

## Teaching American History 2010 Brief

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**Founding the American Nation** serves **one LEA**, the **Jefferson County Public Schools** and partners with the University of Louisville (UL) McConnell Center and Department of History. The three-year project brings together a cohort of 30 fifth- and eighth-grade history teachers to deepen historical content knowledge and enhance the instructional strategies used in the teachers' classrooms. Year two participants in the project include teachers from **five (5) "high needs" schools**. Historical era included in year two of the project aligns with N.A.E.P. U.S. **History category 2- The Revolution and the New Nation (1763 to 1815)**.

To meet the goals of the Founding the American Nation project, the objectives are:

- 1.) Provide teachers of American History with various forms of content-specific professional development activities each of the grant years,
- 2.) Increase teachers' understanding and knowledge of American History as measured by a validated test of American History,
- 3.) Improve pedagogical practices, including teachers' ability to teach with primary source documents and engage students in historical knowledge through the use of inquiry-based strategies.
- 4.) Improve U.S. history student achievement by students in a quasi-experimental group as compared to a matched comparison group of students.

Strategies used to meet the goals of the project include a six-day summer institute that incorporated a field study program, book clubs, scholar seminars, electronic community group board, participation in professional conferences, and acquisition of supplemental instructional materials for participating teachers' classrooms.

The professional development strand for the project included all participants in the cohort. The project served 30 teachers. The cohort represents 10% of eligible fifth- and eighth-grade teachers in the LEA- eighteen 5<sup>th</sup>-grade and twelve 8<sup>th</sup>-grade teachers. The program offered sixty-six hours of professional development. **Twenty-nine of the thirty (97%) participants completed at least 75%** of the professional development hours offered by the project.

The cohort of teachers for the *Founding the American Nation* project is thirty. Due to reassignment or choosing not to continue with the program, three teachers left the cohort. We recruited three new members into the cohort in year two. All three recruited teachers are eighth-grade teachers. This brings the cohort more in balance between the fifth and eighth grades.

The *Founding the American Nation* project met project and program objectives through the following activities.

**Objective One: Provide teachers of American History with various forms of**

## **content-specific professional development activities each of the grant years**

The *Founding the American Nation* project offered participating teachers sixty-six and one half hours of professional development activities, i.e., seminars, field studies, book studies, independent research, as well as opportunities to attend professional and state conferences and electronic messaging boards.

Professional development activities for year two began in September 2009 with a Founding the American Nation Institute follow-up session. Teachers attending this session participated in the first of three scholar seminars. Dr. Thomas Mackey led this first seminar on the *Roots of Representative Democracy*. (3 hours of professional development)

The second scholar seminar took place in November 2009. Dr. Daniel Krebs, scholar from year one, returned to discuss the French and Indian war with the participants. Following his talk, teachers discussed how to teach the importance of the French and Indian War to students through a pedagogical strategy using maps and images led by Marcia Lile, pedagogy specialist.

Participants earned professional development hours for reading the two book club selections. The first book club selection was *Revolutionary Mothers*, by Carol Berkin. Teachers read the book independently. At the discussion night, teachers worked in small groups to lead the book discussion for a specific chapter. This allowed all teachers the opportunity to contribute to the discussion. (November 2009, six hours professional development) The second selection was *1776*, by David McCullough. Participants gathered to discuss the selection and connect the reading to the fall scholar seminar. The teachers responded to questions developed by the project coordinator through a guided discussion. (6 hours of professional development)

In May 2010, participants of the project attended a scholar seminar presented by Dr. Glenn Crothers, project historian. The focus of this seminar was an overview of the American Revolution. The seminar laid the groundwork for the summer institute and field study. Teachers received three hours of professional development for attending the session. Additionally at this time, teachers received instructions for a web-study of the content and the historical sites incorporated into the summer institute and field study, and a reading assignment from *American Revolution* by Gordon Wood. Teachers received six hours of professional development for completion of this activity.

The 2010 Summer Institute began on June 7, 2010. Topics covered during the summer institute included *Consequences of the French and Indian War*, *The Colonist Rebel*, *General Washington*, *Declaring Independence* and *The Legacy of the War: Effects of the American Revolution on American Identity*. Pedagogy sessions, described in detail in Objective Three, followed each scholar session. The cohort of teachers traveled to Boston. Teachers participated in guided field explorations in Lexington and Concord, Massachusetts. In the city of Boston, teachers participated in a historic scavenger hunt of sites, buildings and events that tell the story of the American Revolution along the Freedom Trail. These activities included a guided tour of the Old State House and South Meeting House. Teachers also received a behind-the-scenes tour of the Old North Church, including a visit to the bell tower and also the crypts below the church. (39

hours of professional development)

**Objective Two: Increase teachers' understanding and knowledge of American History as measured by a validated test of American History,**

The participating teachers in the cohort took a pre-test at the third scholar seminar in May 2010. The planning team constructed an assessment consisting of thirty questions. Questions came from project scholar, Glenn Crothers, and the College Board Advanced Placement U.S. History Exam. Seventy percent of the items (21/30) came from a National Norm-Referenced Test. The participating teachers in the cohort were administered a post-test after participating in the summer institute.

For all of the teachers who completed at least 75% of the hours (n=29), the average pretest score was 55.6 points (out of a possible 100 points) and the average post-test score was 70.5 (out of a possible 100 points) indicating an average increase of 14.9 points. This demonstrates a 27% increase (14.9/55.6 points) from pre to post-test. A paired sample t test was used to determine if the change in content knowledge was statistically significant. The results indicate that the change from pre to post was statistically significant ( $t=9.247$ ,  $p=.000$ ). The target of a 10% increase was exceeded as the actual performance data reflects a 27% increase. This also reflects more growth on the pre-post test than during the previous year (2008-2009) when the pre-post increase was 23%.

**Objective Three: Improve pedagogical practices, including teachers' ability to teach with primary sources documents and engage students in historical knowledge using inquiry based strategies,**

The 2010 Summer Institute began on June 7, 2010. Pedagogy sessions followed each scholar session, outlined in Objective One, during the summer institute. Strategies used for the sessions varied greatly. All pedagogy sessions focused on analysis of primary source documents, maps, and diary entries, as well as skills to interpret and study history. Teachers received copies of these resources to assist in teaching the content related to the summer seminar.

Participants completed a survey in spring 2009 to determine the baseline status of these pedagogical practices. The results of change can be found in the last section of this report [Survey, classroom observation and interview results].

**Objective Four: Improve U.S. history student achievement by students in a quasi-experimental group as compared to a matched comparison group of students.**

The release of student assessment data from our state mandated assessments, Kentucky Core Content Test, is expected for September following the spring administration of the tests. Students assess in Social Studies in grade five and grade eight as a part of the testing protocol. The district administered the tests in May 2010. The evaluation plan for *Founding the American Nation* will compare the scores of district-administered test given to students of participating teachers in May 2010 with students of non-participating matched teachers. This comparison will be reported in December 2011.

**Challenges**

As in the previous year, recruitment was an issue for the grant. The project lost six teachers. Two teachers discontinued participation due to reassignment and 4 chose to discontinue participation in the project. To address this issue, the project director recruited teachers from schools within the LEA with state accountability scores lower than the state average on the history portion of the state assessment.

The number of eighth grade teachers versus fifth grade teachers also presented a problem for the project. In year one, nine (9) of the 30 teachers represented middle schools. In filling vacated spots in the project, the project director and coordinator recruited (3) eighth-grade teachers to complete the cohort.

# Teaching American History Project

## *Founding the American Nation*

### Survey, Classroom Observation and Interview Results

## Teacher Survey Results: Year 2 (2009-10) vs. Year 1 (2008-09)

### ***Introduction***

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Of the 29 participating teachers in the *Founding the American Nation* project who are considered “completers” for year 2 (2009-10), 28 completed the Teacher Survey in the spring of 2010 for a response rate of 96.5%). Baseline data for year 1 (2008-09) were collected in the spring of 2009. Change in rating of items from the 2008-09 to the 2009-10 school year are presented in Tables 1-4 below. Participant open ended responses are presented on Table 5. Overall, the results revealed an increased use of primary source documents for teaching, increased access to and comfort level teaching with primary source documents, as well as increased communication with other teachers about US History. Analyses from the survey, observation and interview data demonstrated triangulation of results.

***Instructional Strategies:*** Teachers were asked to rate their use of various instructional strategies on a scale of 1 (never) – 5 (often: three or more times per week). The average response for each instructional strategy for year 1 and year 2 is illustrated on Table 1. As shown, the largest increase was with the use of primary source documents, followed by an increase in the use of small groups and technology. There were also small increases in the use of direct instruction and classroom discussions. The use of independent work decreased slightly.

Table 1: *Participant Self- Reported Instructional Strategies*

	Average 2008-09	Average 2009-10	Change
Use of Primary documents for teaching	2.77	3.67	0.90
Small group/cooperative activities	3.91	4.25	0.34
Independent work/activities for students during class time	4.27	4.25	-0.02
Technology (e.g., computers, videos, DVDs)	4.27	4.54	0.27

Direct instruction (whole class lecture)	3.81	4.04	0.23
Classroom discussions	4.14	4.39	0.25

**Teacher Networks:** Teachers were asked to assess the amount and type of communication they engaged in with other US History teachers on a scale of 1 (never) – 5 (often: three or more times per week). The average response for year 1 and year 2 is illustrated on Table 2. As shown, there was an increase in the frequency of communication with other teachers about US History, the largest being in the form of email, followed by phone, and then face to face communication.

Table 2: Participant Self- Reported Teacher Networks

	Average 2008-09	Average 2009-10	Change
How often do you correspond via <b>email</b> with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History?	2.68	3.33	0.65
How often do you correspond via <b>phone</b> with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History?	2.50	2.71	0.21
How often do you <b>talk in person</b> with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History?	3.86	4.04	0.18

**Beliefs about Teaching:** Teachers were asked to rate their beliefs about multiple facets of teaching and learning on a scale of 1 (Strongly disagree) – 6 (strongly agree). The average response for year 1 and year 2 is illustrated on Table 3. The most significant amount of change was with respect to their use of primary source documents in teaching, which is likely to be directly related to participation in and resources provided by the TAH grant. The largest change (1.02) was an increased agreement that “*I have sufficient time to locate and prepare primary source materials for use in my classroom,*” followed by an increased agreement (0.65) “*I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history.*” The next largest gain was in their comfort level teaching with primary source materials (0.52).

Table 3: *Participant Self- Reported Beliefs about Teaching*

	Average 2008-09	Average 2009-10	Change
The amount a student can learn is primarily related to family background	2.86	2.25	-0.61
If students aren't disciplined at home, they aren't likely to accept my discipline	3.14	2.68	-0.46
When I really try, I can get through to the most difficult students	4.91	5.04	0.13
A teacher is very limited what he/she can achieve because student's home environment is a large influence on his/her achievement	2.95	2.64	-0.31
If parents would do more for their children, I could do more	4.18	3.82	-0.36
If student did not remember information, I would know how to increase his/her retention in the next lesson	4.41	4.61	0.20
I find using primary source materials helpful to my teaching	4.91	5.39	0.48
Students in my class are more engaged when using primary source materials.	4.36	4.75	0.39
I have sufficient time to locate and prepare primary source materials for use in my classroom	2.73	3.75	1.02
I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history	2.68	3.33	0.65
I think students find social studies/history unimportant compared to other subjects	3.41	3.33	-0.08
I feel comfortable teaching history with primary source materials	4.55	5.07	0.52
If I really try hard, I can get through to even the most difficult or unmotivated students.	4.82	4.86	0.04
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	2.23	2.50	0.27
My educational institution(s) prepared me well to teach U.S. History classes	4.07	4.14	0.07
I enjoy talking with others about U.S. History	5.36	5.54	0.18

Learning about U.S. History is a worthwhile and necessary subject for all students.	5.82	5.82	0.00
At times, I find U.S. History uninteresting.	2.23	2.14	-0.09
I read books on U.S. History for pleasure.	4.23	4.25	0.02
U.S. History is intellectually stimulating to me.	5.33	5.43	0.10

### **Additional Participant Responses**

Table 4: Participant responses to open ended survey questions

<b>What types of professional development activities do you find most valuable for supporting your instruction in U.S. History?</b>	
<b>Field study</b>	"The lectures provided by TAH were enlightening but the field study experience was the best."
	"Being in Jamestown and Williamsburg gave me the best experiences in which to support my instruction."
<b>Small collaborative group discussions/activities</b>	"...use of small groups to teach a large quantity of information in a small time"
	"Book studies, collaborating with others"
<b>Learning instructional strategies</b>	"Instructional Strategies to increase engagement"
	"Learning specific lessons and activities."
<b>Online resources</b>	"...use of shared websites"
	"...information on websites."
<b>Other Comments</b>	
<b>Praise of TAH</b>	"Love the TAH group! Has had a great impact on my teaching!"
	"I am really enjoying the program!!"
	"This grant has taught me so much and has provided me with fabulous resources. When we do TAH IV, can you set it up to where I can continue along with it?"
	"...I have many photos to share, plus the increased background knowledge. I feel much more confident teaching this time period."
<b>Suggestions</b>	"Please have outline of notes available during seminars."
	"More social studies PD classes are needed at the district level."

## Classroom Observation Results: Baseline Year 2 (2009-10)

### ***Introduction***

Classroom observations were conducted on participating TAH teachers. Observations occurred between October 2009 - April 2010. The observation window was selected in order to coordinate the period covered in the Summer Institute and the core content being covered in the classroom. A total of 24 TAH teachers were observed (80%). Observations were collected using the America in Transition Classroom Observation Measure (2007) by the project evaluator, from Jefferson County Public Schools Dept. of Accountability, Research, and Planning, JCPS The observation measure was developed to assess specific areas related to teaching U.S. History (e.g., use of primary sources) as well as general classroom contextual areas (e.g. partner work, classroom climate) and student engagement.

Each observation was approximately the length of one school period. The average length of an observation was 43 minutes.

***Instructional Orientation:*** [Table 1] During the observation period, considering the instructional method that occurred between 50-100% of the class time, the most frequent instructional orientation was direct instruction (whole class lecture) (45.8%), followed by small group work (41.7%).Independent/individual work was the least utilized instructional method (12.5%).

Instructional Orientation	Estimated Percent of time				
	1 0%	2 1-25%	3 26-50%	4 51-75%	5 76-100%
Direct Instruction (class lecture)	16.7%	25.0%	12.5%	12.5%	33.3%
Small group/Collaborative Learning	37.5%	12.5%	8.3%	29.2%	12.5%
Independent/Individual work	54.2%	20.8%	12.5%	8.3%	4.2%

**Pedagogy:** Approximately 63% of the teachers observed utilized primary source materials. Half of the teachers (50%) were observed promoting visual literacy either through photography or political cartoons, and slightly less than half (42%) most teachers used geographic tools (e.g., maps, charts, data) in their lesson. The use of argument or debate was observed the least (16.7%).

Pedagogy (related to summer institute)	% demonstrated
Use of Argument or Debate	16.7%
Use of Geographic Tools (e.g., maps, charts, data)	41.7%
Promotion of Visual Literacy (analyzing visual images)	50.0%
Reading Strategies (e.g., before, during, after)	37.5%
Connection of topic to Historical Places	37.5%
Use of Primary Sources (e.g., documents, photos, sound recordings, artifacts)	62.5%

**Instructional Components:** Teachers were observed for general instructional components. The chart below depicts the percentage of teachers who were rated on each of the instructional components. Overall, teachers showed a high level of enthusiasm for the topic, high use of praise and reinforcements, and classrooms had a positive atmosphere. Also teachers clearly connected to students' past knowledge/experience, and communicated to students the goal of the lesson. Teachers were not as high on providing opportunities for dialogue (either instructor/student or student/student).

Instructional Components	1	2	3	4	5
	Low		Moderate		High
Communicates to students what they are to learn as a result of the lesson, either written or verbally	0.0%	8.7%	8.7%	30.4%	52.2%
Connects to students' past knowledge or previous experiences	0.0%	0.0%	8.7%	39.1%	52.2%
Utilizes higher level questioning	8.7%	13.0%	39.1%	30.4%	8.7%
Provides opportunities for interactive instructor/student dialogue	16.7%	12.5%	33.3%	16.7%	20.8%
Provides opportunities for interactive student/student	29.2%	8.3%	16.7%	12.5%	33.3%

dialogue					
Uses praise and/or reinforcements	8.3%	16.7%	12.5%	33.3%	29.2%
Positive atmosphere among students	8.3%	4.2%	12.5%	29.2%	45.8%
Enthusiastic instruction conveyed by the instructor	4.2%	4.2%	25.0%	20.8%	45.8%

**Student engagement:** Generally, there was a high level of student engagement with 71% of classrooms showing very high levels of attentiveness to the teacher and 79% demonstrating high levels of student engagement with activities. However, students were more likely to answer questions than generate questions.

Student Engagement	None 0%	Few 1-25%	Some 26-50%	Most 51-99%	All 100%
Students are attentive to teacher	0.0%	4.2%	25.0%	25.0%	45.8%
Students ask instructor questions	8.3%	25.0%	25.0%	20.8%	20.8%
Students answer instructor questions	0.0%	4.2%	12.5%	54.2%	29.2%
Students are engaged in activities	0.0%	16.7%	4.2%	33.3%	45.8%

**Classroom Evidence:** The observer examined the classroom and outside hallways for evidence of key activities and visual strategies emphasized during the grant activities. The majority of classrooms had evidence of multiple hands-on projects and activities, displayed maps, and a little over half had a timeline posed in the classroom.

Evidence in classrooms	% observed
Timeline	54.2%
Projects	87.5%
Maps	75.0%

## Interview Results: Year 2 (2009-10)

### Introduction

A total of 19 teachers were interviewed during the 2009-2010 school year. The project coordinator interviewed teachers several months following the Summer Institute in order to collect reflective thoughts from the Summer Institute. Interviews were in a semi-structured open-response format. The tables below depict the emerging themes from the interviews, along with the percentage of participants who expressed each of the common themes.

Theme	Sample Comments
<b>Which content topics, information, ideas or understandings from the summer institute were the most helpful or valuable as you planned your American history instruction this school year?</b>	
<b>French &amp; Indian War</b>	<i>Talking about the Seven Years War [French &amp; Indian] was really helpful for me because I learned so much more about it and therefore was able to teach the students about this and its importance. The way it was presented made so much more sense. [Krebs presentation].</i>
<b>Colonial America</b>	<i>Understanding the beginnings of governments by the people (representative government). Connecting things like the Mayflower Compact and the early colonial governments to this.</i>
<b>Revolutionary Women</b>	<i>A combination of the Colonial Societies &amp; Gender (Jane Calvert) and reading Revolutionary Mothers helped me put more information about women into my curriculum.</i>
<b>Jamestown</b>	<i>Geographical study of the Jamestown/Chesapeake Bay was very helpful</i>
<b>Have you used any of the instructional strategies?</b>	
<b>ALL</b>	<i>Used all of the other strategies [demonstrated], primary sources, and analyzing art b and how this conveys what was going on at the time, and making the geographic connections with maps.</i>
<b>Primary Sources</b>	<i>A lot more primary sources this year; how important &amp; how interesting primary sources can be in the classroom.</i>
<b>Graphic Organizers</b>	<i>Graphic organizers were especially helpful for ESL students</i>
<b>Marketplace/Bartering</b>	<i>I Used the bartering [colonial economy] simulation in the</i>

<b>Activity</b>	<i>classroom and students really understand more about the differences in getting money or goods and service, and understand the economic concepts.</i>
<b>In what ways did your field study experience influence and/or enhance your historical perspective and instructional planning?</b>	
<b>Seeing Sites firsthand</b>	<i>"The field study was very beneficial – actually seeing firsthand what it is we teach helps me understand what I'm teaching, also something as simple as understanding the climate and geography, like that at Jamestown."</i>
<b>Learning with/about Colleagues</b>	<i>Being around colleagues &amp; experiencing the authentic sites and experiences to understand this history was really helpful.</i>
<b>Use of Photos for teaching</b>	<i>Students loved hearing about the trip and seeing the actual photos of the place.</i>
<b>Have you shared any aspects of the Teaching American History (TAH) program with other teachers in your school? In the district?</b>	
<b>Shared common experience</b>	<i>"I got to know other TAH teachers better because of the field experience, especially the bus ride to Williamsburg!"</i>
<b>Share ideas &amp; resources</b>	<i>Has shared some ideas with other teachers in her school &amp; shared some of her resources.</i>
<b>Teacher networks</b>	<i>More in touch with other teachers now because of the program; "I've told everybody about this grant and how wonderful it is."</i>
<b>Is there anything else you would like to share about your experience, so far, in the Teaching American History project?</b>	
<b>Generated Enthusiasm</b>	<i>This year as opposed to last year, [his] students got a lot more depth; almost too much information this year because he got so excited about the content</i>
<b>Professor Lectures</b>	<i>I Really enjoyed getting the content information from the history professors; Feel so much more prepared this year.</i>
<b>Appreciate Books</b>	<i>The books we have received are a great help in the class because they are different – they include primary sources and a special focus, and supplement the textbook.</i>

**Full distribution of survey responses for 2009-10**

Table 1: *Participant Self- Reported Instructional Strategies (n=28)*

	Never	Occasionally	Sometimes	Frequently	Often	Average 1-5
Use of Primary documents for teaching	0.0%	3.7%	33.3%	55.6%	7.4%	3.67
	Never	Occasionally	Sometimes	Frequently	Often	Average
Small group/cooperative activities	0.0%	0.0%	17.9%	39.3%	42.9%	4.25
	Never	Occasionally	Sometimes	Frequently	Often	Average
Independent work/activities for students during class time	0.0%	0.0%	14.3%	46.4%	39.3%	4.25
	Never	Occasionally	Sometimes	Frequently	Often	Average
Technology (e.g., computers, videos, DVDs)	0.0%	0.0%	7.1%	32.1%	60.7%	4.54
	Never	Occasionally	Sometimes	Frequently	Often	Average
Direct instruction ( whole class lecture)	0.0%	3.6%	17.9%	50.0%	28.6%	4.04
	Never	Occasionally	Sometimes	Frequently	Often	Average
Classroom discussions	0.0%	0.0%	10.7%	39.3%	50.0%	4.39

Table 2: *Participant Self- Reported Teacher Networks (n=28)*

	Never	Occasionally	Sometimes	Frequently	Often	Average 1-5
How often do you correspond via <b>email</b> with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History?	3.7%	22.2%	33.3%	17.9%	21.4%	3.33
	Never	Occasionally	Sometimes	Frequently	Often	Average
How often do you correspond via <b>phone</b> with other teachers (at your school or outside) about instructional strategies, resources,	21.4%	25.0%	25.0%	17.9%	10.7%	2.71

and course content for teaching U.S. History?							
	<b>Never</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Often</b>	<b>Average</b>	
How often do you <b>talk in person</b> with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History?	0.0%	7.1%	25.0%	25.0%	42.9%	4.04	

Table 3: *Participant Self- Reported Beliefs about Teaching (n=28)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average 1-6</b>
The amount a student can learn is primarily related to family background	32.1%	42.9%	3.6%	10.7%	10.7%	0.0%	2.25
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average</b>
If students aren't disciplined at home, they aren't likely to accept my discipline	14.3%	46.4%	14.3%	14.3%	3.6%	7.1%	2.68
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average</b>
When I really try, I can get through to the most difficult students	0.0%	0.0%	0.0%	21.4%	53.6%	25.0%	5.04
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average</b>
A teacher is very limited what he/she can achieve because student's home environment is a large influence on his/her achievement	10.7%	42.9%	21.4%	21.4%	3.6%	0.0%	2.64
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average</b>
If parents would do more for their children, I could do more	3.6%	25.0%	7.1%	28.6%	21.4%	14.3%	3.82
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Disagree a little</b>	<b>Agree a little</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Average</b>
If student did not remember information, I would know how to increase his/her retention in the next lesson	0.0%	3.6%	3.6%	21.4%	71.4%	0.0%	4.61

	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I find using primary source materials helpful to my teaching	0.0%	0.0%	3.6%	3.6%	42.9%	50.0%	5.39
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
Students in my class are more engaged when using primary source materials.	3.6%	3.6%	3.6%	14.3%	53.6%	21.4%	4.75
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I have sufficient time to locate and prepare primary source materials for use in my classroom	3.6%	21.4%	14.3%	28.6%	21.4%	10.7%	3.75
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history	7.1%	17.9%	14.3%	39.3%	14.3%	7.1%	3.33
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I think students find social studies/history unimportant compared to other subjects	7.1%	21.4%	28.6%	14.3%	21.4%	3.6%	3.33
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I feel comfortable teaching history with primary source materials	0.0%	0.0%	3.6%	14.3%	53.6%	28.6%	5.07
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
If I really try hard, I can get through to even the most difficult or unmotivated students.	0.0%	0.0%	7.1%	21.4%	17.9%	21.4%	4.86
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	17.9%	42.9%	14.3%	21.4%	3.6%	0.0%	2.50

	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
My educational institution(s) prepared me well to teach U.S. History classes	3.6%	10.7%	17.9%	25.0%	21.4%	21.4%	4.14
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I enjoy talking with others about U.S. History	0.0%	0.0%	0.0%	7.1%	32.1%	60.7%	5.54
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
Learning about U.S. History is a worthwhile and necessary subject for all students.	0.0%	0.0%	0.0%	0.0%	17.9%	82.1%	5.82
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
At times, I find U.S. History uninteresting.	35.7%	42.9%	0.0%	14.3%	7.1%	0.0%	2.14
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
I read books on U.S. History for pleasure.	0.0%	14.3%	21.4%	14.3%	25.0%	25.0%	4.25
	Strongly Disagree	Disagree	Disagree a little	Agree a little	Agree	Strongly Agree	Average
* U.S. History is intellectually stimulating to me.	0.0%	0.0%	0.0%	14.3%	28.6%	57.1%	5.43