hands-on strategies that are easily implemented on a daily basis.	Keep the grant going, and allow teachers to further their studies for more than one year. It would be wonderful to have a fellowship program.
To provide a journey through history instead of a field trip.	N/A
The take-aways were awesome and useful. Most of the presenters were outstanding and knowledgeable. I learned quite a bit and learned several differentiated instruction techniques.	More time for teachers to get together to share ideas and best practices.
The supplemental materials that we can use to enhance the textbooks. The workshops and lectures helped us to look at different views of the topics.	I wish that there were more.

Appendix F (*continued*).
 Participants' Online Survey
 Verbatim Comments on Strengths of and Suggestions for the TAH Grant
 from Second-Year Participants

Strengths	Suggestions
Later workshops provided good resources for my level. Earlier workshops were not really fair toward elementary - geared more toward upper level.	Resources are incredibly valuable - especially on the Elementary level.
This program has been an absolute asset to my career. My days of insecurity in the classroom are now behind me. I used to be so intimidated my American history and the grant has taught me to love the subject. My new found enthusiasm is evident in the classroom.	The American History Grant has been amazing. I only wish that I would be allowed to participate again!
Strength of content- knowledge of presenters Materials obtained for use in the classroom Opportunities to share best practices.	More collaboration through grade level Materials more specific to grade level.
*the variety of subjects *the amount of new materials given *the hands-on opportunities including travel *the caliber of instructors *the administration of the grant - the coordinator was excellent! *gave me a renewed enthusiasm for some of the subjects which I've passed on to my students.	*divide workshops according to grade level *more time for participants to share ideas and work together on follow-ups *travel to Washington, DC was very worthwhile, but it seemed to be the same tour given to children.
Professors and other presenters are highly qualified participants stimulate each other's thinking in discussion wonderful materials and books variety of workshop styles.	Allow continued selection for following years or have a multiple year grant plan.
The Data Based Questioning and Mini DBQ binders along with the plethora of handouts were invaluable. The speakers were knowledgeable, interesting, and engaging.	Every workshop was extremely beneficial and organized.
It has greatly increased my content knowledge and interest in the subject I teach. It has also provided a great support network and a place to exchange best practices and ideas.	Please keep bringing presenters like Carol Berkin. Also, it would be great to be able to get college credit for the workshops we attend.