

U.S. Department of Education

Washington, D.C. 20202-5335



TEACHING AMERICAN HISTORY ANNUAL PERFORMANCE REPORT

CFDA # 84.215X

PR/Award # U215X060051

Budget Period # 1

Report Type: AdHoc Performance

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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

Annual Performance Report **Final Performance Report**

General Information

1. PR/Award #: **U215X060051**
(Block 5 of the Grant Award Notification.)

2. NCES ID #: 2102990
(See Instructions.)

3. Project Title: America in Transition - Challenges and Achievements
(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.):* Jefferson County Public Schools

5. Grantee Address *(See Instructions.):* P.O. Box 34020

City: Louisville State: KY Zip:40232 Zip+4:4020

6. Project Director: First Name Last Name Title
 Laura Clifford

 Phone #: Fax #: Email Address:
 (502)485- (502)485- LAURA.CLIFFORD@JEFFERSON.KYSCHOOLS.US
 3054 6542

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 7/1/2006 To: 9/30/2007 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0.00	0.00
b. Current Reporting Period	152,417.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes
 No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes
 No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To:
 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify)
 Type of Rate (For Final Performance Reports Only): Provisional Final Other
 (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? Yes No
 N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? 10/31/2008
 (mm/dd/yyyy)
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Sheldon H Berman	Title: Superintendent
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary - U215X060051
 File : C:\Documents and Settings\lcliff01.JEFFERSON\My Documents\American History Grant II - America in Transition 06-09\Evaluation\2007-2008 E\ED524BExecSummary.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: U215X060051

America in Transition – Challenges and Achievements serves one LEA, the Jefferson County Public Schools (JCPS), and partners with the University of Louisville (UofL), and the Gilderman Lehrman Institute of American History (GLI) in collaboration with the Filson Historical Society, Frazier International History Museum, and the Conrad-Caldwell House Museum to develop teachers' knowledge and insights into historical content and processes that allows them to develop pedagogical practices that enhance students' knowledge of history and skills in thinking historically. The three-year project will deepen the content knowledge and related teaching skills of high school teachers of American History.

To meet the goals of **America in Transition – Challenges and Achievements** program, the objectives are to: 1) build a network of American history teachers committed to professional growth; 2) increase teachers' knowledge of traditional American history and improve pedagogical practices, including the teachers' ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry; and 3) improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment, the Kentucky Core Content Test (KCCT) and on the Advanced Placement United States History Exam.

Strategies for addressing the objectives of the project include the formation of an American History Alliance, summer institutes, visiting scholar seminars, book study seminars, participation in professional history conferences, and provision of corresponding educational materials.

Objective 1: Build a network of American history teachers committed to professional growth.

In August of 2006 all Jefferson County's teachers of high school American history (approximately 75) were notified of the grant award and the American History Teachers Alliance was formed through electronic communication. All teachers in the Alliance receive information about grant program activities as well as ongoing information related to American history content, instruction, and instructional materials. Thirty-seven different American History teachers attended at least one of the Alliance events. Twenty-three teachers participated in 50% or more of the project activities.

Also, an initial survey, measuring each teacher's perception of his/her own knowledge of American history, use of primary sources, and attitudes toward teaching American history was designed by the project evaluator, reviewed by other project personnel and delivered electronically to all members of the American History Alliance. The survey was completed by fifty-five (73%) of the American history teachers.

Objective 2: Increase teachers' knowledge of traditional American history and improve pedagogical practices, including the teachers' ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry.

The first seminar for the American History Alliance took place on November 1, 2006 at the UL McConnell Center. Participants were provided with an overview of the America in Transition project. As a special bonus, participants were provided with a presentation by Candice Millard, author of *The River of Doubt, Theodore Roosevelt's Darkest Journey* and received a copy of this book. Because she had been scheduled to speak at the UL McConnell Center for university students she did the additional presentation at no cost to the grant. Teachers were able to dialogue with her about her extensive research for the book and to discuss the historical significance of Teddy Roosevelt's character, leadership style, and life.

Information on the summer institute was distributed to all Alliance members in January, and all Alliance members were encouraged to apply.

In February of 2007 a book study group met to discuss *The River of Doubt*, and to select a second reading. Also in February three Alliance members and two members of the grant staff were able to participate in a Saturday seminar at the University of Louisville on the *Life and Legacy of Henry Clay* and to hear presentations by Dr. Robert Remini (U.S. House of Representatives' Historian), Dr. Stephen Aron (UCLA) and other noted historians.

Twenty-three teachers were selected to participate in the June summer institute. Pre-institute readings were distributed to these teachers, and twenty-two attended a pre-institute professional development session focused on *The Politics of Reconstruction* in April of 2007. The evaluator ensured that all teachers participating in the summer institute had completed the initial teacher survey so that baseline data could be compared in a post-institute survey, and so that data could be compared between those participating in the institute and those not.

The first summer institute took place June 4, 2007 through June 9, 2007. Twenty-three teachers, one resource teacher, and JCPS and UL staff members participated in all six days. The theme for the institute was *The New Industrial and Urban Order, 1877-1900* and lecture topics included the *Rise of Big Business, the Labor Movement, the New Immigrants, City Life and Urban Values, and Politics in a Gilded Age*. In addition to the pre-institute reading materials that had been provided for participants an additional collection of historical materials pertaining to this era were purchased for, and provided to teachers at the institute. During the three days of seminars professors of American history from the UL and Eastern Kentucky University (EKU) provided daily lectures on content topics. In conjunction with the lectures, education specialists (JCPS/UL) demonstrated sample instructional strategies (pedagogy) that the teachers could use to present the content to students.

The field study portion of the summer institute took place in New York City and was coordinated by the Gilder Lehrman Institute for American History (GLI). The program included a lecture by Dr. Kristen Swinth at the New York Historical Society on the beginnings of the progressive movement, a demonstration of the use of GLI primary source documents, and time for exploration of the Historical Society's exhibits and collections. In the late afternoon during a historical walking tour of Central Park teachers explored the origins and historical significance of the park, the various components of its design and use, and its importance to the residents of NYC. A morning trip took participants to Ellis Island where they spent four hours examining exhibits at this historical site and learning more about the immigrant experience. (Four hours was not enough time, and we encourage others planning a visit to allot more time.) In the afternoon two history doctoral students, arranged by GLI, took participants on a walking and historical tour of the Union Square and Gramercy Park sections of NYC. On the third morning the group visited the Lower East Side Tenement Museum and participated in the "Getting By" program in order to better understand the life of immigrants at the turn of the century. In addition, a walking tour of the Lower East Side highlighted the types of buildings and tenements found in this area, the neighborhood's historical significance, and the demographic and economic changes that had taken place in this section of Manhattan.

A pre-institute/post-institute content knowledge test, directly linked to the content of the summer institute, was designed for the institute by the University of Louisville history scholars, and reviewed by JCPS project personnel. All twenty-three institute teachers took both tests. A paired sample t-test concluded that there was a significant increase in content knowledge.

- 100% of the participants showed an increase in content knowledge
- The average increase in content knowledge on the institute pre/post test was 36%
- A paired sample t-test showed a significant increase from the pre-test to the post-test, $t(22)=-14.93, p<.001$.

In addition, a retrospective (post-institute) survey was distributed to teachers on the last afternoon of the institute in order to measure their perceptions of how much they had learned during the institute and to compare their pre-institute and post-institute responses. All of increases were statistically significant.

- 91% reported an increase in their American history knowledge. (The two who did not report an increase had rated themselves at the highest level in the initial survey.)
- 87% reported an increase in their ability to teach with primary source documents
- 91% reported an increase in their ability to find primary source documents
- 83% reported an increase in their ability to help students analyze primary source documents

The post-institute survey also asked participants what types of additional support was needed, and for recommendations. The evaluator and program personnel reviewed and discussed all data from the post-institute tests and the post-institute survey.

The summer institute teachers met again on September 13, 2007 at the Conrad Caldwell Historic House Museum to reflect on their learning experiences during the summer institute and to discuss instructional plans for the school year. In addition, they toured Conrad Caldwell, and discussed how this home and its neighborhood reflected the lifestyles and values of the wealthy in Louisville during the Victorian period. Teachers also received a collection of supplementary reading materials to support instruction related to the topics of the summer institute.

During the 2007-2008 school year both the project evaluator and JCPS project personnel will visit the classroom of each teacher who participated in the 2007 summer institute to observe lessons and discuss the institute's impact on instruction. The evaluator developed a Classroom Observation Summary tool that will be used for observations.

Project activities during the 2007-2008 school year will continue to focus on American history content related to the late 1800s and early 1900s. Information about project activities will be disseminated in electronic and print form to all American History Alliance members. The book study group meets on October 11, 2007 to discuss the summer reading of Les Standiford's *Meet You in Hell: Andrew Carnegie, Henry Clay Frick and the Bitter Partnership That Transformed America* and to select two additional readings for the school year. Visiting scholar seminars will focus on the *American West*, and *Progressives and Progressivism*, and project teachers will be invited to presentations on historical topics given by UL McConnell Center sponsored speakers, including a weekend seminar on the American presidency in February. Selected teachers will also have an opportunity to participate in state and national conferences that focus on American history content and instruction.

In June of 2008 the theme of summer institute is *Progressivism at High Tide, 1900-1920* and the field study will be conducted in Chicago. In addition, Gilder Lehrman Institute personnel will provide a three-day program in July on the *Civil War and Reconstruction* for teachers of eighth grade and high school American history.

Objective 3: Improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment, the Kentucky Core Content Test (KCCT) and on the Advanced Placement United States History Exam.

In Section A, Project Objective 3 performance measures have been included that show student achievement on the American history portion of the state-mandated assessment and the Advanced Placement U.S. History exam. However, this is to serve as baseline information for the next year, because a major portion of the 2006-2007 project activities, including the summer institute, took place after the student exams were given.

Challenge: We now have a cadre of twenty-three teachers who are participating in most project activities and are enthusiastic about using what they have learned in their classrooms. However, attendance at both after-school and summer programs are problematic for many high school teachers because they often coach sports, or sponsor other after-school activities. Our challenge is to increase the number of participants and to find times and dates that conflict with as few activities as possible.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **U215X060051**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . Project Objective Check if this is a status update for the previous budget period.
Build a network of American history teachers committed to professional growth.

1a. Performance Measure	Measure Type	Quantitative Data					
All JCPS high school teachers of American history will be encouraged to join an American History Teacher Alliance and to participate in project activities.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		75	/		75	/	
1b. Performance Measure	Measure Type	Quantitative Data					
A total of 30 Alliance members will be chosen each year to form a cohort that participates in the Summer Institute.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		30	/		23	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. All 75 JCPS high school teachers of American history were contacted to participate in American History Teacher Alliance activities. All teachers received e-mails related to Alliance activities and other information related to American History. In 2006-2007, there were five Alliance professional development activities. The American History Alliance Kickoff was held in November 2006 and was attended by 19 American History teachers. The book club seminar held in February

was attended by 10 American History teachers. The Henry Clay conference was held at the University of Louisville McConnell Center in February and attended by 3 American History teachers. The Pre-Summer Institute Seminar held in April was attended by 22 teachers, and a total of 23 teachers attended the in-depth Summer Institute program. In total, 37 different American History teachers attended at least one of the Alliance events.

1b. All Alliance members who applied for the Summer Institute were accepted to participate in the Summer Program. An additional applicant was not accepted to participate in the program because she was not an American History teacher. To examine the demographic and attitudinal characteristics of teachers who participated in the program and those who did not participate in the program, a questionnaire was distributed to all American History teachers. A total of 55 of the 75 teachers returned the survey for a response rate of 73%. Table 1 in Section C depicts the characteristics of the teachers who participated in the program and those who did not. For categorical variables (education, race, gender), Chi-Square analyses were conducted to test for group differences. For continuous variables, t-tests were conducted to test for differences between Summer Institute teachers and Non-Summer Institute teachers. Summer Institute teachers were slightly less experienced and had less education than non-Institute teachers, however these were not statistically significant differences. Teachers also did not statistically differ in their self-efficacy scores, their appreciation of U.S. History, or ratings of student engagement. Teachers rated their utilization of different classroom practices including collaborative grouping, direct instruction, use of primary source documents, independent work for students, and technology integration. Their ratings of classroom practice yielded only one significant difference. Summer Institute teachers reported having more independent activities for students than non-Summer Institute teachers, $t(53) = -3.55, p < .001$. In terms of their networking with other U.S. History teachers, Summer Institute teachers reported more correspondences via e-mail (about once or twice per month) than non-Summer Institute teachers (once every couple of months), $t(53) = 2.04, p < .05$.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **U215X060051**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.
 Increase teachers' knowledge of traditional American history and improve pedagogical practices, including the teachers' ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry

2a. Performance Measure	Measure Type	Quantitative Data					
At least 75% of participating teachers will demonstrate an increased understanding of American history through the use of nationally validated tests of American history that can be directly linked to their participation in the Teaching American History program.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			18 / 23	78		23 / 23	100
2b. Performance Measure	Measure Type	Quantitative Data					
At least 75% of teachers who participated in the Summer Institute will report increased knowledge in American history.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			18 / 23	78		21 / 23	91
2c. Performance Measure	Measure	Quantitative Data					

	Type						
At least 75% of teachers who participated in the Summer Institute will report an increase in their ability to teach with primary source documents.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			18 / 23	78		20 / 23	87
2d. Performance Measure	Measure Type	Quantitative Data					
At least 75% teachers who participated in the Summer Institute will demonstrate their ability to teach with primary source documents.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			18 / 23	78		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. A pre- and post- knowledge test was developed by the University of Louisville history scholars. The knowledge tests were directly linked to the content of the Summer Institute. The knowledge test covered the New Industrial and Urban Order from 1877-1900 including the rise of big business, the labor movement, immigration, and politics during the Gilded Age. The average pre-test score (percent correct) was 32% and the average post-test score was 69%. The average Summer Institute participant increased their percent correct by 36%. All participant increased their post-test score from their pre-test score, and a paired sample t-test showed a significant increase from the pre-test to the post-test, $t(22) = -14.93$, $p < .001$. An item-analysis of the pre- and post- knowledge test is included in Section C.

2b and 2c.

Participants were asked to rate their knowledge of American history before the Institute and after the Institute using a retrospective survey. The scale ranged from 1 = no knowledge to 5 highly knowledgeable. Figure 1 in Section C depicts participant ratings of the impact of the Summer Institute. The gains in each of the areas were statistically significant. For knowledge gain, 21 out of the 23 participants reported an increase in their knowledge of U.S. History, $t(22) = -6.65$, $p < .001$. The remaining 2 participants rated themselves high in U.S. History knowledge both before and after the Institute.

When asked to rate their ability to teach with primary source documents, 20 out of the 23 (87%) participants reported an increase in ability. A significant percent also reported an increase in their ability to find primary source documents (91%),

analyze primary source documents (83%), and use primary source documents (74%). All increases were statistically significant $t(22) = -7.89, p < .001$, $t(22) = -6.42, p < .001$, $t(22) = -5.60, p < .001$, $t(22) = -7.14, p < .001$ (see table below).

Additional items collected included participant ratings of other aspects of the Summer Institute including networking with teachers, connections with state achievement tests, and overall satisfaction with the Institute. These data are presented in Section C.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **U215X060051**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.

To improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment and on the Advanced Placement U.S. History exam

3a. Performance Measure	Measure Type	Quantitative Data					
Students in experimental and quasi-experimental studies of educational effectiveness of Teaching American History projects will demonstrate higher achievement on statewide U.S. history assessments than students in a comparison group.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100
3b. Performance Measure	Measure Type	Quantitative Data					
Students in experimental and quasi-experimental studies of educational effectiveness of Teaching American History projects will demonstrate higher achievement on AP History assessments than students in a comparison group.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3a and 3b. The 2006-2007 school year served as the baseline year for student achievement. The majority of the project activities, including the Summer Institute took place after the student achievement tests and AP History tests were given. These performance objectives compare the students of teachers who participated in the Summer Institute with students from a matched group of teachers who did not participate in the Summer Institute. The goal of the baseline data was to demonstrate that the two groups of teachers were not significantly different in teacher characteristics or in student performance on the state-mandated history achievement test given in April of 2007. The data in Table 2 in Section C shows the teachers in the Summer Institute group do not differ significantly from the teachers in the comparison group in experience, efficacy, use of primary source documents, history appreciation, or in student achievement levels in 2006-2007 (prior to the Summer Institute).



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **U215X060051**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Section B - U215X060051

File : C:\Documents and Settings\lcliffo1.JEFFERSON\My Documents\American History Grant II - America in Transition 06-09\Evaluation\2007-2008 E\budget524BSectionBC.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : Section C - U215X060051

File : C:\Documents and Settings\lcliffo1.JEFFERSON\Desktop\Section C - U215X060051.doc



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:
U215X060051

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

Budget Information – U215X060051A

Budget Categories	Three Year Appropriation	Allocated for Project Year 1	Actual Spent Project Year 1	Carryover from Project Year 1
Personnel	114,232	37,035	18,391.28	18,643.72
Fringe Benefits	18,438	5,981	2,756.31	3,224.69
Travel	43,575	14,525	1,660.59	12,864.41
Equipment	0		0	0
Supplies	95,008	29,950	16,831.24	13,118.76
Contractual	309,447	119,714	86,467.84	33,246.16
Construction	0		0	0
Other	7440	2,480	480	2,000.00
Total Direct Costs	586,275	209,685	126,587.26	83,097.74
Indirect Costs	51,458	15,055	9,308.53	5,746.47
Training Stipends	119,596	33,450	16,521.37	16,928.63
Total Costs	757,329	258,190	152,417.16	105,772.84

Explanation of Budget

The unexpended project funds for Project Year 1 are due to:

- (1) Personnel – The project director, Laura Clifford retired from the district in the fall of 2006, and returned to the district after ninety days of separation of service to work exclusively on the district’s Teaching American History projects. With the approval of the Education Program Contact, Christine Miller, Dr. Clifford returned to serve as project director and assumed the responsibilities of the project coordinator. Because of the separation of service she worked fewer days than anticipated. However, Dr. Clifford will be able to serve the full amount of projected days in the next two project years.
- (2) Travel – Expenses for the fall state history conference, Project Directors’ Meeting in October, and other national history conferences did not clear prior to the closing of this budget period.
- (3) Contractual – (a) After the project was funded we found that our primary partner, the University of Louisville McConnell Center was able to provide services, including the services of some university personnel for less than anticipated, and in some cases for free.

They also provided some of the workshop materials for free. UL was also able to bargain for lower priced plane fares and hotel fees than was anticipated for the field study.

(b) An additional bill of \$9,425.00 for the project evaluator was received on September 27, 2007, but not processed until October 3, 2007, thus missing the cutoff for this reporting period.

(4) Training Stipends – In the first year of the project fewer teachers than anticipated participated in both the summer institute and the book study sessions. Also, in some instances teachers chose to take professional development service credit instead of stipends. In the next years we plan to recruit more participants.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890 - 0004
Expiration: 10-31-2007

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U215X060051

SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

Partners – All Project partners will remain the same.

Current Primary Partners: Jefferson County Public Schools (LEA)
University of Louisville
Gilder Lehrman Institute of American History

Collaborating Partners: Filson Historical Society
Frazier International History Museum (formerly the Frazier
Historical Arms Museum)
Conrad-Caldwell House Museum

Changes

The project director, Laura Clifford retired from the district in the fall of 2006, and returned to the district after ninety days of separation of service to work exclusively on the district’s Teaching American History projects. With the approval of the Education Program Contact, Christine Miller, Dr. Clifford returned to serve as project director and assumed the responsibilities of the project coordinator, a part-time position outlined in the grant proposal.

Additional Data

Table 1. Demographic Profile of American History Teachers (N = 55)

Characteristics	Summer Institute Teachers (n = 23)	Non-Summer Institute Teachers (n = 32)
Education Level		
Bachelor’s degree	0	3% (n = 1)
One year beyond a Bachelor’s degree	61% (n = 14)	34% (n = 11)
Master’s degree	35% (n = 8)	53% (n = 17)
Doctoral degree	4% (n = 1)	9% (n = 3)
Race		
Caucasian	91% (n = 21)	94% (n = 30)

African-American	4% (n = 1)	3% (n = 1)
Other	4% (n = 1)	3% (n = 1)
Gender		
Male	52% (n = 12)	66% (n = 21)
Female	48% (n = 11)	34% (n = 11)
Years of Experience Teaching U.S. History		
	2.96 years (<i>SD</i> = 1.22)	3.53 years (<i>SD</i> = 1.61)

Figure 1. Pre- and post- Summer Institute ratings

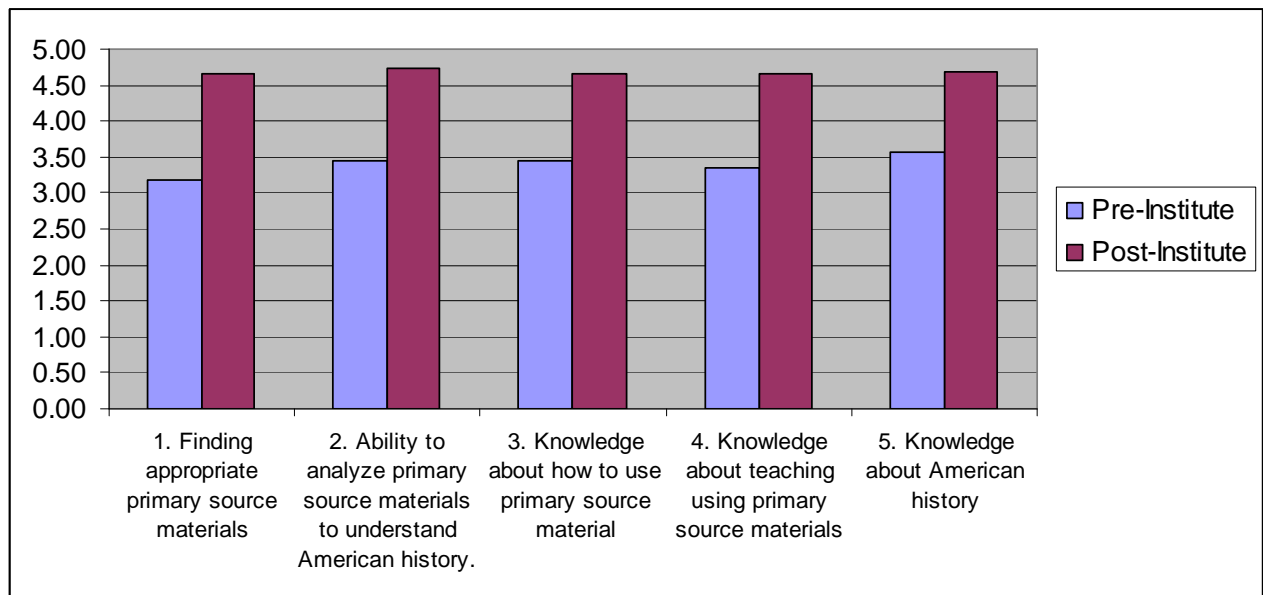


Table 2. Comparison of Summer Institute Teachers and Matched Teachers Prior to Summer Institute

	Summer Institute Teachers	Matched Comparison Teachers	t-test <i>p</i> value
Years of Experience	9.67 (5.19)	9.11 (4.79)	0.74
Efficacy	22.74 (5.72)	20.10 (5.00)	0.22
Use of Primary Source Documents	21.96 (3.87)	21.10 (4.65)	0.59

History Appreciation	26.13 (2.18)	26.40 (3.10)	0.78
Student Achievement- % Novice in U.S. History	19.76% (0.23)	18.38% (0.16)	0.66
Student Achievement- % Proficient/Distinguished in U.S. History	41.37% (0.29)	32.50% (0.28)	0.36
Percent of AP Students who scored a 3 or higher on AP U.S. History test	19.19% (17.15)	20.09% (13.80)	0.94

Item Analysis of Knowledge Test

	Pre-Institute (% correct)	Post-Institute (% correct)	Growth
**Question1	41.30%	82.61%	41.30%
**Question2	13.04%	95.65%	82.61%
Question3	34.78%	60.87%	26.09%
Question4	6.52%	28.26%	21.74%
Question5	65.22%	89.13%	23.91%
Question6	80.43%	76.09%	-4.34%
Question7	91.30%	95.65%	4.35%
Question8	54.35%	65.22%	10.87%
Question9	26.09%	52.17%	26.09%
Question10	45.65%	50.00%	4.35%
**Question11	17.39%	50.00%	32.61%
**Question12	4.35%	91.30%	86.96%
Question13	0.00%	13.04%	13.04%
**Question14	0.00%	78.26%	78.26%
**Question15	6.52%	76.09%	69.57%
**Question16	0.00%	86.96%	86.96%
Question17	47.83%	65.22%	17.39%
**Question18	30.43%	91.30%	60.87%
**Question19	43.48%	73.91%	30.43%
**Question20	6.52%	82.61%	76.09%

**Indicates statistically significant increase using a paired-sample t-test with Bonferroni correction

Most difficult questions prior to the Institute:

- Question 4. Name the two primary methods used to organize the work floor in the late nineteenth century.
- Question 12. Immigrants to the U.S. who moved to the states, worked for a number of years, and then returned to their place of origins are known by what term?
- Questions 13. Reaction against the immigrant flood took political shape in the form of this interest group; name it.
- Question 14. By the late nineteenth century, the city in the United States had changed from the classic walking city to a new kind of city wherein the people, classes, and races began to separate themselves into new areas and neighborhoods. What is the label applied to the “modern” city of the late nineteenth century?
- Question 15. “Traction” became a major concern and issue in the cities of the United States in the late nineteenth century. Name two (2) new developments or solutions for the traction problem in the era.
- Question 16. In 1898, the National Biscuit Company launched the first million dollar advertising campaign aimed at both middle class consumers generally and middle class woman in particular. What was their famous label and saying for their product?

Most difficult questions after the Institute:

- Question 4. Name the two primary methods used to organize the work floor in the late nineteenth century.
- Question 9. What was the official name of the Wobblies?
- Question 10. Name two (2) of the obstacles that held back or limited the effectiveness of the early labor movement.
- Question 11. While large-scale immigration to the United States occurred in late nineteenth century not all those immigrants came from eastern and southern Europe or from Asia. Name two (2) other groups of immigrants to arrive in significant numbers and their place of origins in the era.
- Questions 13. Reaction against the immigrant flood took political shape in the form of this interest group; name it.

Other Feedback from Teachers Regarding Summer Institute 2007

Statement	% who Agreed or Strongly Agreed
I learned how to share my knowledge with colleagues.	91
I networked with other history/social studies teachers.	100
I networked with history and education scholars.	100
I think I have the information available from this workshop to help improve my students’ CATS/KCCT scores.	96
I learned how to increase my students’ curiosity about social studies/history.	96

I learned how to improve my students' content knowledge about social studies/history.	96
I am satisfied with the content knowledge support I received in the TAH institute.	100
I found the TAH institute to be relevant to my professional development needs.	100
I had the opportunity to participate in something that makes me feel good about myself as a person.	100
I am satisfied with the overall quality of the TAH institute.	100
<i>Instructors</i> at the institute were overall effective	100

Classroom Observation Summary		1 = Not Observed		2 = Observed (Estimate percent of time)			
Instructional Orientation							
1	Direct Instruction (whole class lecture)			1-25%	26-50%	51-75%	76-100%
2	Small group/Cooperative/Collaborative Learning			1-25%	26-50%	51-75%	76-100%
3	Independent/Individual work			1-25%	26-50%	51-75%	76-100%
Pedagogy (related to summer institute)							
4.	Use of Argument or Debate						
5.	Use of Geographic Tools (e.g., maps, charts, data)						
6.	Promotion of Visual Literacy (analyzing visual images)						
7.	Reading Strategies (e.g., before, during, after)						
8.	Connection of topic to Historical Places (e.g., Ellis Island, Chicago Haymarket Square)						
9.	Use of Primary Sources (e.g., documents, photos, sound recordings, artifacts)						
10.	(other)						
Utilization of Primary Source(s) (complete if observed for #9, skip to next section if not observed)		1= Limited Use		3= Key Part of the Lesson		5= Extensive Use	
11.	Analysis of primary source(s)						
12.	Historical context						
13.	Key Issues						
Instructional Components		1= Low	2	3= Moderate	4	5= High	N/A
14.	Communicates to students what they are to learn as a result of the lesson, either written or verbally						
15.	Connects to students' past knowledge or previous experiences						

16.	Utilizes higher level questioning						
17.	Provides opportunities for interactive instructor/student dialogue						
18.	Provides opportunities for interactive student/student dialogue						
19.	Uses praise and/or reinforcements						
20.	Positive atmosphere among students						
21.	Enthusiastic instruction conveyed by the instructor						
	Student Engagement	None 0%	Few 1-25%	Some 26-50%	Most 51-99%	All 100%	N/A
22.	Students are attentive to teacher						
23.	Students ask instructor questions						
24.	Students answer instructor questions						
25.	Students are engaged in activities						

Adapted from the High School Classroom Observation Measure (HSCOM)

America in Transition: Classroom Observation Codebook

Instructional Orientation:

This section refers to the physical orientation in which instruction/learning is taking place.

- 1. Direct Instruction: refers to teacher-directed whole group instruction
- 2. Small group/Cooperative/Collaborative learning: refers to planned and intentional activities designed to have 2 or more students working together on an activity
- 3. Independent/Individual work: refers to student working on individual activities; they may or may not be able to talk to other students. The activity is designed for students to work on an individual basis.

Pedagogy:

4. Use of Argument or Debate: utilizes discourse with students as a way to present different sides of an issue or of a historical event
5. Use of Geographic Tools (e.g., maps, charts, data): geographic aids are utilized to help students interpret and enhance their knowledge of a historical event/issue by connecting the time and the place
6. Promotion of Visual Literacy (analyzing visual images): discussing a visual image (such as a poster or photo) beyond its literal interpretation
7. Reading Strategies (e.g., before, during, after): the use of strategies to prepare, enhance, and synthesize reading passages
8. Connection of topic to Historical Places (e.g., Ellis Island, Chicago Haymarket Square): places the event or issue in the context of a historical location (may or may not involve the use of a geographic tool)
9. Use of Primary Sources (e.g., documents, photos, sound recordings, artifacts): refers to use of a material that was produced during or close to the time being studied
10. Other: such as the use of parallel timelines, chronology, vocabulary development beyond rote memorization, cause and effect, multiple causation discussion)

Utilization of Primary Sources:

11. Analysis of primary source(s):

- 1 = Reiterates one or two facts from primary source but does not offer analysis or interpretation.
- 3 = Offers an analysis of the primary source (e.g., purpose, audience, perspective)
- 5 = Offers in-depth analysis and interpretation of the primary source(s). (e.g., distinguishes between fact and opinion; explores reliability of the source; the influence of bias, compares and contrasts author's point with views of others)

12. Historical context:

- 1 = Minimal connection of primary source to historical context.
- 3 = Places primary source in historical context and connects to previous historical knowledge.
- 5 = Relates primary source extensively to specific historical context in which it was produced and connects to previous historical knowledge.

13. Key Issues:

- 1 = Identifies one issue or concept included in the primary source.
- 3 = Discusses two or more key issues or main points in the primary source.
- 5 = Analyzes two or more of the key issues and main points included in the primary source(s).

Instructional Components:

This section refers to specific components of instruction driven by the teacher and the classroom environment. Items relate to the instructional framework, classroom culture, efficiency, and interactions. Items are each rated on a 5 point scale where 1= Low, 3= Moderate, and 5 = High (2 and 4 represent the midpoints, respectively). Observers should take into consideration both quality and quantity when rating each item.

- 14. Communicates to students what they are to learn as a result of the lesson, either written or verbally: refers to how well the teacher communicates the purpose of the lesson. This item signifies not only the statement of the purpose/objectives but the clarity with which the teacher communicates this message.
- 15. Connects to students' past knowledge or previous experiences: refers to the extent to which the instructor connects and embeds the learning experience with students' past knowledge or previous experiences. This could entail either connections with past lessons or connections with students' background.
- 16. Utilizes higher order questioning: refers to the extent to which the instructor uses higher order questioning when talking to students. Higher order questions refer to questions that extends student thinking and that require more than a yes/no or short answer response.
- 17. Provides opportunities for interactive instructor/student dialogue: refers to the extent to which teachers provide time for interactive dialogue. Observers should look for not only opportunities for students to ask questions, but instances in which instructors open the dialogue with students.
- 18. Provides opportunities for interactive student/student dialogue: refers to the extent to which teachers provide time for students to have interactive dialogue. This can be either informally or formally.
- 19. Uses praise and/or reinforcements: refers to the extent to which teachers use positive reinforcements or praise when interacting with students.
- 20. Positive atmosphere among students: refers to how positive of an atmosphere exists between students including verbal and non-verbal behaviors.
- 21. Enthusiastic instruction conveyed by the instructor: refers to the extent to which the instructor is demonstrating passion, enthusiasm, and genuine interest in the lesson. Observers should look for the tone and affect of the teacher to assess this item.

Student Engagement:

This section refers explicitly to student involvement and attention in the classroom. Involvement is operationalized by the number of students who ask and answer questions, students who are attentive to the teacher, and students who are engaged in any activities provided by the teacher.

- 22. Students are attentive: refers to the proportion of students that are attentive to the teacher. Observers should look at verbal and non-verbal cues (eye contact, body language) to assess attentiveness.
- 23. Students ask questions: refers to the proportion of students that ask the instructor questions. Questions must be related to content or instruction.
- 24. Students answer questions: refers to the proportion of students that answer questions either posed by the instructor or posed by a student. Questions must be related to content or instruction.
- 25. Students are engaged in activities: refers to the proportion of students that are on-task during activities. If no activities are present during the observation, score N/A.