

**Teaching American History:
Beyond Textbooks, Beyond Lectures, Beyond Expectations**

East Central University

Final Evaluation Report

Oklahoma Technical Assistance Center
123 E. Broadway
Cushing, OK 74023
www.otac.info



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I. Introduction

This report is a summary of evaluation activities for *Teaching American History: Beyond Textbooks, Beyond Lectures, Beyond Expectations* project (B³). The Teaching American History (TAH) Grant program is funded under Title II-C, Subpart 4 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. The goal of the program is to support programs that raise student achievement by improving teachers' knowledge, understanding, and appreciation of American history. Funds for the three-year project were initially awarded in Spring 2008. A consortium was formed in which 22 south central Oklahoma school districts joined with East Central University (ECU) – in partnership with the Oklahoma Historical Society, State Department of Education, the National Archives and Records Administration Southwest Region, and the Chickasaw Nation – to engage in a comprehensive professional development program. The goal of the B³ project was to address participating districts' poor student achievement on Oklahoma State Testing Program's (OSTP) United States History assessment by increasing teachers' knowledge and pedagogical skills in traditional American history.

A model that highlighted the importance of continuity in professional development opportunities had been developed and successfully implemented in previous ECU TAH projects. The B³ project was based on that model and was designed to offer 18 hours of classroom coaching, 12 days of on-campus summer institutes and colloquia, access to teaching resources, and a professional learning community. Professional development content was aligned to Oklahoma's Priority Academic Student Skills (PASS) and the teaching strategies introduced were research based and endorsed by the National Council of Historians, American History Association, National Council of History Educators, and the United States Department of Education. Four outcomes were expected of this project:

- Teachers' increased content mastery of traditional American history.
- Teachers' implementation of engaging teaching strategies.
- Students' increased achievement on Oklahoma's U.S. History assessments.
- Development of a professional learning community.

Twenty-two area school districts – Ada, Allen, Byars, Byng, Calvin, Cottonwood, Davis, Dickson, Holdenville, Konawa, Latta, Lexington, Madill, Moss, Pauls Valley, Roff, Shawnee, Stonewall, Sulphur, Tecumseh, Vanoss, and Whitebead – were part of the consortium over the three years of the project, not all participated for all three years. Over the course of the project's performance period, 13 participants from these districts entered and left the project. Some of these teachers left for such reasons as moving out of the service area, being reassigned to other courses, coaching responsibilities, health challenges, and retiring.

Each of the consortium members were rural districts serving ethnically diverse populations with large numbers of students living in poverty. As reported in *Oklahoma District Profiles 2009*, the percent of non-white students enrolled in these districts ranged from 21 to 60 percent. Consortium schools enrolled a large proportion of Native American students. The state average enrollment of Native American students was 19 percent; all but two of the districts exceeded the state average. Enrollment in the Free and Reduced Lunch Program, an indicator of economic disadvantage, ranged from 35 percent of all students to 93 percent; fifteen consortium members enrolled more than the state's average of 56.3 percent membership in the lunch program.

All but one of the participating school districts were within a one-hour radius of ECU. The closest school was approximately one mile from ECU and the farthest was 53 miles from campus. Districts participating in the consortium agreed to release teachers from the classroom for project professional development sessions. A total of 42 middle and high school teachers participated in the project. At project end, all materials provided by the project became property of the local school districts.

For a complete description of project goals and implementation, please refer to the project director's report. This evaluation report will summarize the project's goal attainment, as outlined in the grant proposal, and its effects on teachers and students.

II. Project Objectives, Evaluation Design, and Timeline

Teaching American History projects were designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Grants were awarded to improve the quality of history instruction by supporting professional development for teachers of American history. The funds assisted Local Education Agencies (LEAs), in partnership with entities with content expertise (i.e., institutions of higher education, nonprofit history or humanities organizations, libraries, or museums) to develop innovative models for professional development. Grant funds were continued over a three-year period to ensure that teachers developed the knowledge and skills necessary to teach traditional American history in exciting and engaging ways so that students might also develop an appreciation for the great ideas of American history.

The following evaluation matrix lists the project objectives, strategies for implementing the objectives, expected outcomes, evaluation measures, and the methods of analysis for each measure.

Figure 1. Evaluation Matrix

Objective 1. To significantly improve teachers' knowledge, understanding, and appreciation of traditional American history.			
Strategies	Outcomes	Evaluation Measures	Analyses
Implement a comprehensive professional development program based on a constructivist process of intense summer institutes, colloquia, support and resources necessary to improve teachers' knowledge, understanding of traditional American history, and to ensure transference into the classroom.	<p>Each year 100% of project participants will demonstrate increased knowledge or traditional American history.</p> <p>Each year, 100% of project participants will incorporate new understanding, appreciation, and knowledge into instructional delivery through model lesson plans.</p>	<p>Teacher Area Concentration Achievement Tests</p> <p>Participant Surveys</p> <p>Pre-post Presentation Knowledge</p> <p>Self-assessments</p> <p>Class Observations</p> <p>Annual Focus Groups</p>	<p>Quantitative Analysis (frequency counts, percentages, descriptive and inferential statistics)</p> <p>Qualitative Analysis</p>
Provide opportunities for educators to acquire additional American history knowledge through college courses.	<p>100% of project participants will complete college courses or attend summer workshops in American history.</p> <p>By project's end, a sustainable continuum of professional development will be available for replication in rural, high-poverty, high minority districts.</p>	<p>College Transcripts</p> <p>Attendance Records</p> <p>Annual Focus Groups</p> <p>Web Page Content Analysis</p>	<p>Quantitative Analysis (frequency counts, percentages, descriptive and inferential statistics)</p> <p>Qualitative Analysis</p>

Objective 2. To increase the use of research-based, content-related pedagogy by history teachers as measured by increased student achievement pre-post knowledge surveys, self-assessments, lesson plans, observations, and interviews.

Strategies	Outcomes	Evaluation Measures	Analyses
<p>Implement a professional development program.</p> <p>Provide classroom support, modeling, and mentoring.</p> <p>Develop and implement model lessons utilizing content-related teaching strategies.</p> <p>Provide training and access to content-based resources.</p> <p>Establish a communication network connecting teachers, American history content specialists, and history education specialists.</p>	<p>By project's end, 100% of project participants will demonstrate improved competencies in effective, research-based, content related pedagogy, including but not limited to experiential learning, methods of reading historical documents, strategies for teaching American history, and <i>History's Habits of the Mind</i>.</p> <p>By project's end, 100% of participants will demonstrate competency in effective use of historical tools such as primary documents and artifacts, local history, and historic places.</p>	<p>Schedules, Agendas, Attendance Records</p> <p>Participant Surveys</p> <p>Self-assessments</p> <p>Class Observations</p> <p>Annual Focus Groups</p> <p>Web Page Content Analysis</p>	<p>Quantitative Analysis (frequency counts, percentages, descriptive and inferential statistics)</p> <p>Qualitative Analysis</p>

Objective 3. To increase student knowledge and understanding of the great ideas, issues, and events of American history, as measured by local and state assessments.			
Strategies	Outcomes	Evaluation Measures	Analyses
<p>Unite teachers and school districts for the purpose of creating a dynamic teaching community that will improve the quality of American history instruction within the consortium</p> <p>Create a core of teachers who can become a resource to improve the quality of American history instruction in all of Oklahoma.</p>	<p>By project's end, the percentage of students scoring satisfactory or above on the American history OSTP will increase by 5%.</p> <p>By project's end the percentage of students scoring advanced on the American history OSTP will increase.</p> <p>By project's end, achievement gaps linked to ethnicity and socioeconomic status will be reduced.</p> <p>By project's end, a sustainable continuum of professional development will exist to provide training for American history teachers statewide.</p>	<p>Pre-post Oklahoma State Testing Program Tests: the 8th grade Criterion Reference Test and the high school American History End-of-Instruction Test</p> <p>Participant Surveys</p> <p>Self-assessments</p> <p>Class Observations</p> <p>Annual Focus Groups</p> <p>Web Page Content Analysis</p>	<p>Quantitative analysis (frequency counts, percentages, descriptive and inferential statistics)</p> <p>Qualitative analysis</p>

The evaluation design relied on data regarding: 1) starting conditions, 2) procedures, and 3) results. A feedback loop from outcomes to intents allowed for immediate decisions to modify any function or activity. The evaluation provided information: 1) regarding the extent to which objectives were being reached and/or modified; 2) by which decisions were made as to the continuation, modification or elimination of various procedures and activities; and 3) upon which others might base decisions regarding the use of *Beyond Textbooks*, *Beyond Lectures*, *Beyond Expectations* project as a model.

The project evaluation was guided by the following questions:

- Were project strategies implemented as planned? Did the project's activities meet the proposed project timeline?
- What barriers impeded progress to implementation?
- What project components facilitated progress?
- Was a professional learning community developed?
- What student outcomes were attributable to the project?
- Can this professional development model be implemented by other TAH projects?

Cooperatively, B³ project staff and evaluators developed measures to assess goal attainment. Measures included both quantitative and qualitative tools. Quantitative data (i.e., student and participant standardized test scores) were collected to evaluate growth in content knowledge. Qualitative data were collected to assess the level of project implementation by staff and by participating teachers. Additional qualitative information was gathered to gain insight into participants' experiences with the project.

The following instruments were employed in the evaluation of the project; their purpose was to determine changes in teachers and their students over time:

Area Concentration Achievement Test. The History Area Concentration Achievement Test (ACAT) was used to assess participants' pre and post project content knowledge. ACAT assessments are standardized exit exams used by colleges to determine students' knowledge of their major field of study. The project used four of the ACAT history subtests which covered four time periods: U.S. 1763-1820, U.S. 1820-1890, U.S. 1990-1940, and U.S. 1940 to present. The ACAT was administered three times during the project: October 2009, June 2010, and March 2011. The October 2009 administration served as the pre-test, the June 2010 provided a benchmark of participant learning, and the final administration provided a post-test. Each test was administered on the ECU campus on a scheduled professional development day. All tests were given using a paper/pencil format and participants had approximately 45 minutes to complete the assessment.

OSTP Student Achievement Scores. Student achievement was measured using data from the Oklahoma State Testing Program (OSTP). OSTP assessments are standards-based tests; they are designed to measure student achievement in accordance with Oklahoma's Priority Academic Student Skills (PASS). Each spring semester, the OSTP Social Studies and U.S. History assessments were administered statewide to students in grades five and eight, and upon completion of the required high school American history course. School level student achievement data was collected for each participating middle and high school.

Participant Survey. The Participant Survey collected data about each project participant. Types of information gathered included the participant's teaching experience, classroom practice, self-efficacy, pre-intervention use of project innovations (primary documents, *History's Habits of the Mind*, enriched content, and project provided resources). In addition, the survey included a Levels of Use scale adapted from the Concerns-Based Adoption Model (CBAM). The Levels of Use scale allowed participants to report a standard level of implementation of project innovations. The Participant Survey was developed by the Oklahoma Technical Assistance Center. The instrument contained items adapted from surveys used in other federally funded professional development programs.

The Participant Survey was administered to collect both pre and post-intervention data. The first survey was given during the initial professional development session in the summer of 2008. The post-intervention survey was administered at the final professional development session in June 2011. The survey was also administered to those participants who entered or left the B³ project at other times during the course of the project.

Annual Teacher Survey. This brief survey was administered at the end of the first and second years. This survey included a Levels of Use scale which allowed evaluators to chart the trajectory of participants' implementation of project innovations. This survey also collected formative feedback for project staff. The survey asked participants to describe successes with implementing project innovations and if they had encountered barriers to implementing these components.

Focus Group Interviews. Grade level focus groups were conducted each year during the Summer Institute. A series of questions guided the focus groups; responses were probed as needed. The Teacher Survey was analyzed prior to the focus groups so that information could be used for developing questions. The following statement and questions framed the interview and were included each year:

- Describe your ideal history teacher.
- Is this project helping you to become your ideal?
- What, if any project innovations have you implemented this year?
- How do students respond to project-based lessons/activities?
- What do you still need, that you haven't received, to help you attain your ideal?

Class Observation Form. Class observations were conducted each spring semester by evaluation team members and master teachers. The Class Observation Form was completed by observers for each participant. They noted the use of project innovations (primary documents, *History's Habits of the Mind*, project provided resources, and enriched content) and students' responses to these innovations.

Document Review. Attendance records for the project-sponsored professional development sessions, circulation records for the Center for the Advancement of American History, and participant enrollment and completion of graduate courses were collected each year of the project. These records were analyzed to help determine the level of project teachers' participation.

Lesson Plan Rubric. Project participants developed model lesson plans each year. B³ project personnel provided a template for teachers to use as a guide for their lesson plans. The rubric identified the four project innovations (primary resources, *History's Habits of the Mind*, project provided resources, and enriched content) and teachers described the use of each innovation in their lesson plans.

Blackboard Content Analysis. The B³ project developed a project website on East Central University's Blackboard Learning System. ECU employed the learning system as a platform for their distance online courses. As a part of the project's Blackboard website was monitored throughout the year for chat, correspondence between participants, and project announcements.

Timeline

Whether the project timeline was adhered to was an essential question in the project evaluation. Table 1 provides a three-year calendar of project activities and reporting dates.

Table 1. B ³ project timeline.			
	Project Year 1 2008 - 2009	Project Year 2 2009 - 2010	Project Year 3 2010 - 2011
Grant Awarded	July 2008		
Grant Concluded			June 2011
Fall Colloquium	October 2008	October 2009	October 2010
Pre-Service Sessions	October 2008 and March 2009	October 2009 and March 2010	October 2010 and April 2011
Spring Colloquium	February 2009	February 2010	February 2011
Summer Institute I	July 2008	July 2009	July 2010
Summer Institute II	June 2009	June 2010	June 2011
Classroom Coaching	August 2008 - May 2009	August 2009 - May 2010	August 2010 - May 2011
Center for the Advancement of American History	Year-round	Year-round	Year-round
College Classes	Fall, Spring, and Summer Semesters	Fall, Spring, and Summer Semesters	Fall, Spring, and Summer Semesters
APR Submission	July 2009	July 2010	July 2011

III. Project Overview and Implementation

The partnership with East Central University was integral to the B³ project's success. The university is located in Ada, in south central Oklahoma, a racially diverse, yet somewhat isolated section of the state. For the region, Ada is the largest and most prosperous community; ECU serves as a higher education resource for the region. The program was operated as a special focus of ECU's History Department. The department submitted and received TAH funding to help area teachers increase their content knowledge, and in turn, help area students increase their performance on history exams. The university provided project facilities near the history department including offices for project personnel and space for the Center for the Advancement of American History (CAAH), a teaching resource collection. In addition, a classroom was remodeled and designated as the Teaching American History (TAH) conference room.

All seven history department faculty members have served the project, some as content specialists and others as occasional lecturers. The content specialists presented information at each colloquium and summer institute to enrich teacher knowledge concerning Oklahoma's U.S. History standards. They presented historical content to enrich participants' knowledge and understanding of U.S. history content. Content specialists were also important to the companion master's degree program. Lecturers made occasional presentations in their areas of expertise and

became a vital resource for area teachers. This professional development model relied heavily on participants' *access to experts*. In focus group interviews, participants described this accessibility of content specialists as a positive outcome of the project.

Project staff were also integral to the success of this professional development model. The project employed three full-time staff members; a project coordinator and two master teachers. The project coordinator arranged details for professional development sessions, communicated with participants, collected data for evaluation, managed project finances, and liaised with university officials. The master teachers developed professional development topics, presented sessions on pedagogy, coached teachers in their classrooms, and acted as a bridge between content specialists and participants. The master teachers were former high school history teachers and could explain the work environment and pressures of public education teachers to content specialists, and in turn, could provide teachers the rationale for the content specialists' approaches to history.

Professional Development

The B³ project incorporated a professional development approach created and honed through previous TAH projects. Participants had access to a broad range of professional development opportunities each performance year of the project. Professional development components included (1) fall and spring colloquia during four days on ECU's campus, (2) eight days on campus for summer institutes, (3) visits to historical sites as part of the summer institutes, (4) twice monthly on-school-site coaching from master teachers, (5) extended services such as access to CAAH and other professional development opportunities in history offered on campus, (6) classroom resources to engage students in American history, and (7) a companion master's degree program. This model offered participants (1) time to learn history content and pedagogy in a colloquial environment, (2) resource materials to enhance student engagement, (3) classroom coaching to help implement materials and content, and (4) time to interact with area history teachers and ECU professors. These components were implemented as described in the grant proposal.

Content

Four distinct and interrelated tracks of content were delivered to participants. These included (1) enriched historical content addressing state standards, (2) research-based pedagogy for teaching history, (3) *History's Habits of the Mind* as a guide to historical thinking, and (4) instructional resources provided to engage teachers and students in U.S. history. Historical content was prioritized on the basis of area students' academic achievement on state assessments; the three Priority Academic State Standards (PASS) on which middle school and high school students scored the lowest became the project's targeted content. Each performance year focused on one content standard. The table below displays content standards addressed through the B³ project by year.

Table 2. Standards addressed in the B ³ project.			
	<i>Project Year 1</i>	<i>Project Year 2</i>	<i>Project Year 3</i>
Middle School	The student will examine and describe the economy of the United States from 1801 to 1877.	The student will examine the significance of the Jacksonian era.	The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.
High School	The student will analyze the changing role of the United States in world affairs at the turn of the 20 th Century.	The student will analyze the major causes, events, and effects of the United State's involvement in World War II.	The student will analyze the foreign and domestic policies of the United States since World War II.

Table 3 illustrates the professional development offerings during the third year of the project. A complete list of offerings of each project year may be found in the appendix.

Table 3. Professional development, third project performance year.			
Professional Development Activity/Date	Content Topics and Presenters	Pedagogy Topics and Presenters	Other Topics/Activities
Summer Institute I July 6 - 9, 2010	Content articles discussion (Richard Cooper & Kevin Lynch)	Re-Thinking Assessments and Evaluation (Richard Cooper & Kevin Lynch) Application of Using the Textbook (Richard Cooper & Kevin Lynch)	Teacher classroom work days (2) Blackboard and New Website Considerations (Richard Cooper & Kevin Lynch)
Fall Colloquium October 5 -6, 2010	<u>Middle School Content</u> Economic and Social Differences-Middle School (Dr. Brad Clampitt) The Demand for Slavery (Dr. Scott Barton) Cultures of North and South (Richard Cooper) <u>High School Content</u> McCarthy and the Second Red Scare-High School (Dr. Linda Reese) Containment-Truman Doctrine and Korea: From a Global Perspective (Dr. Greg Sutton) Origins and Early Consequences of the Cold War (Dr. Chris Bean)	Learning to use project-provided resources from Social Studies School Service (Dr. Aaron P. Willis ¹)	Blackboard Updates (Richard Cooper & Kevin Lynch) Teacher Presentation of Model Lesson (Doug Serre, Project Participant)

¹ Dr. Aaron P. Willis, founder of Social Studies School Service.

Table 3. Professional development, third project performance year.			
Professional Development Activity/Date	Content Topics and Presenters	Pedagogy Topics and Presenters	Other Topics/Activities
Spring Colloquium March 1-2, 2011			Blackboard Updates ACAT Assessment Administered This is How We Teach It: How to use media in the classroom. (Jennifer Mays, Project Participant)
Pre-Service Colloquium April 9, 2011		This is How We Teach It: Multi Media Presentations (Chad Chronister, Project Participant) Historical Role Playing With a Purpose: From a Massacre in Boston to the Underground Railroad (Doug Serre, Steven Vines & Michelle Bray, Project Participants)	Bigbee Learning Resources provided 5 free history teaching resources to each participant
Summer Institute II June 6-9, 2011	Civil War 101, Confederate Symbolism and Remembering the Civil War (Dr. Brad Clampitt) Lincoln and Davis– A Comparison, Union and Confederate Politics– A Comparison (Dr. Scott Barton) Economics and U.S. History (Richard Cooper) Geography and U.S. History (Kevin Lynch)	Civil War Resources. Economic lesson applications. Geography lesson applications. Common Core/ Literacy in the classroom. (Richard Cooper & Kevin Lynch) <i>Why Won't You Just Tell Us the Answer?</i> <i>Teaching Historical Thinking in Grades 7-12</i> , by Bruce Lesh (Richard Cooper)	Working Lunch Discussions: "What I Learned," "What My Students Learned," "What I Wished I Would Have Learned," and "What's New in Your Classroom (If not, why not?)" Project sustainability: Upcoming plans and wrap up. (Richard Cooper & Kevin Lynch)
Peer Coaching (bi-weekly) August 2010 - May 2011	Master Teachers assisted project teachers with lessons and demonstrated the use of primary resources, secondary content, and the <i>History's Habits of the Mind</i> in teachers' classrooms. They also helped teachers adapt teaching strategies, resources, authentic assessments, and materials presented in colloquia and summer institutes for individual classrooms. Master teachers provided feedback on lessons observed. They were available to teachers by phone, email, and Blackboard.		
Graduate Reading Seminars October 5, 2010 and April 1, 2011	Readings in U.S. History 1850's American History, 1850's Expansion (Drs. Cowger, Bean, and Clampitt)		

On-site Coaching

Master teachers presented pedagogy appropriate to secondary history classrooms. These strategies encouraged participants to move toward structuring student-centered classrooms where teachers become guides rather than lecturers. Master teachers suggested participants present their students with hands-on projects, analysis of primary documents, cooperative work, and multiple historical perspectives. *History's Habits of the Mind*, recommended by the Bradley Commission and National Council for History Educators, was utilized to help participants to learn to think as a historian. To think like a historian would lead teachers to examine evidence as a basis for understanding debate, controversy, interpretation, context, and biases. The *History's Habits of the Mind* would allow teachers to teach critical thinking and expose students to complex texts in the form of primary documents.

Classroom Resources

Each year of the project, participants received five to ten classroom resources for teaching American history with a total value of more than \$300. These resources included reproductions of primary documents, audio/visual materials, historical simulations, “debating the documents” packets focused on pivotal points in history, digital maps, and anthologies. Participants received grade level materials which were aligned with Oklahoma’s PASS objectives.

The classroom materials were purchased from Social Studies School Service. One day of both the 2009 and 2010 Fall Colloquium was reserved for Dr. Willis to demonstrate the materials and to work with project participants. These materials were designed to actively engage students with the historical content being taught and to promote historical thinking through the simulations, debates, and primary documents. A complete list of teaching materials purchased each project year may be found in the appendix. Table 4 displays materials purchased during the third project year.

Table 4. Classroom teaching materials distributed during the third project year.	
Middle School	High School
History Unfolding: The Abolitionist Movement	History Unfolding: The Cold Peace & The Korean War
Debating the Documents: The Missouri Compromise	Debating the Documents: Reagan & the Fall of Communism
Analyzing Visual Primary Resources: Slavery	Analyzing Visual Primary Resources: The Cold War
Analyzing Visual Primary Resources: Sectionalism	Analyzing Visual Primary Resources: The 1950s
Google Earth: U.S. History-North vs South in Antebellum Era	Google Earth: The Cuban Missile Crises
Decision Making in U.S. History: Antebellum America	Decision Making in U.S. History: The Cold War and the 1950s
Decision Making in U.S. History: Civil War and Reconstruction	Decision Making in U.S. History: Modern America
10 Days That Unexpectedly Changed America	10 Days That Unexpectedly Changed America
Digital U.S. History Maps (set of 5)	Digital U.S. History Maps (set of 5)
The Trial of John Brown Simulation	JFK and The Cuban Missile Crisis Simulation

Graduate Classes

East Central University and the B³ project partnered to design a graduate program in American history to allow those interested to pursue a graduate degree in conjunction with the B³ project. Participants could earn a total of 18 hours of graduate credit, or approximately one-half of the required hours toward a master's degree, over the three years of the program. ECU reduced graduate tuition by 25 percent and the B³ project paid participants' tuition, fees, and books.

The B³ master's program track was designed to efficiently use participants' time. Those who participated could earn up to six hours of credit each year through the program. Three hours of credit could be completed through special readings. These courses, each one hour of credit, met one afternoon during the fall and spring colloquia and during the June summer institute. Meetings were led by content specialists and the content coincided with the B³ presentations. Participants could also enroll in a summer school class, taught by a content specialist, to complete the six hours.

Sustainability

The B³ project was in the final year of a three-year award; therefore, there was a goal to develop a sustainable professional learning community. Three components of the project, CAAH, pre-service colloquia, and Blackboard, extended beyond the project participants. These activities were designed to promote a wider professional learning community of area teachers, college professors, local historians, and ECU students, especially those who were soon-to-be-

history teachers. These forums offered an opportunity for participants to interact, discuss issues in teaching history, and share access to project resources that provided rich content and problem-solving classroom activities. It was theorized that such a community could also help sustain the B³ project after funding was completed.

Center for the Advancement of American History

CAAH was a teaching resource library of American history research tools and journals, teaching materials, and books. The Center was opened to the public, staffed by college students or project personnel, and open year-round, 20 hours a week, except for school holidays. With more than 2,100 items, patrons could access journals, biographies, autobiographies and diaries, historical novels for all reading levels, maps and atlases, reproductions of primary resources, audio/visual materials, and reproductions of historical artifacts and art.

The Center was available to all history teachers, elementary through college, and served as a visible outreach of the B³ project. During the fall and spring colloquia and summer institutes, time was reserved for participants to work in the Center planning lessons or preparing activities for class. Patrons could check out items for their personal use or for their classes. Often, if a teacher's schedule would not permit a trip to Ada, a master teacher would deliver items to their classrooms.

Pre-Service Colloquium

Pre-service colloquia provided ECU students an opportunity to interact with area history teachers and ECU professors and to learn the issues pertinent to these professionals. The pre-service colloquia were similar in format to fall and spring colloquia; both content and pedagogy were addressed, and when possible, materials were provided to participants.

For the first two years of the project, staff sponsored two four-hour pre-service colloquia in the fall and spring. In the third project year, one, eight-hour colloquium was held in the spring. These sessions were conducted on the ECU campus. Four project teachers presented teaching strategies for engaging students in a history classroom. These included:

- Multimedia Presentations
- Effective Strategies/Assessments
- Getting Their Attention & Keeping It: How to Use Media in the Classroom
- Reading and Writing with Primary Resources

In addition, Capstone Press teaching materials were provided to pre-service participants and a company representative trained participants to use these materials.

Over the three years of the project, 103 students and area teachers attended the pre-service colloquia, many of whom were B³ project participants. Teachers who attended the pre-service colloquium could count the colloquia hours toward the state mandated 15 hours of annual professional development. Attendance for each year was 46, 37, and 20 respectively for project years one through three. The lower attendance in project year three may have been a

consequence of the state suspending all professional development requirements due to cuts in the education budget.

Based on observation, reviews of project documents, and interviews, the goal of the pre-service colloquium was met. Two current TAH participants had attended pre-service colloquia hosted by previous TAH projects while still ECU students. Both cited the colloquia as a valuable resource from which they learned information later used in their classrooms. In addition, former TAH participants attended the colloquia. These participants reported that their attendance helped them stay connected to the TAH project and to one another.

Blackboard

The B³ project attempted to integrate the use of the internet at a higher level than past TAH projects. The second activity employed to build project sustainability was ECU's Blackboard, a computer platform utilized for presenting online classes. A space was created on Blackboard in which the fall and spring colloquia and summer institute presentations were archived, a chat room was developed to maintain continuous conversation among participants, and an email system was included to help participants stay in contact with one another.

Project staff provided training sessions on using Blackboard during the first and second project year. Staff walked participants through the log-on process, and demonstrated the resources and capabilities of Blackboard. At each colloquium and summer institute, project staff accessed archived records on Blackboard and encouraged participants to use the resource.

Although the plan was to use Blackboard for program sustainability, this vision was not realized. Participants reported that Blackboard would not always allow them to log on. Other reasons given which inhibited the success of this effort included a lack of computers and/or internet in classrooms and a lack of time – several participants indicated that they did not have time to check the Blackboard email because they were already checking school and personal email. However, project participants did develop sustainable professional relationships. One participant cited regularly communicating through email with other participants in her graduate classes. A middle school teacher said she emailed with her high school teaching colleagues more than she had before the B³ project. She also said she barely knew her high school colleagues prior to the project but that now they frequently collaborated on lessons.

Success of the B³ project was dependent on participant engagement in the professional development programs and related services. The next section of this report will describe participant engagement with the B³ project.

IV. Participant Engagement

The grant proposal stated that the B³ project would serve a minimum of 29 teachers each project year. This goal was met and as Table 5 displays, the project served between 29 and 31 teachers each year. Teacher engagement with the project ranged from one to three years and the mean number of years a teacher was engaged was 2.14.

Table 5. Number and grade level of B ³ participants by year.			
	Middle School Participants	High School Participants	Total Participants
Project Year 1	19	12	31
Project Year 2	15	16	31
Project Year 3	17	12	29

Forty-two middle and high school teachers participated in the project at some point during the performance period. More than forty percent (40.5%) were engaged for the entire course of the project. Fourteen participants (33.3%) were engaged for two years, and another 11 participants (26.2%) were engaged for one year.

Over the course of the project’s performance period, participants entered and left the project. A total of 13 teachers (30.95%) withdrew from the project. Reasons provided for leaving the project included moving out of the service area, being reassigned other courses, coaching responsibilities, health challenges, and retiring.

Teachers leaving the project were replaced either by another consortium member school’s history teacher or by recruiting teachers whose districts were not in the original consortium. Participants from two districts, Ada and Calvin, left the project and were not replaced by another history teacher from those districts. Project staff recruited teachers from schools not in the original consortium to fill these spaces. Recruits were found among former ECU History Education students or through word of mouth. Teachers from two districts, Byars and Dickson, joined the project. Of those teachers who entered the project after the initial year of implementation, two were recent graduates of ECU and had participated in the pre-service colloquia while another had participated in an ECU TAH project that trained elementary school teachers.

A Participant Survey was given as part of the first professional development session of each performance year. Those individuals who did not attend the first session and participate in coaching sessions with master teachers before attending an on-campus session were not administered this survey. The majority of participants (83%) completed the Participant Survey. Findings included:

- Degree majors: Almost half (17) of the participants who completed the survey held history or history education degrees. Of those remaining, seven held physical education degrees, two held elementary education degrees, two held social studies education degrees, and the other five participants held degrees in anthropology, geography, home economics, hotel/restaurant administration, and psychology. Two participants did not respond to the question.
- Certification: Of the 35 respondents, all but three of the teachers held standard certifications. The three alternatively certified teachers taught in middle schools.

Project Attendance

A goal of the project was to offer 15 days of professional development in each of the project years. The 15 days were to be achieved by providing two distinct types of professional development: sessions in which project teachers came to the university campus and on-site visits where project personnel traveled to teachers' classrooms.

During the first project year, a total of 12 days of professional development were offered rather than the proposed 15 days. This was a consequence of the award date moving to the first of July, when most teachers were not on a contract. Staff provided a two-day session in the initial summer (2008) rather than the four described in the grant.

During the initial year it was apparent that the anticipated percentages of *completers* and *participants* were low. Therefore, to accommodate teachers' schedules, five of the sessions were repeated. It should be noted that attendance at the repeated sessions was combined with the original session so as not to double count sessions or attendance. With the opportunity to attend one of the rescheduled session, 19 (61.3%) participants completed the 12 days professional development.

In project year two, 10 days of on-campus professional development was enhanced with an increased number of on-site coaching session. The total of 20 on-site coaching sessions, as compared to the 18 sessions identified in the proposal, were included to determine the attendance. The last two days of the otherwise scheduled twelve days on campus were spent with master teachers making site visits to teachers' classrooms. During the second project year the equivalent of 15 days of professional development was offered, six teachers (19.6%) met the 15 day goal.

This year, project year three, 15 days of professional development were scheduled through 12 days on the ECU campus (four days of colloquium and eight days of summer institutes) and the equivalent of three days of classroom coaching. Efforts were again made to accommodate participants and to improve the attendance outcomes this year. Participants could take advantage of a two-day field trip to Tulsa, Oklahoma in July. Including the two days provided as part of the extension effort, 17 days of professional development were offered. In 2010-11, eight (27.59%) of the participants completed the 15 hours of professional development proposed by the project and 3 attended all 17 days.

Program participation was also examined in the manner designed by the federal Teaching American History program. According to these regulations, program teachers are recognized as either *completers* or *participants*. *Completers* were those project teachers attending 75 percent or more of all the professional development sessions offered, while those attending less than 75 percent were identified as *participants*. Table 6 presents teacher attendance rates for both the project participation goals describe above and by the TAH definition. According to the TAH *completers* definition, 67.7 percent met the criterion in 2008-09, 58.1 percent in 2009-2010, and 65.5 percent in 2010-11.

Table 6. Professional days offered and participation rates over the 3-year project						
Project Year	On-Campus Professional Development (Days)	On-Site Coaching (Days)	Total Professional Development Offerings (Days)	Number of Project Teachers	Teachers that Completed the Project Goal of 15 days	Teachers that met the federal definition of <i>Completer</i>
2008-09	9	3	12	31	--	67.7%
2009-10	10	5	15	31	6	58.1%
2010-11	12	3	15	29	8	65.5%
2010-11*	14	3	17	29	3	62.1%

* Project Year 3 included the two days of PD offered during the extension period.

Pre-Service Colloquium v. Summer Institutes

As in the previous two years, the colloquia had higher attendance rates than the summer institutes. Project teachers attended the colloquia at a higher rate than they did the summer institutes (see Table 7). However, it should be noted that the project year three summer institute sessions had a higher average attendance rate than in the past. Table 7 displays the attendance at both the summer sessions and the colloquia by project year.

Table 7. Attendance at the Summer Session Institutes and Colloquium by Project Year					
Project Year I (2008-09)		Project Year 2 (2009-10)		Project Year 3 (2010-11)	
Summer Sessions	Colloquia	Summer Sessions	Colloquia	Summer Sessions	Colloquia
70.43%	83.87%	65.59%	75.80%	73.275%	81.90%

Graduate Classes

East Central University and the B³ project partnered to design a graduate program in American history to allow those interested to pursue a graduate degree in conjunction with the B³ project. Participants could earn a total of 18 hours of graduate credit, or approximately one-half of the required hours toward a master’s degree, over the three years of the program. ECU reduced graduate tuition by 25 percent and the B³ project paid participants’ tuition, fees, and books.

The B³ master's program was designed to efficiently use participant's time. Those who participated could earn up to six hour of credit each year through the program. Three hours of credit could be completed through special readings. These courses, each one hour of credit, met one afternoon during the fall and spring colloquia and during the summer institute. Meetings were led by content specialists and the content coincided with the B³ presentations. Participants could also enroll in a summer school class, taught by a content specialist, to complete the six hours.

Seven participants took advantage of the B³ master's degree program. Graduate credit hours accrued by participants ranged from three to eighteen with a mean of 9.4 credit hours. Table 8 presents participants and credit hours earned.

Table 8. Participants and credit hours accrued.	
Number of Participants	Graduate Credit Hours Earned
2 participants	3 hours
2 participants	6 hours
1 participant	12 hours
2 participants	18 hours

Of those participants who took advantage of the graduate credit offering, most earned fewer than the full 18 hours of possible credit. Several reasons were reported and included a middle school teacher who was reassigned to another teaching area and, thus, withdrew from the project. A participant who was also a coach found that the graduate work interfered with his coaching responsibilities. The participant who earned 12 hours of credit, rather than the 18 hours of credit, entered the project during the second project year, while another teacher entered the master's program during the final year of the project. One participant already had a master's degree but enrolled in this program and completed six additional credit hours.

Center for the Advancement of American History

For the past two years, project staff have provided evaluators with records to determine usage patterns, i.e., who checked out what resource for what purpose and how frequently were items checked out of the Center. However, the newly installed automated library system failed in May 2011 and, as of this writing, usage records were not available for project year three evaluation. For information on CAAH usage during the third project year, please see the Project Director's report.

During the first two years of the project a total of 96 patrons checked out 467 items from the Center. On average, each patron used five items from CAAH. The two groups who accessed the Center most often were project participants and ECU students. Approximately one-half of the project's participants checked out items from the center during this time. Education

professors would assign pre-service history teachers to use CAAH for research or lesson planning. Community and area-wide public school teachers did access the center, but at lower rates. In project year two, seven community teachers checked out items. Items checked out most often by project teachers included audio/visual resources, maps/atlasses, reproductions of primary resources, activity sets/workbooks, and posters.

The data presented did not reflect a high level of usage of CAAH by project participants. In the third project year's focus group, evaluators asked participants about their CAAH usage. Some participants cited the lack of time to drive to ECU as a reason they did not access CAAH. Other participants found the materials they had received through the project to be sufficient for their classroom needs. Yet another respondent described being overwhelmed with learning the new materials she had received and did not have the motivation to use CAAH. It may have been that the amount of resources provided to participants reduced CAAH usage.

Classroom Observations

Classroom observations were one of three evaluation tools used to measure the implementation of project innovations by B³ participants. The other two tools, the Participant Survey and Focus Group Interview, allowed participants to self-report their implementation of content and teaching strategies, as well as to voice suggestions for the project. Observations were conducted by an external evaluator and the project's master teachers. A rubric was completed by the master teachers and evaluator and rubric responses were compiled for reporting. Inter-rater reliability between the master teachers and evaluator was assessed during prior TAH projects and found to be very high among all three observers.

Observations were conducted during the second semester of the school year, allowing adequate time for participants to implement content and teaching strategies presented during the colloquium. Each observer was responsible for observing approximately one-third of the project participants classrooms. All participants were observed this past year.

The rubric asked observers to note if and how project components had been implemented in classrooms. Project innovations that were observed included the use of primary documents, *History's Habits of the Mind*, secondary resources provided by the project and those available from the CAAH, and the enriched content presented during colloquium by content specialists. Below is the summary of observations.

Primary Documents. Primary documents were visible and being used as teaching materials in *all* classrooms. Approximately one-half of participants employed primary resources as visual representations of the lecture's content. The other participants used primary resources as both lesson content and as a teaching strategy. As lesson content, primary resources such as film clips, posters, news articles, photographs, and music were used to teach particular historical events. As a teaching strategy, primary documents were used to conduct document-based analysis, to provide source material for classroom debate, and as required material for student research projects.

Content. The majority of participants (62%) incorporated content presented at the colloquium. Often, enriched content was included in a lesson to humanize historical characters. At times, teachers incorporated a content specialist's entire presentation. It was reported that only those participants who were reliant upon textbooks failed to incorporate enriched content and that these participants tended to be teachers with considerable coaching responsibilities.

History's Habits of the Mind. Throughout the project, *History's Habits of the Mind* has been the least implemented component; a situation which may be attributed to its rather abstract nature. Eight participants were observed incorporating *History's Habits of the Mind* into their classrooms this year, as compared to the twelve participants using the format in previous years. Observations revealed that combinations of these 13 *Habits* were integral to the lessons presented; that they were often used as a launching point for reflective discussion of the historical topic presented or as a means to increase the complexity of understanding of historical decisions. These four *Habits* were frequently observed in classrooms: (1) Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness, (2) Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions, (3) Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill, and (4) Understand the significance of the past to their own lives, both private and public, and to their society.

In the past, *History's Habits of the Mind* was posted in classrooms, noted during on-site observation, and counted as implementation. This year, the teachers observed using *History's Habits of the Mind* showed a deeper understanding of the purpose and an integration of the *Habits* as an instructional strategy than had been evident in the past.

Secondary Resources. Both primary and secondary resources included concrete materials provided to participants. (See pages and appendix for the annual resources provided to participants). Observations over the past three years indicated that the majority of participants relied on these materials in their classrooms and that project components were integrated throughout their lesson content and their teaching strategies. Reports from this year's observations noted that 25 of the 29 teachers had implemented one or more of these resources including debate simulations, videos, books, and hands-on activity kits. The most frequently utilized components to be implemented appeared to be those which were supplied to the participants and most accessible. However, participants also sought out, found, and shared secondary resources among themselves. For example, many participants incorporated the Williamsburg's teacher website and suggested activities although it was a website not presented by the B³ staff. Secondary resources available through the CAAH were accessed less often by participants. Even though CAAH records were not available for this year, past patron records suggest that few current and prior TAH participants relied on the CAAH for teaching materials.

Project components less frequently observed in classrooms were *History's Habits of the Mind* and enriched content. These components required participants to broaden the scope and

depth of a lesson and also necessitated more effort on the part of the participants in their planning and presentation of a lesson.

Teacher Practice Survey

The Teacher Practice Survey was used to collect teachers' perceptions of the project and their implementation of project components throughout the course of B³. The survey was administered four times during the course of the project; first as a pre-treatment survey during the initial orientation sessions, then to participants entering the program at later dates. A post-survey was administered at the conclusion of project year three. An abbreviated form was given at the end of project years one and two during the Summer Institute.

The purpose of the survey was to track changes to participants' knowledge and strategies for teaching American history. Each survey included a Levels of Use scale for participants to complete, space to describe successes and barriers to implementing project components, and space to provide feedback to project staff. This section of the report will summarize participants pre and post usage of project recommended teaching materials and resources, the Levels of Use scale for implementing project components, and project feedback.

Recommended Teaching Materials

In the B³ proposal, the grant writers described the teaching strategies to be targeted in the project: primary and secondary resources, and *History's Habits of the Mind*. While the project's emphasis was on these teaching strategies, other strategies and resources were also suggested. Suggested resources included the use of maps/globes/atlasses, web resources, artifacts, and colleagues.

On the pre and post Teacher Practice Survey, participants were asked how often they used the project's suggested resources: never, hardly ever, sometimes, and regularly. Textbooks were also included on this list of suggested resources to determine if project participants relied on textbooks to teach American history. Table 9 displays participants pre and post survey responses.

Table 9. Pre-Post use of project recommended teaching resources by percent of responses.								
Resource	Never		Hardly Ever		Sometimes		Regularly	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Textbooks Pre N = 26 Post N = 20	-	-	3.80%	20.00%	42.30%	40.00%	53.80%	40.00%
Maps/Globes/Atlases Pre N = 27 Post N = 20	-	-	14.8%	-	44.40%	35.00%	40.70%	65.00%
Web Resources Pre N = 27 Post N = 20	-	-	18.50%	5.00%	40.70%	40.00%	40.70%	55.00%
Artifacts Pre N = 27 Post N = 20	11.10%	-	22.20%	15.00%	48.10%	70.00%	18.50%	15.00%
Colleagues Pre N = 27 Post N = 20	3.70%	5.00%	40.70%	20.00%	40.70%	55.00%	14.80%	20.00%

Participants increased their usage of the project’s suggested teaching resources in all cases except textbooks. An increase in the use of maps/globes/atlas and artifacts was to be expected. Geographical materials were included in project-purchased teaching resources provided to participants and historical artifacts were available through the Center for the Advancement of American History.

Participants’ perceptions that peers and colleagues were teaching resources increased by 20 percent, from 55.5 percent to 75.0 percent. One of the project’s goals was to create a learning community of teachers, local historians, college professors of history. The increase in participants’ perceptions that colleagues were resources offers some evidence that a learning community was created through the B³ project.

Project teacher’s use of web resources also displayed a substantial pre-to-post increase. Initially, 80 percent of participants accessed the internet as a resource for teaching American history. Post results show a 15 percent increase to 95 percent of participants using the internet as a resource. As noted earlier, project participants shared resources they had found with one another. The internet offered a tool to find and share resources among participants.

Prior to the B³ project, 96 percent of participants indicated that textbooks were their primary classroom teaching resource. Their reliance on textbooks dropped to 80 percent after participating in the B³ project. This 16 percent drop indicates that project suggested and targeted teaching resources were implemented in participants’ classrooms.

Levels of Use

Each project year, project participants completed the *Participant Survey* that included the Levels of Use scale, adapted from the Concerns-Based Adaption Model. This instrument was used to determine teachers' perceptions of their professional growth and the degree to which they had implemented project components. The seven-point scale described key decision making junctures teachers experience when implementing an innovation. Participants rated their levels of implementation for six project components: *History's Habits of the Mind*, primary resources, CAAH, secondary resources, textbooks, and research. Table 10 presents a description of each of the possible levels.

Table 10. Level of Use Descriptors	
Level	Description
0	I have little or no knowledge about the resource/strategy and have no plans to use it.
1	I am gathering general information about the resource/ strategy through reading, discussions, observations, workshops, or one-on-one coaching.
2	I have established a time to begin using the resource/ strategy. I am preparing to use it.
3	I am using the resource/strategy. At this point, I am primarily dealing with logistical issues such as planning appropriate activities, figuring out how to fit it into the curriculum, etc.
4	I routinely use the resource/strategy, and I am satisfied with how it is being implemented.
5	I use the resource/strategy, and I am beginning to modify its implementation to enhance the impact on students.
6	I use the resource/strategy, and I am working with colleagues to combine my effort with theirs to achieve a collective impact on our students.

The Levels of Use scale was designed to reflect teacher decision making processes associated with an innovation. Rarely would respondents move from zero to six in a linear progression. In learning more about a topic, or as questions arise with implementation, respondents may rate themselves lower than they did previously. The goal of the project was for teachers to reach level 4. Once teachers reached level 4, they no longer tended to focus on the barriers to implementation; the innovation became a part of their routine.

B³ participants completed a Levels of Use scale in July 2008 at the initial summer institute and again at the 2009, 2010, and 2011 sessions. Only those teachers who attended the summer institute completed the instrument. Table 11 presents the number of teachers who completed the instrument at each of the administrations and the percentage of those that reached the fourth level of implementation.

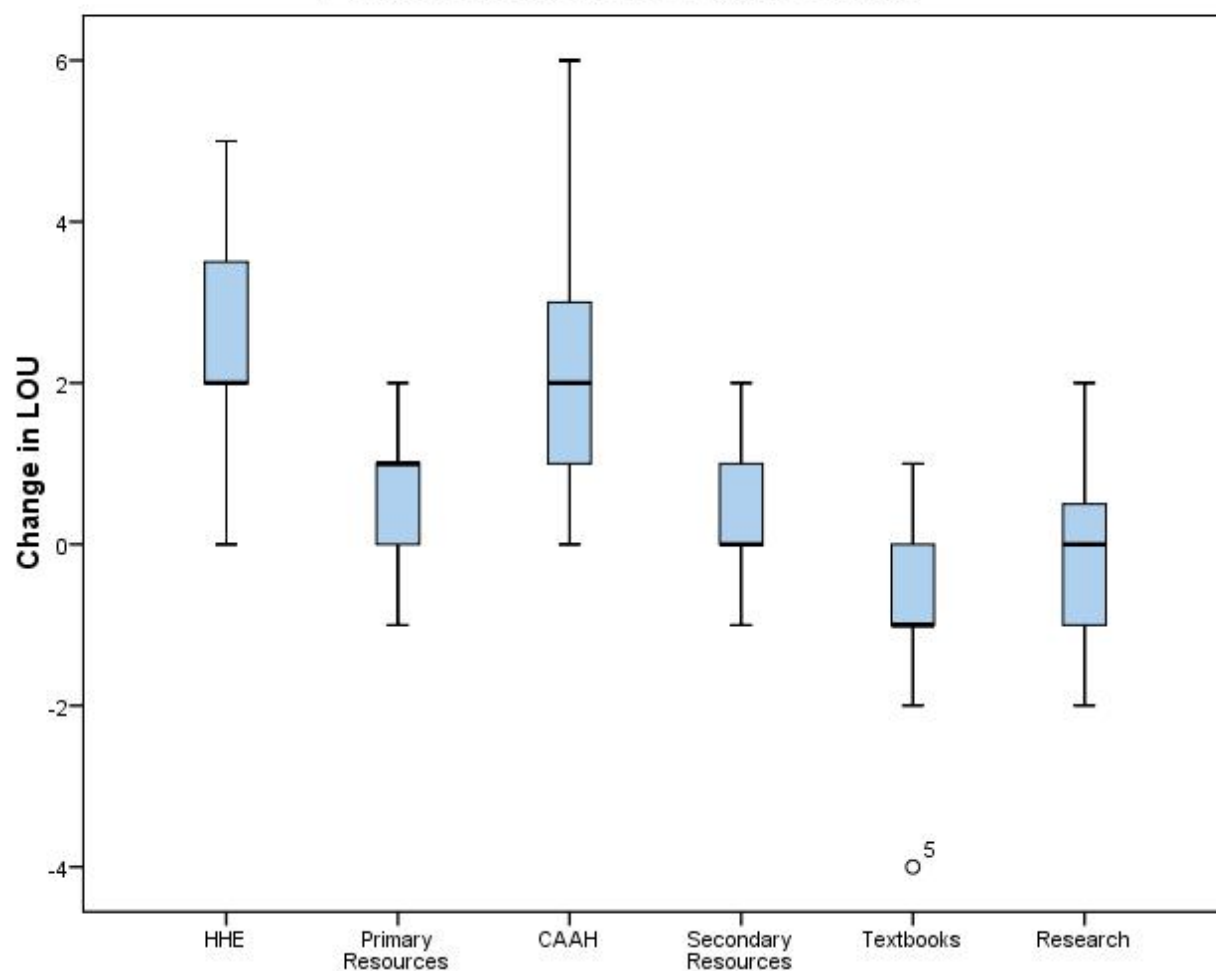
Table 11. Levels of Use- Number that reached implementation level by area.								
	2008		2009		2010		2011	
	N	L4	N	L4	N	L4	N	L4
<i>History's Habits of the Mind</i>	28	14%	23	30%	18	61%	19	58%
Primary Resources	28	75%	23	70%	18	89%	19	79%
Center for Advancement of American History	28	11%	23	35%	18	78%	19	53%
Secondary Resources	28	61%	23	61%	18	83%	19	90%
Textbooks	28	39%	23	48%	18	33%	19	58%
Research	28	54%	23	43%	18	50%	19	63%

The results presented in Table 11 suggests that the majority of teachers were comfortable with using primary resources in their classrooms prior to their participation in the program. More of the teachers implemented secondary resources over the course of the program. In 2011, 79 percent of the teachers reported using primary resources and 90 percent reported the use of secondary resources. Most of the participants were introduced to *the History's Habits of the Mind* program as a component of the TAH program. Over time, more of the participants indicated that they routinely used the method. In 2011, 58 percent of the teachers considered themselves skilled in using textbooks reported as resources for teaching history. The area with the least change was research. Approximately half of the teachers felt that they were skilled researchers.

Eleven of the participants completed the Levels of Use scale in at the beginning of the program (2008) and again in 2011. To determine implementation levels for these 11 participants who had the most exposure to the program, a variable was created that calculated the degree of change between the pre- and post assessments. For example, if participants rated their implementation of resources as a 2 on the pre-assessment and a 4 on the post, then they would have a change score of +2. Or, if they rated their implementation of resources as a 4 on the pre-assessment and a 2 on the post, then they would have a change scores of -2.

Figure 2 displays a boxplot of the distribution of change scores for each of the assessed topics. Boxplots display all the data in a single picture: each box and its “whiskers” display how the data is distributed. The boxes contain the middle 50 percent of the scores. The heavy line is the median score – half of the scores are below it and half are above it. If a heavy line is not in the middle of the box, the data are skewed. The lines that extend from the box display the range of scores. Outliers (unusually extreme scores) are depicted as circles outside these lines. As expected, the two areas with the greatest positive change were the two program components that were new to the project participants, *History's Habits of the Mind* and the Center for Advancement of American History. The first box in Figure 2 represents the distribution of change scores for *History's Habits of the Mind*. This distribution is skewed in a positive direction – all but one of the participants reported a positive change in this area.

Figure 2. Levels of Use Change Scores



The lowest ratings were recorded for Research and Textbooks. Eight of the eleven teachers reported no change or a negative change over the course of the project in using research in the classroom. It may be that teachers originally rated their use of research in the classroom as high but changed their minds as they learned more about using research as a teaching strategy. Perhaps the most promising result of this analysis was the difference in the teachers' use of textbooks. Prior to participation in the project, teachers ratings reflected their use and dependence on textbooks. Their ratings in 2011 suggested that they no longer relied on textbooks as the primary resource for instruction. Only one teacher reported a greater use of textbooks in classroom instruction.

Project Feedback

The Teacher Practice Survey asked participants to describe their expectations of this TAH project and whether their expectations were met. They were asked to respond to the following questions:

- What were your expectations for the *Teaching American History: Beyond Textbooks, Beyond Lectures, Beyond Expectations* project?
- Were your expectations met? Please describe.

Nineteen of the 20 respondents replied in the affirmative; their expectations were met, and most respondents wrote that their expectations were exceeded. One respondent indicated that she was disappointed that she was not given the opportunity to travel to historical sites as past project participants had done. She wrote that she also would have liked to receive training in different teaching strategies such as Inner Circle, Commercial, Writing, and Groups.

Participants were given the opportunity to reflect upon their experience with the B³ project through two other instruments: the participant survey and focus groups. The responses from these two approaches were similar and both tended to focus on the benefits of project-supplied teaching resources, of support received from master teachers and project colleagues, and of the new content knowledge learned – goals of the B³ project.

Responses identified three principal factors: classroom resources, enriched knowledge, and project and colleague support. Examples of comments included:

I have enjoyed the wealth of content knowledge and resources I have received. I believe it has made me a better teacher and hopefully I will continue to grow and use what I have learned.

I expected a continuation of PASS objectives incorporating additional resources and knowledge. The presentations were tremendous and I am able to incorporate their content into my daily teaching. The project has been very helpful.

My expectations were to become equipped with a more useful skill set in pedagogical and content knowledge, and to learn how to incorporate more primary resources and “out of the box” methods. These expectations have been met and exceeded. I am more versatile, more innovative, and more confident in my ability as a teacher.

I expected this to be another workshop in which we would meet a few times but basically learn a bunch of pedagogy with not much follow-up. I have been thrilled with the support and supplies I have received from this grant. It is so well run and so thought provoking. I have had access to materials and knowledge I never dreamed was possible. Knowing Kevin and Richard were there was so comforting when I had questions about

content or how to teach something. Loved the grant and am praying for funding for the next one.

I have been able to learn from other instructors what works and does not work for them, and because of the length of this grant, I have hopefully made contacts with people in my profession that understand the difficulties I face. I have received an almost overwhelming amount of information and methods that I have been working on for the past three years. I always thought I was a pretty good teacher, but now I believe that I am a better teacher because I was asked to be a part of this grant.

. . . through resources, materials, continuing education, and the validation of being associated with others who teach the same content. . .

Comments made during the focus group included:

The visits from the master teachers pushed me, I always tried harder to implement materials and content I had gotten from the project.

I started feeling competitive with my colleagues. If someone had tried something new, I wanted to try it too. I wanted to create new assignments and share them. It was fun.

V. Outcomes

Participant Outcomes

The Area Concentration Achievement Test (ACAT)

The ACAT was used to assess teachers' pre-post content knowledge in history. The ACAT offers standardized tests in 11 content areas and is commonly used by institutions of higher education as an external accountability measure to assess graduating students' content knowledge. The B³ project administered four of the ACAT history subtests in an effort to assess changes in teacher content knowledge. The four subtests administered covered the time periods of U.S. 1763-1820, U.S. 1820-1890, U.S. 1890-1940, and U.S. 1940 to present. The assessment was scored by the test vendor who produced reports that included raw scores and standard scores. The standard score scale had a mean of 500 and a standard deviation of 100.

Teachers completed the assessment prior to their participation and again during the 2010 and 2011 summer institute. Pre-post scores were available for 17 of the participants. All of these participants were involved with the TAH grant for three years. The following table presents the results for these long-term participants.

Table 12. ACAT History subtests.				
	N	Pre Mean	Post Mean	Statistically Significant
1763-1820	17	569.82	637.00	Yes-increase
1820-1890	17	551.24	612.88	Yes-increase
1890-1940	17	582.47	626.35	No change
1940-present	17	523.47	562.18	No change
Overall Standard Score	17	625.24	690.47	Yes-increase

The overall standard scores for the history subtest indicated a statistically significant increase in the teachers' knowledge of history content. Their overall scores increased from 625.24 to 690.47 over the course of the project. Statistically significant increases were also noted on two of the subtests; 1763-1820 and 1820-1890. A great deal of the project content emphasized this time period. Although there was not a significant gain noted on two of the subtests (1890-1940 and 1940-present), the subtest means were above the test mean of 500.

Figures 3 and 4 are boxplots that display the distribution of scores on the pretests and posttests. It is evident that the overall distribution of scores was higher on the posttests and that there was less variance in the posttest scores. The reduced variance may have been due to a ceiling effect, as most means were one or two standard deviations above average. The boxplots also demonstrate that there were a few teachers who did not show improvement; they scored below the test mean on both the pretests and posttests.

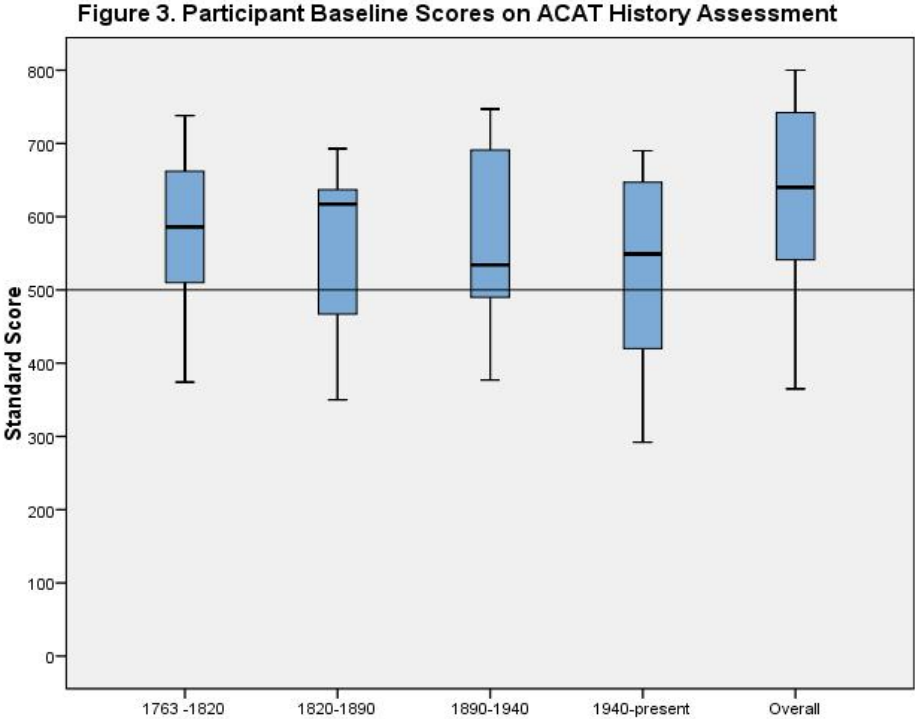
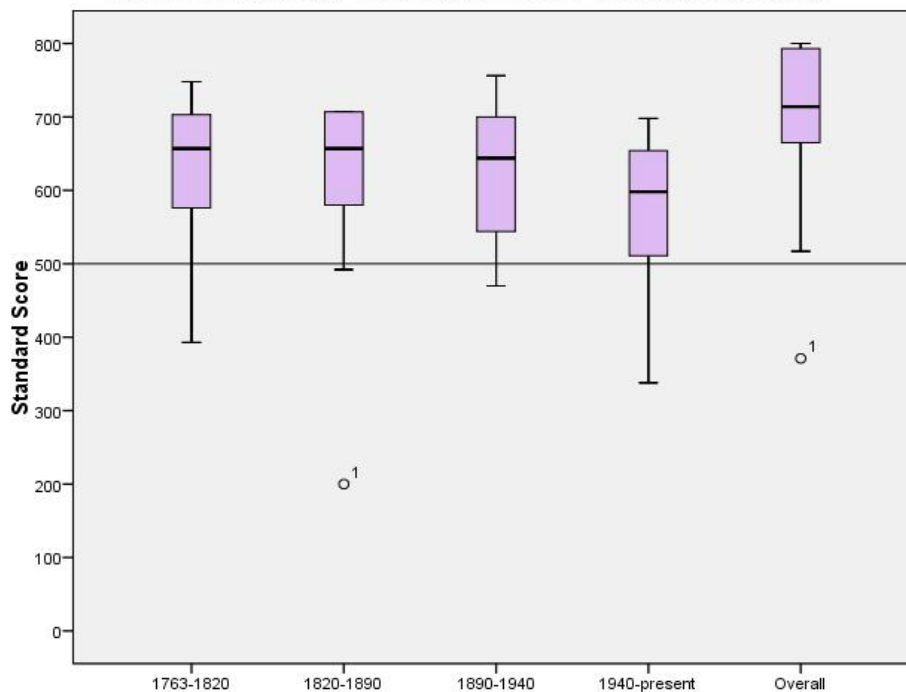


Figure 4. Participant Final Scores on ACAT History Assessment



The results of the ACAT analyses should be considered with caution in that they apply to only 40 percent of the total project participants – those who were involved with the program for the entire three years. The baseline scores for these 17 teachers suggested that their entry level knowledge of history concepts was relatively high prior to participating in the program; the posttest scores demonstrated a statistically significant increase over time, especially in the areas of greatest focus for the project.

Student Outcomes

Each of the participating school districts provided Oklahoma School Testing Program (OSTP) data for 8th grade and high school end-of-instruction tests. The U.S. History test is usually administered in the 11th grade, as students complete their junior-level courses in this subject. Scores on the state science assessments were also collected; the purpose of the science data was to determine whether changes in U.S. history scores might be attributed to whole-school improvement rather than to this project.

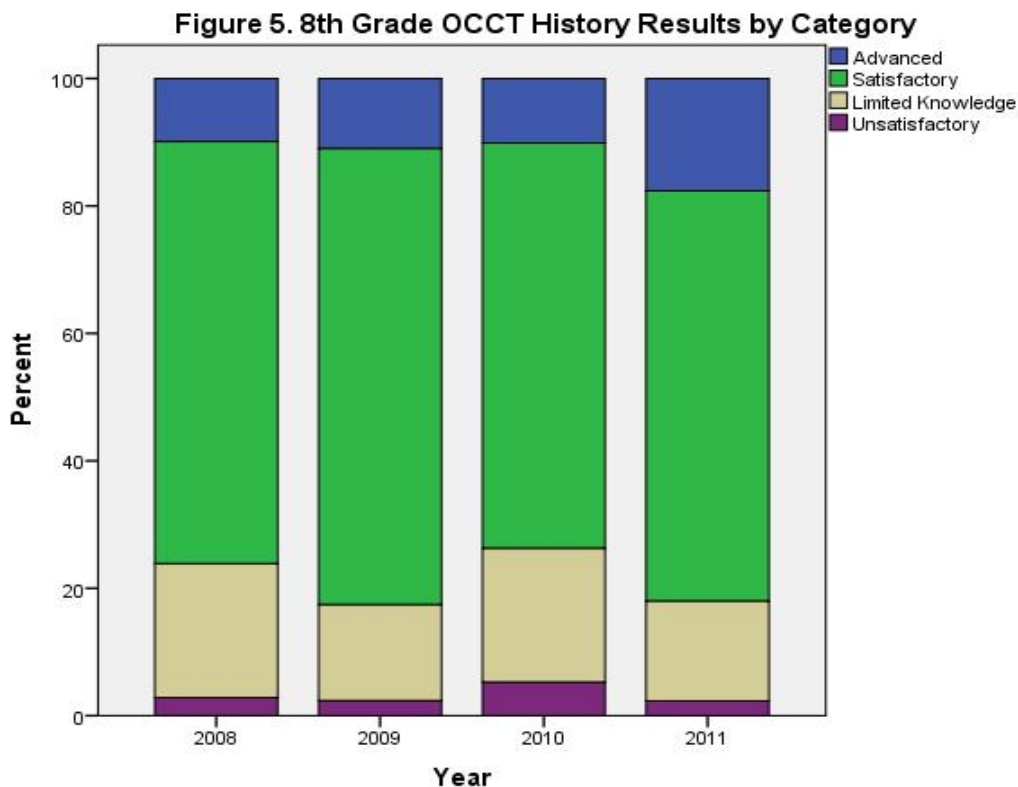
The 8th grade science test and the high school end-of-instruction exam in Biology I were determined to be the state assessments most comparable to the history assessments. Like the history tests, the science tests are not (yet) used to determine whether schools make adequate yearly progress under state and federal laws. Both are dependent on reading achievement,

content knowledge, and process skills; both require students to read and interpret content-based passages. The two assessments have similar depth of knowledge demands.

Middle School Outcomes

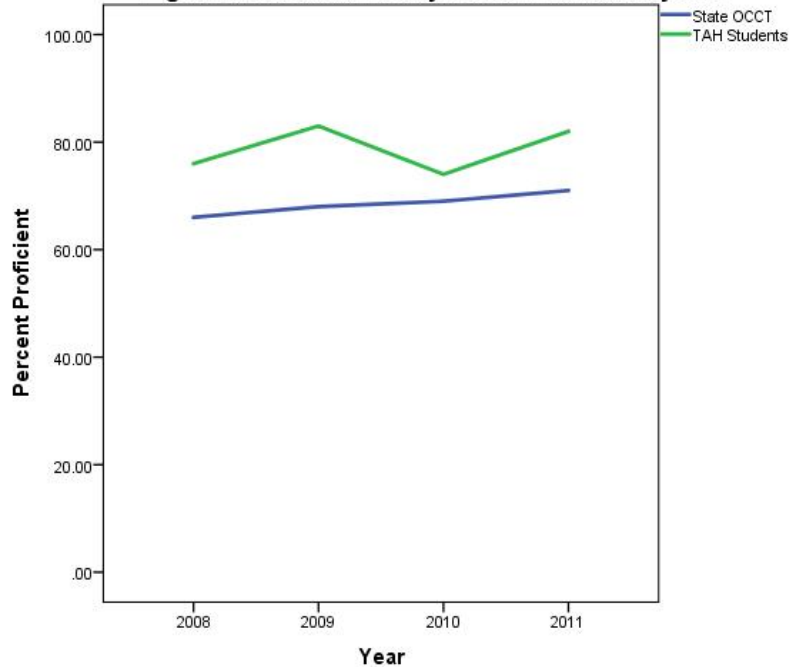
For the purpose of this analysis, data for only 11 of the districts was used. These districts all had middle school or junior high teachers that participated in the program for the full three years. The percent of students that fell into each of the OCCT four scoring categories is presented in Table 13 and Figure 5. The data presented here are for full academic year regular education students. Due to the small sample size (N = 11), tests of statistical analysis were not conducted.

Year	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
2008	56 (9.89%)	375 (66.25%)	119 (21.02%)	16 (2.83%)
2009	70 (10.98%)	456 (71.59%)	96 (15.07%)	15 (2.35%)
2010	62 (10.11%)	390 (63.62%)	129 (21.04%)	32 (5.22%)
2011	106 (17.64%)	387 (64.39%)	94 (15.64%)	14 (2.33%)



The data reflects U.S. history scores for 8th grade students in 2007-08 (566), 2008-09 (637), 2009-10 (613), and 2010-11 (601). Although no clear trend was noted over time, the data in Table 13 and Figure 5 showed a change after the project’s final year – a much greater proportion of students scored in the *Advanced* category. This contributed to an overall increase in the percentage of students who were Proficient (*Advanced* and *Satisfactory*) in the project’s last year. The percentage of proficient students for each program year is plotted in Figure 6, along with the state average percent proficient. This comparison suggests that the project schools had a higher percentage of students proficient at the beginning of the project and at the end. (The project results showed greater variance than the state results; this may be due to smaller sample size.) The original evaluation plan called for a comparison of the 8th grade history and science scores. Due to a change in the way these scores were reported by the Oklahoma Department of Education, the comparison was not possible.

Figure 6. 8th Grade History Percent Proficient by Year



High School Outcomes

The evaluation plan for the high school also called for a comparison of the state’s End-Of-Instruction U.S. History and Biology I assessments scores. Over the last four years, several changes have been made in the Oklahoma School Testing Program (OSTP). The most significant to the B³ program was in 2009 when the U.S. History and Biology I assessments were realigned and recalibrated. Results for most Oklahoma schools in Spring 2009 were lower due to this change. The changes were so large that the State Department of Education determined that 2009 scores could not be compared to scores from prior years. The testing company did not publish conversion tables that would permit score comparisons to prior years.

Since the changes in standard were made for both the U.S. History and Biology I assessments, the results are reported here. However, the reader is encouraged to remember that a new assessment baseline was set in 2009, so a change in scores for both tests was expected. Data for the high school end-of-instruction tests were available for eight of the districts who participated in the program for the full three years. The results are presented in Table 14 and Figure 7. The data presented here are for full academic year regular education students.

Table 14. High School EOI History test, number and percent of students in each scoring category, 2008-11.				
Year	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
2008	18 (5.29%)	222 (65.29%)	62 (18.24%)	38 (11.18%)
2009	159 (46.76%)	101 (29.71%)	71 (20.88%)	9 (2.65%)
2010	151 (43.02%)	102 (29.06%)	85 (24.22%)	13 (3.70%)
2011	137 (41.77%)	118 (35.98%)	67 (20.43%)	6 (1.83%)

The information presented in Table 14 and Figure 7 did not suggest a specific trend. A high percentage of the students were proficient and scored in the *Advanced* category. Overall, there did not appear to be a substantial change in the percentage of students who were successful in mastering Oklahoma’s U.S. History Standards. Figure 8 presents the percentage of proficient students for each program year in U.S. History and Biology I. The data in this figure suggests that the percent proficient for both exams was similar in 2009 (the year that the assessments were realigned) but that the Biology I results improved at a greater rate than those for the U.S. History assessment.

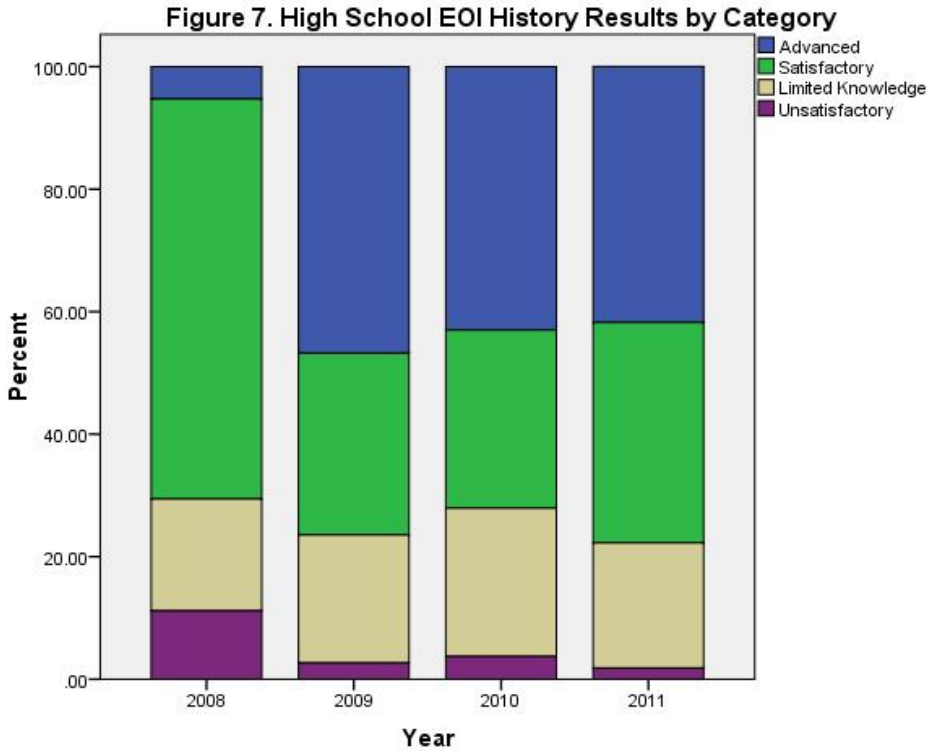


Figure 8. Percent Proficient on U.S. History and Biology I EOI by Year

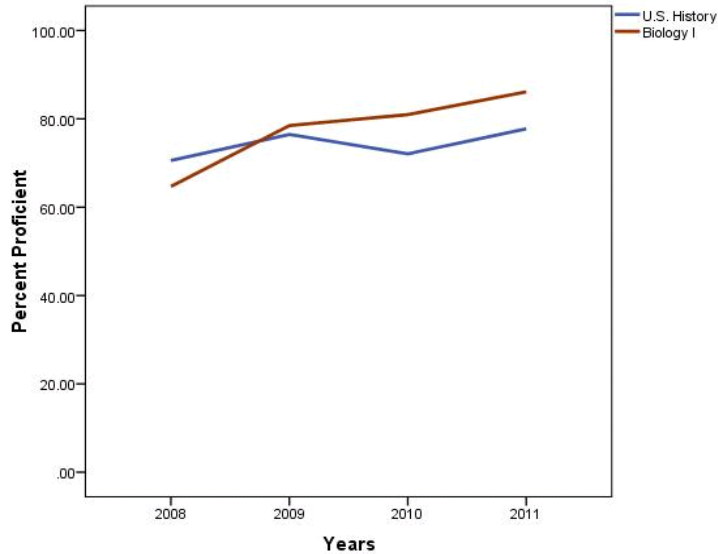
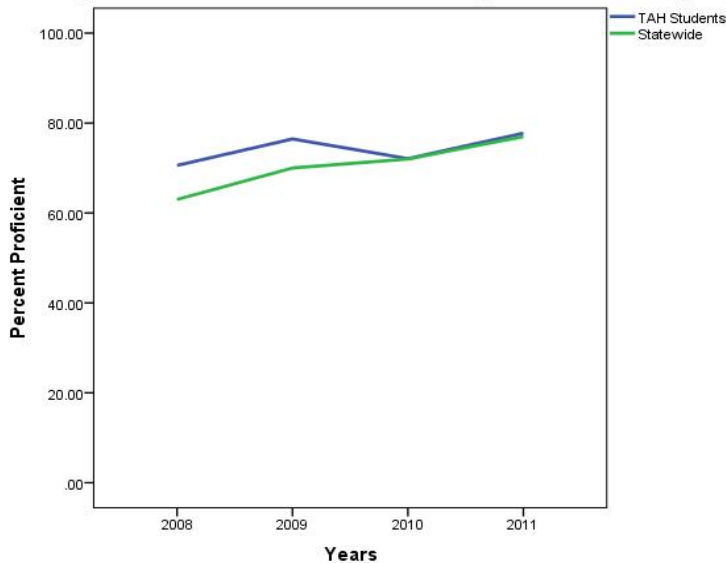


Figure 9 compared the history scores of the B³ students to the state average of proficient students in U.S. history. This figure suggests that a higher percentage of program students were proficient in 2008 and 2009 compared to the state average and that increases were noted by both groups over time. However, in 2010 and 2011, the results for the program students were much closer to that of students in Oklahoma as a whole. In 2011, the state average for percent proficient was 77 compared to 78 for the students in the program schools. These results suggests that, although improvement was noted, the impact on high school students in the participating schools was not to the degree initially expected. Again, it should be stressed that this examination included only eight of the 20 schools involved in the program, and these were small schools, so results should be interpreted with great caution.

Figure 9. Percent Proficient on U.S. History EOI Assessment by Year



VI. Conclusion

The B³ project was designed to address participating districts' students' poor achievement scores on the state's mandated history assessments. This was to be accomplished by increasing teachers' knowledge and pedagogical skills in traditional American history. Teachers would participate in a year-round, content-driven, professional development model which had been developed and successfully implemented in previous ECU TAH projects. Content was explicitly aligned to Oklahoma's Priority Academic Student Skills (PASS). Teaching strategies introduced were research based. These strategies were modeled by master teachers and content specialists using classroom resources which were made available to teachers through the grant as well as resources located in the Center for the Advancement of American History. Four goals were expected of this project:

- An increase in teachers' content mastery of traditional American history.
- Project participants' implementation of engaging teaching strategies.
- An increase in students' achievement scores on Oklahoma's U.S. History assessments.
- The development of a professional learning community.

A review of the implementation efforts and data indicated that the B³ project met each of these goals, although to a *less than anticipated* level.

Pre-test scores from ACAT indicated that teachers entered the project with a strong knowledge base of history. Post-test scores increased, but the scores were based on relatively few of the total project participants.

Changes in students' achievement scores on state-mandated U.S. History test paralleled changes in the state average. So, although an overall improvement was noted, the degree of change was less than what was expected with such an intensified focus.

The professional learning community was to have served as a network of practitioners who could collaborate on teaching strategies, discuss issues, and share resources. A secondary goal was that such a network could help sustain the B³ project once funding was exhausted. The three project approaches to facilitate the development of such a community – the Center for the Advancement of American History (CAAH), colloquia, and Blackboard – were not embraced by participants. After the newness of CAAH wore off teachers accessed the Center less often and utilized more readily accessed materials, especially those project-purchased resources. Blackboard turned out to be somewhat cumbersome and perceived as just *one more task* in teachers' already over booked day. However, they did form connections with other project participants through other existing email. Of the three proposed approaches, teachers attended the colloquia throughout the three years of the B³ project at a higher level than any other scheduled offering.

Perhaps the most notable impact of the project was in participants' implementation of *engaging teaching strategies*. Teachers entered the project heavily reliant upon textbooks and primary or more traditional resources. By the end of the project, they expanded their instructional strategies beyond these approaches. Participants incorporated project-purchased materials into their curriculum and implemented two suggested resources at notable levels: the use of the web to access timely or relevant information and the realization that colleagues were often a yet-to-be accessed resource. The combination of these last two tools means that project participants could use the internet to find and share resources with colleagues and that a professional learning community *could* ultimately result through the B³ project.

Appendix

**Resources Purchased for Teachers
by the B³ Project**

First Project Year (2008-09)	
High School	Middle School
Expansive America 1877-98	Adventures in Economics and US History: A Young Nation
Age of Imperialism 1898-1920	The Industrial Revolution in the Early Republic
The Philippine American War	US History Eyes on the Economy Volume I thru Civil War
Industrial Growth/Foreign Expansion	Slavery and the Making of America
US and the World 1865-1917 DVD	Slavery in America Primary Resource Kit
Age Reform/Industrialization	
America's WWI	
Lowell: The Factory Comes to America	
WWI Era Primary Source Kit	
Second Project Year (2009-10)	
High School	Middle School
America's World War II	Events Leading to Civil War–History Reader
America World War II: Home Front History Unfolding	Jackson and the Indians–Debating the Documents
America's World War II: Home Front Analyzing Visual Primary Resources	From Jackson to Lincoln–History Unfolding
America First: Isolationism and World War II–Debating the Documents	The Jackson Era–Document Based Activities
The Japanese American Internment–Debating the Documents	Westward Expansion–Analyzing Visual Primary Resources
From Hot to Cold War–U.S. History Reader	Sectionalism–Backward Planning
Depression and World War II–Decision Making in U.S. History	Civil War–Analyzing Visual Primary Documents

American Neutrality Debate: 1940 Simulation	Strategic Reading in U.S. History
Strategic Reading in U.S. History	
Third Project Year (2010-11)	
High School	Middle School
History Unfolding: The Cold Peace & The Korean War	History Unfolding: The Abolitionist Movement
Debating the Documents: Reagan & the Fall of Communism	Debating the Documents: The Missouri Compromise
Analyzing Visual Primary Resources: The Cold War	Analyzing Visual Primary Resources: Slavery
Analyzing Visual Primary Resources: The 1950s	Analyzing Visual Primary Resources: Sectionalism
Google Earth: The Cuban Missile Crises	Google Earth: US History-North vs South in Antebellum Era
Decision Making in US History: The Cold War and the 1950s	Decision Making in US History: Antebellum America
Decision Making in US History: Modern America	Decision Making in US History: Civil War and Reconstruction
10 Days That Unexpectedly Changed America	10 Days That Unexpectedly Changed America
Digital US History Maps (set of 5)	Digital US History Maps (set of 5)
JFK and The Cuban Missile Crisis Simulation	The Trial of John Brown Simulation

Teacher Practice Survey
Spring 2011

Name _____

School _____

How long have you taught in this school? _____

What grade level(s) are you currently teaching (Circle all that apply): 6 7 8 9 10 11 12

How many years have you been teaching at this grade level? _____

How many years have you taught American History? _____

What subjects do you teach besides American History?

College major:

College minor (if any): _____

If you do not have a major or minor in American History, how many hours of college credit did you earn in American History? _____

Please circle the manner that you earned a teaching certification?

Standard Alternative Emergency

1. How important do you feel the following are when planning and implementing your lessons?

	Not Important at all				Extremely Important
a. Experiment with different ways to teach a particular daily lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyze the sequence of daily lessons in an extended unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Follow the daily lesson sequence required by my department of in an adopted text book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develop my instructional sequence using multiple curriculum resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Anticipate whether or not students will like my daily lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Anticipate the different ways students will understand and think through my materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Select up to four strategies you believe to be important for student achievement and student engagement.

- Encourage high-achieving students to do additional advanced work
- Plan activities that help students understand how they can reflect on their thinking and learning processes
- Attempt to assess a student's problem solving processes
- Work one-on-one with students who are having difficulty
- Help students understand how to link prior knowledge and new information in ways that is meaningful to them
- Have students share ideas or solve problems with each other in small groups
- Adjust pacing of a lesson to respond to a student's level of understanding
- Adjust instructional strategies to respond to a student's level of understanding
- Engage students in discussing with the teacher to further understanding
- Ensure students have plenty of drill and practice in class or as home work
- Encourage students to organize, explain concepts, ideas, or interpretations
- Encourage students to consider alternative explanations, solutions, or interpretations.

3. Think about the resources you use to teach history. Mark how often you use the following resources for history instruction.

	Never	Hardly Ever	Sometimes	Regularly
Instructional Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Resources, other than textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps/globes/atlasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for Teaching American History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Never Hardly Ever Sometimes Regularly

History Habits of the Mind

4. For each of the following descriptions, check the box that best reflects your own teaching. Check the box closest to your particular beliefs about the statement.

A. Ms. Jones tracks the number of questions students answer correctly in class.

Ms. Smith tracks the different types of solutions and problem solving strategies of students.

B. Ms Smith notice a few students did not get the answer and she plans to review the right way of solving the problem.

Ms. Jones notices a few students showed unusual approaches, with both correct and incorrect answers, she plans to share them with class.

C. Ms. Jones enjoys collaborating with other teachers to design lessons and materials.

Ms. Smith prefers to create all of her lessons and materials herself.

D. Ms. Smith likes to team teach.

Ms. Jones likes to teach by herself.

5. To what extent do you agree or disagree with each of the following statements? (Mark one for each row.)

a. If I try really hard, I can get through to even the most difficult students.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
b. Factors beyond my control have a greater influence on my students' achievement than I do.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
c. I am good at helping all the students in my class make significant improvement.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
d. Some students are not going to make a lot of progress this year, no matter what I do.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
e. I am certain that I am making a difference in the lives of my students.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
f. I can deal with almost any learning problem.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
g. I am good at implementing innovative instructional practices.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
h. I am good at incorporating new resources into teaching and learning.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
i. I think it is important to make learning fun for students.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>

6. Think about how you teach students to think about history. Mark how often you use the following ideas, or History Habits of the Mind, in presenting history lessons.

History Habits of the Mind	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
1. Understand the significance of the past to their lives, both private and public, and to their society.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
2. Distinguish between the important and the inconsequential, to develop the “discriminating memory” needed for a discerning judgement in public and personal life.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
3. Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
4. Acquire at one and the same time a comprehension of diverse cultures and of shared humanity.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
5. Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
6. Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
7. Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
8. Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
9. Appreciate the often tentative nature of judgments’ about the past,	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>

and thereby avoid the temptation to seize upon particular “lessons” of history as cures for the present ills.				
10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
11. Appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
12. Understand the relationship between geography and history as a matrix of time and place, and as context for events.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>
13. Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.	Never <input type="checkbox"/>	Hardly Ever <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Regularly <input type="checkbox"/>

7. Please refer to the Levels of Use Descriptors to answer the following questions. Please choose the level that best describes your implementation of B3 teaching strategies.

Level of Use Descriptors	
Level	Description
0	I have little or no knowledge about the resource/strategy and have no plans to use it.
1	I am gathering general information about the resource/strategy through reading, discussions, observations, workshops, or one-on-one coaching.
2	I have established a time to begin using the resource/strategy. I am preparing to use it.
3	I am using the resource/strategy. At this point, I am primarily dealing with logistical issues such as planning appropriate activities, figuring out how to fit it into the curriculum, etc.
4	I routinely use the resource/strategy, and I am satisfied

	with how it is being implemented.
5	I use the resource/strategy, and I am beginning to modify its implementation to enhance the impact on students.
6	I use the resource/strategy, and I am working with colleagues to combine my effort with theirs to achieve a collective impact on our students.

Circle the number that best describes your implementation/use of the following resources or practices.

History Habits of the Mind: 0 1 2 3 4 5 6

Primary Resources: 0 1 2 3 4 5 6

Using the Center for Teaching American History: 0 1 2 3 4 5 6

Secondary Resources other than textbooks: 0 1 2 3 4 5 6

Standard Textbooks: 0 1 2 3 4 5 6

Researching history records to prepare lessons: 0 1 2 3 4 5 6

8. What were your expectations for the Teaching American History: Beyond Textbooks, Beyond Lectures, Beyond Expectations project? Were your expectations met? Please describe.

Teacher:	Subject:	Date:
PASS Standard:		
Substandard:		
Teacher Objective(s):		
Focus Question(s)/Motivation:		
History Habits of the Mind:		
Vocabulary:		
Materials and Technology:		
Primary Reading Sources:		
Secondary Reading Sources:		

Procedure/Activities:

Assessment Tools:

Evaluation:

After the Lesson- Notes and Reflections:

Teaching American History: Beyond Textbooks, Beyond Lectures, Beyond Expectations

Primary Resources	Primary Resource/s Used	Describe how resource/s was used	Describe Student Response (in general)
	<p>N/v/U Documents N/v/U Art N/v/U Photographs N/v/U Spoken audio Recordings N/v/U Visual Recordings N/v/U Cartoons N/v/U Music N/v/U Artifacts N/v/U Books N/v/U Speeches N/v/U Posters N/v/U Letters N/v/U Diaries</p> <p><input type="checkbox"/> none <input type="checkbox"/> other</p> <p>(check all that are appropriate)</p>	<p>(Describe in your own words how the primary resources were used in the lesson, i.e., catch students' attention in introducing a topic, students analyzed primary resource in class, primary resources were used to summarize the lesson.)</p>	<p>Approx percentage of time on task for most students:</p> <p>Response to questions/formal discussion: ___ no response ___ only few students continually respond ___ eager response from majority of class (if range of responses describe)</p> <p>Describe student engagement with material:</p>

History Habits of the Mind	History Habit/s Used (refer to the attached list)	Describe how HHM/s was used	Describe Student Response (in general)
	<p>List all HHM that apply to the lesson (see back of this page for a list of HHM)</p> <p><input type="checkbox"/> Visible but not used</p> <p><input type="checkbox"/> No HHM were evident in lesson</p>	<p>(describe in your own words how the HHM/s was used in the lesson, i.e., catch students' attention in introducing a topic, lead students to putting content in perspective, deeper understanding of content)</p>	<p>Approx percentage of time on task for most students:</p> <p>Response to questions/formal discussion: <input type="checkbox"/> no response <input type="checkbox"/> only few students continually respond <input type="checkbox"/> eager response from majority of class (if range of responses describe)</p> <p>Describe student engagement with material:</p>

Secondary/Instructional Resources and CAAH resources	Secondary/Instructional Resources Used in Class	Describe how resources were used	Describe Student Response (in general)
	<p>N/v/U Textbook (name)</p> <p>N/v/U Worksheets (Describe)</p> <p>N/v/U Maps (Describe wall/atlas)</p> <p>N/v/U Historical Novels</p> <p>N/v/U Websites/quests</p> <p>N/v/U Advanced Organizers</p> <p>N/v/U Rubrics</p> <p>N/v/U Timelines/diagrams</p> <p>N/v/U Historical posters</p> <p>N/v/U Other</p> <p>N/v/U None</p> <p>Also, please indicate if the resource was supplied by the project or was checked out from the CAAH.</p>	<p>(Describe in your own words how the secondary resources were used in the lesson, i.e., catch students' attention in introducing a topic, help students organize content to be recalled later, hands on activity.)</p>	<p>Approx percentage of time on task for most students:</p> <p>Response to questions/formal discussion:</p> <p><input type="checkbox"/> no response</p> <p><input type="checkbox"/> only few students continually respond</p> <p><input type="checkbox"/> eager response from majority of class (if range of responses describe)</p> <p>Describe student engagement with material:</p>

Enriched Content	Enriched content presented at Colloquia or Summer Institutes	Describe how content was used	Describe Student Response (in general)
	<p><input type="checkbox"/> Lesson model a lesson presented at a colloquium or summer institute (Describe lesson)</p> <p><input type="checkbox"/> Stories from content presentation are used to expand textbook (list which stories used)</p> <p><input type="checkbox"/> Perspective of the lesson is the same as content specialist's presentation (i.e., civil war from slave perspective) (Describe which perspective was used)</p>	<p>(Describe in your own words how the enriched content was used, i.e., as the whole lesson, to emphasize a point, to expand information from a textbook, etc.)</p>	<p>Approx percentage of time on task for most students:</p> <p>Response to questions/formal discussion: <input type="checkbox"/> no response <input type="checkbox"/> only few students continually respond <input type="checkbox"/> eager response from majority of class (if range of responses describe)</p> <p>Describe student engagement with material:</p>

History's Habits of the Mind

The perspectives and modes of thoughtful judgment derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own learning to:

1. Understand the significance of the past to their own lives, both private and public, and to their society.
2. Distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
3. Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
4. Acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
5. Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
6. Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
7. Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
8. Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" or history as cures for present ills.
10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
11. Appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
12. Understand the relationship between geography and history as a matrix of

time and place, and as context for events.

13. 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 on History in Schools. *Building a History Curriculum: Guidelines for Teaching History in Schools*. Westlake, OH: National Council for History Education, 1995. p. 9.
[National Council for History Education, Inc.](#)

Teaching American History
Participant Survey
Spring Semester 2011

Name _____
Grade Taught _____
School _____
Number of years teaching experience _____

Please take a moment and complete the following questions. Thank you for your time and effort.

1. Describe how the following program components were used in your classroom. If a component was not used in your classroom, or used as you would have liked, please describe what barriers prevented its implementation.

A) Primary Resources:

Barriers to implementation:

B) History Habits of the Mind:

Barriers to implementation:

C) Secondary Instructional Resources. Please name the secondary resources you may have used.

Barriers to implementation:

D) Content learned at colloquia:

Barriers to implementation:

2. The table below lists the components of the TAH professional development program. Please check how the component benefits your classroom.

TAH Professional Development Component	Greatly Beneficial	Pretty Beneficial	Beneficial	Somewhat Beneficial	Not at all Beneficial
Plan time built into colloquium					
Presentation of Primary Resources					
Providing Secondary Resources					
Development of the significance of historical topics through content specialist presentations					
Increase in personal knowledge of history					
Strategies presented to engage students in learning history					
Earning college credit					

3. Is there any other type of support for learning that the project could provide?

4. Please check the level of use that best describes your efforts implementing teaching strategies introduced by the B3 project.

Level	Descriptors
0	I have little or no knowledge about the strategies and have no plans to use these strategies.
1	I am gathering general information about the strategy through reading, discussions, observations, workshops, or one-on-one coaching.
2	I have established a time to begin implementing these strategies. I am preparing to use the strategy through pre-use training and by organizing resources and schedules.
3	I am using the strategy. At this point, I am primarily dealing with logistical issues such as planning appropriate activities, figuring out how to fit strategy into my curriculum, etc.
4	I routinely use this strategy, and I am satisfied with how the strategy is being implemented.
5	I use the strategy, and I am beginning to modify its implementation to enhance the strategy's impact on my students.
6	I use this strategy, and I am working with colleagues to combine my effort with theirs to achieve a collective impact on our students.

a) History Habits of the Mind	0	1	2	3	4	5	6
b) Primary Resources	0	1	2	3	4	5	6
c) Center for Teaching American History	0	1	2	3	4	5	6
d) Secondary Resources provided by the project	0	1	2	3	4	5	6
e) Textbooks	0	1	2	3	4	5	6
f) Researching old records to prepare lessons	0	1	2	3	4	5	6