

U.S. Department of Education

Washington, D.C. 20202-5335



ANNUAL PERFORMANCE REPORT 1
CFDA # 84.215X
PR/Award # U215X080020
Budget Period # 1
Report Type: AdHoc Performance

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

PR/Award #: **U215X080020**

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.
Provide teachers of American History with various forms of content specific professional development activities each of the grant years.

| | | | | | | | |
|---|---------------------|--------------------------|--------------|----------|--------------------------------|--------------|----------|
| 1a. . Performance Measure | Measure Type | Quantitative Data | | | | | |
| At least six professional development activities will be offered to target teachers (n=30) each year of the grant beginning in Fall 2008. | PROJ | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | 6 | / | | 7 | / | |
| 1b. . Performance Measure | Measure Type | Quantitative Data | | | | | |
| 50% of participating teachers will complete at least 75% of the professional development hours each grant year. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 15 / 30 | 50 | | 28 / 30 | 93 |
| 1c. . Performance Measure | Measure Type | Quantitative Data | | | | | |
| At least 75% of target teachers will participate in a 6-day summer institute each | PROJ | Target | | | Actual Performance Data | | |
| | | Raw | Ratio | % | Raw | Ratio | % |

| | | | | | | |
|---|---------------|---------|----|---------------|---------|----|
| year of the grant beginning in Summer 2009. | Number | | | Number | | |
| | | 23 / 30 | 77 | | 29 / 30 | 97 |

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

1.a. The project director maintained a log of each professional development (PD) activity that took place and corresponding hours. These are described in the executive summary. As shown in the performance measure data, the actual number of PD activities (n=7) exceeded the target (n=6).

1.b. The project director maintained a log of participant attendance at each PD and corresponding hours they attended within each PD. Descriptive statistics were used to determine the percent of hours completed by each participant; and percent of participants who completed at least 75% of the hours offered. The target of 50% of participants (15/30) was exceeded as the actual number was 28/30(93%).

1.c. The project director maintained a log of participant attendance at the summer institute. Descriptive statistics were used to determine the percent of participants attending the institute. The target of 75%(23 participants) was exceeded as the actual number of participants attending was 29 (97%).



**U.S. Department of Education
Grant Performance Report (ED 524B)
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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

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

Increase teachers' understanding and knowledge of American History as measured by a content knowledge test constructed with 50% of the questions from a validated test of American History.

| 2a. . Performance Measure | Measure Type | Quantitative Data | | | | | |
|--|--------------|-------------------|----------|----|-------------------------|----------|----|
| Participating teachers who completed at least 75% of the professional development hours offered by the project will indicate a 10% increase in American History content knowledge as measured by a pre-post content test [where 50% of questions come from a validated test of American History] at the end of the summer institute each grant year. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 10 / 100 | 10 | | 23 / 100 | 23 |
| | | | | | | | |

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

The participating teachers were administered a pre-test at the beginning of the summer institute and a post-test after participating in the summer institute. For all of the teachers who completed at least 75% of the hours (n=28), the average pre- test score was 48 points (out of a possible 100 points) and the average post-test score was 59.2 (out of a possible 100 points) indicating an average increase of 11.2 points. This demonstrates a 23.3% increase (11.2/48 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 ($t=5.89$, $p=.000$). The target of a 10% increase was exceeded as the actual performance data reflects a 23.3% increase.



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

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

. Project Objective Check if this is a status update for the previous budget period.
 Improve pedagogical practices, including teachers' ability to teach with primary sources documents and engage students in acquiring historical knowledge through the use of inquiry based strategies.

| 3a. . Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| Participating teachers will score 5% higher each year on items related to pedagogical practices i.e., use of primary source documents, inquiry-based strategies) measured by a survey in the spring of 2010 and each grant year thereafter. * Not due to reported until December 2010* | PROJ | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | / | | | / | |
| | | | | | | | |

| 3b. . Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| Participating teachers will report 5% higher student engagement in acquiring historical knowledge each year as measured by a survey in the Spring of 2010 and each grant year thereafter. | PROJ | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | / | | | / | |
| | | | | | | | |

*Not due to respond until December 2010.

| | | | | | | | |
|---|---------------------|--------------------------|--------------|----------|--------------------------------|--------------|----------|
| 3c. . Performance Measure | Measure Type | Quantitative Data | | | | | |
| Participating teachers will show a 5% increase in use of improved pedagogical practices (inquiry-based strategies) as measured by an observation rubric in Fall 2009 and each grant year thereafter. *Not due to be reported until December 2010*. | PROJ | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | / | | | / | |
| | | | | | | | |

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

3a., 3b., 3c.: As reflected in the approved project objectives document, the amount of change in pedagogical practices is not due to be reported until the end of year 2 (2010). Baseline data were collected this year (2009) using a survey (previously used and verified as a valid and reliable instrument) to determine the baseline status of these pedagogical practices. Results can be seen in Additional Information [Section C]



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

PR/Award #: **U215X080020**

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

Title : U215X080020 Budget Report

File : C:\Documents and Settings\rdaniel1\My Documents\Academies & Grants\TAH III-
Founding the American Nation\budget524BSectionBC.doc

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

Title : Baseline Teacher Survey Results: Pedagogical Practices

File : C:\Documents and Settings\jvander5\Desktop\TAH_yr1_SurveyResults.doc



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

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

PR/Award #:
U215X080020

SECTION B - Budget Information

| Budget Categories | Three Year Project Allocation | Project Year 1 Allocation | Project Year 1 Actual Spent | Project Year 1 Carryover |
|-----------------------------------|--------------------------------------|----------------------------------|------------------------------------|---------------------------------|
| 1. Personnel | 127,750 | 40,588 | 19,562 | 21,026 |
| 2. Fringe Benefits | 19,162 | 10,929 | 4621 | 6,308 |
| 3. Travel | 32,250 | 10,750 | 9,536 | 1,214 |
| 4. Equipment | 0 | 0 | 0 | 0 |
| 5. Supplies | 95,956 | 31,500 | 11,059 | 20,441 |
| 6. Contractual | 335,468 | 83,674 | 16,785 | 0 |
| 7. Construction | 0 | 0 | 0 | 0 |
| 8. Other | 5,400 | 1,800 | 1,020 | 780 |
| 9. Total Direct Costs (lines 1-8) | 741,679 | 179,241 | 62,583 | 49,769 |
| 10. Indirect Costs* | 53,781 | 16,866 | 2,168 | 14,698 |
| 11. Training Stipends | 118,643 | 29,400 | 11,364 | 18,036 |
| 12. Total Costs (lines 9-11) | 795,400 | 225507 | 76115 | 82,503 |

Explanation of Year One Budget:

There are funds carried over from year one because many of the grant activities were late getting started due to unprecedented weather related issues in our LEA this year.

In Personnel Cost, the Project Coordinator came on board with the project in December, and currently is a retired administrator, thusly can only work part time. The initial budget request overestimated personnel expenses for the Project Director and Project Resource Teacher. Rates used to determine these rates anticipated a 3% pay rate increase for FY 2009 and the LEA Board of Education only approved a 1% increase.

At the time of application, grants included a fringe benefit rate of 15%. The State Education Agency reduced this rate, therefore providing an overestimation in the fringe benefit costs associated with this project. The Fiscal Officer for the LEA will recalculate rate for remaining years of the project and move overages to teacher supplies and contractual services.

We expect to encumber an additional \$12,800 for materials and books for the teacher's classroom libraries. We placed orders and expect materials to arrive in late September or early October.

The Fiscal Coordinator for the LEA adjusted the indirect cost rate allowed for federal grants down from 7.29% to 3.56%. This adjustment created an overage in the indirect costs category of the grant. Additional year grant monies will reflect the new indirect cost rate and additional monies distributed to teacher materials and contractual services.

Project leadership contributes carry-over in Training Stipends to the late start of the project.

There is an encumbered contractual service amount of \$78,351 from the University of Louisville not reflected in the above budget recap. This will overspend the contractual budget amount, but does not overspend the award period. This overage is due to costs associated with the field study. The project secured the services of an alternative carrier to transport teachers to Williamsburg, VA for the field experience. The airline cancelled flights due to weather related issues. The airline will reimburse fees in year two of the project. We also have a \$13,910 encumbrance for evaluation that has not posted to the project for this reporting period.

With the additional encumbrances, the total funds expended for year one of the project will be \$168, 376.

Teaching American History Project: Founding the American Nation

Teacher Survey Results: Baseline Data Year 1 (2008-2009)

Demographics

Of the 28 participating teachers in the *Founding the American Nation* project who are considered “completers” 22 completed the Teacher Survey in the spring of year 1 (2008-2009) for a response rate of 78.5%. The data presented in Tables 1-7 below are the baseline data to determine pedagogical practices. A survey will be administered in the Spring of year 2 (2010) and change in items will be calculated and reported.

Table 1: *Demographics of Participating Teachers who Completed the Survey (n=22)**

| | | Number | Percent |
|---|-------------------------------|---------------|----------------|
| <i>Gender</i> | | | |
| | Male | 4 | 18.2% |
| | Female | 18 | 81.8% |
| <i>Ethnicity</i> | | | |
| | African American | 4 | 18.2% |
| | White | 18 | 81.8% |
| | Asian | 0 | 0.0% |
| | Latino/Hispanic | 0 | 0.0% |
| | Other | 0 | 0.0% |
| <i>School Level</i> | | | |
| | 5 th | 12 | 54.5% |
| | 8 th | 9 | 40.9% |
| <i>Highest Education</i> | | | |
| | High School diploma | 0 | 0.0% |
| | Some College or Associates | 0 | 0.0% |
| | Bachelor's | 0 | 0.0% |
| | At least 1 yr beyond BA | 2 | 9.0% |
| | Master's | 11 | 50.0% |
| | At least 1 yr beyond Master's | 7 | 31.8% |
| | Doctoral | 1 | 4.5% |
| <i>Years of Experience Teaching U.S. History</i> | | | |
| | 0-1 | 3 | 13.6% |
| | 2-5 | 13 | 59.1% |
| | 11-15 | 3 | 13.6% |
| | 16-20 | 3 | 13.6% |
| | 21-25 | 0 | 0.0% |
| | 26+ | 0 | 0.0% |

* Excludes one respondent who did not answer the demographic questions

Participant Responses

Participants Self-Reported Perceptions & Responses

Table 2: Participant Self- Reported Instructional Strategies (n=22)

| | Never | Occasionally | Sometimes | Frequently | Often |
|--|-----------|--------------|------------|-------------|-------------|
| Use of Primary documents for teaching | 1 4.5% | 8 36.4% | 8 36.4% | 5 27.7% | 0 0.0% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| Small group/cooperative activities | 0 0.0% | 1 4.5% | 7 31.8% | 7 31.8% | 7 31.8% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| Independent work/activities for students during class time | 0 0.0% | 0 0.0% | 2 9.1% | 12 54.4% | 8 36.4% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| Technology (e.g., computers, videos, DVDs) | 0 0.0% | 1 4.5% | 2 9.1% | 9 40.9% | 10 45.5% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| Direct instruction (whole class lecture) | 0 0.0% | 1 4.5% | 6 27.3% | 10 45.5% | 4 18.2% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| Classroom discussions | 0 0.0% | 2 9.1% | 2 9.1% | 9 40.9% | 9 40.9% |

Table 3: Participant Self- Reported Teacher Networks (n=22)

| | Never | Occasionally | Sometimes | Frequently | Often |
|---|------------|--------------|------------|------------|-----------|
| How often do you correspond via email with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History? | 4 18.2% | 6 27.3% | 6 27.3% | 5 22.7% | 1 4.5% |
| | Never | Occasionally | Sometimes | Frequently | Often |
| How often do you correspond via phone with other teachers (at your school or outside) about instructional strategies, resources, | 7 31.8% | 4 18.2% | 6 27.3% | 3 13.6% | 2 9.1% |

| | Never | Occasionally | Sometimes | Frequently | Often |
|---|-----------|--------------|------------|------------|------------|
| and course content for teaching U.S. History? | | | | | |
| How often do you correspond via phone with other teachers (at your school or outside) about instructional strategies, resources, and course content for teaching U.S. History? | 0 0.0% | 1 4.5% | 7 31.8% | 8 36.4% | 6 27.3% |

Table 4: Participant Self- Reported Beliefs about Teaching (n=22)*

| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
|--|-------------------|------------|-------------------|----------------|-------------|----------------|
| The amount a student can learn is primarily related to family background | 6 27.3% | 6 27.3% | 0 0.0% | 6 27.3% | 3 13.6% | 1 4.5% |
| If students aren't disciplined at home, they aren't likely to accept my discipline | 3 13.6% | 7 31.8% | 1 4.5% | 7 31.8% | 3 13.6% | 1 4.5% |
| When I really try, I can get through to the most difficult students | 1 4.5% | 0 0.0% | 1 4.5% | 3 13.6% | 10 45.5% | 7 31.8% |
| A teacher is very limited what he/she can achieve because student's home environment is a large influence on his/her achievement | 3 13.6% | 5 22.7% | 5 22.7% | 8 36.4% | 1 4.5% | 0 0.0% |
| If parents would do more for their children, I could do more | 0 0.0% | 2 9.1% | 3 13.6% | 8 36.4% | 7 31.8% | 2 9.1% |
| If student did not remember information, I would know how to increase his/her retention in the next lesson | 1 4.5% | 1 4.5% | 1 4.5% | 6 27.3% | 11 50.0% | 2 9.1% |

| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
|--|--------------------------|-----------------|--------------------------|-----------------------|--------------|-----------------------|
| I find using primary source materials helpful to my teaching | 0 0.0% | 0 0.0% | 2 9.1% | 4 18.2% | 10 45.5% | 6 27.3% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| Students in my class are more engaged when using primary source materials. | 0 0.0% | 2 9.1% | 2 9.1% | 9 40.9% | 4 18.2% | 5 22.7% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I have sufficient time to locate and prepare primary source materials for use in my classroom | 6 27.3% | 7 31.8% | 1 4.5% | 3 13.6% | 5 22.7% | 0 0.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history | 3 13.6% | 10 45.5% | 2 9.1% | 5 22.7% | 2 9.1% | 0 0.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I think students find social studies/history unimportant compared to other subjects | 1 4.5% | 7 31.8% | 3 13.6% | 4 18.2% | 7 31.8% | 0 0.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I feel comfortable teaching history with primary source materials | 0 0.0% | 0 0.0% | 0 0.0% | 12 54.5% | 8 36.4% | 2 9.1% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| If I really try hard, I can get through to even the most difficult or unmotivated students. | 0 0.0% | 0 0.0% | 3 13.6% | 4 18.2% | 9 40.9% | 6 27.3% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| 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 | 6 27.3% | 8 36.4% | 3 27.3% | 1 4.5% | 1 4.5% | 0 0.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |

| | | | | | | |
|---|--------------------------|-----------------|--------------------------|-----------------------|--------------|-----------------------|
| My educational institution(s) prepared me well to teach U.S. History classes | 1 4.5% | 1 4.5% | 4 18.1% | 7 31.8% | 7 31.8% | 2 9.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I enjoy talking with others about U.S. History | 0 0.0% | 0 0.0% | 0 0.0% | 3 13.6% | 8 36.4% | 11 50.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| Learning about U.S. History is a worthwhile and necessary subject for all students. | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 4 18.2% | 18 81.8% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| At times, I find U.S. History uninteresting. | 7 31.8% | 9 40.9% | 1 4.5% | 4 18.2% | 1 4.5% | 0 0.0% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| I read books on U.S. History for pleasure. | 1 4.5% | 4 18.2% | 2 9.1% | 3 13.6% | 6 27.3% | 6 27.3% |
| | Strongly Disagree | Disagree | Disagree a little | Agree a little | Agree | Strongly Agree |
| * U.S. History is intellectually stimulating to me. | 0 0.0% | 0 0.0% | 0 0.0% | 3 13.6% | 8 36.4% | 10 45.0% |

*1 participant did not provide a response

Table 5: Participant Self- Reported Perspective on Student Engagement (n=22)

| | Not Interested | A little interested | Somewhat interested | Interested | Very Interested |
|---|-----------------------|----------------------------|----------------------------|-------------------|------------------------|
| Which of the following statement's best describes the level of student engagement and interest in U.S. History class(es)? | 0 0.0% | 1 4.5% | 7 31.8% | 13 59.1% | 1 4.5% |

Additional Participant Responses

Table 6: Participant responses to open ended survey questions (n=16)

| What types of professional development activities do you find most valuable for supporting your instruction in U.S. History? | |
|---|---|
| Curriculum Implementation | "PD that give the teacher an opportunity to be exposed to new lesson plans and new ways of making history more understandable for students" |
| | "I prefer professional development activities that give me more hands on information so that I can better explain history to my students" |
| | "Strategies for student engagement, access to technology and primary sources, alternatives to textbooks" |

| | |
|------------------------|---|
| | "chance to view & use materials I can use in the classroom" |
| | "PD that involve implementation of curriculum into the classroom" |
| Discussion | "PD's that allow me to work with other professionals to plan units of study. It's helpful to be able to bounce ideas of each other to learn new info and new ways to teach" |
| | "Activities such as The Teaching American History grant where we have book discussion" |
| | "indepth discussion of an interesting book" |
| | "I really enjoyed group discussions" |
| Demonstrations | "Give me demonstrations of GREAT lessons other teachers are actually using so that I can adapt it to my room" |
| | "Video of a teacher teaching history lessons" |
| | "Hand on activities that demonstrate how students would use materials" |
| | "I find professional development activities that model specific methods of instruction" |
| | "Interactive-model lessons" |
| Other Comments | |
| Opportunity | "I must say, I am really enjoying learning history this time" |
| | "I look forward to the future book studies, the exploration of primary sources, lectures, and of course the 'being there experiences'" |
| | "TAH II is going to be a great opportunity to really think about US history and how it shapes our lives" |
| | "Thank you so much for the opportunity to do this project!" |
| General Insight | "Historical perspectives is the most asked questions on the CATS test, yet it is dealt with the least in classes" |
| | "Help teachers' see how debating can help, even on the elementary level" |
| | "Sometimes primary sources are too dense or obscure for middle school students" |

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 (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? 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? 12/31/2009
(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 : U215X080020 Executive Summary
File : C:\Documents and Settings\rdaniel1\My Documents\Academies & Grants\TAH III-
Founding the American Nation\ED524BExecSummary.doc



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

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

PR/Award #: **U215X080020**

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 32 fifth and eighth grade history teachers to deepen historical content knowledge and enhance the instructional strategies. Year one participants in the project include teachers from **five (5) high needs schools**. Historical era included in year one of the project aligns with N.A.E.P. U.S. History category 2- **Colonization, Settlements and Communities (1607-1763)**.

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 sources documents and engage students in historical knowledge through the use of inquiry based strategies, and 4.) Improve U.S. history student achievement by students in a quasi-experimental group as compared to a matched comparison group of students. In August 2008, project director and evaluator revised these goals during the Performance Objectives and Measures Meeting in Washington DC. The Center for Evaluation and Education Policy (CEEP) provided assistance in re-writing these goals. In January 2009, Program Officer, Christine Miller accepted revised goal measures based on the availability of data from state-mandated assessments.

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 teacher's classrooms.

The professional development strand for the project included all participants in the cohort. The project served 32 teachers. The cohort represents 10% of eligible fifth and eighth grade teachers in the LEA- twenty 5th grade and twelve 8th grade teachers. The program offered fifty-five 55 hours of professional development. **Twenty-eight of the thirty-two (90.32%) participants completed at least 75%** of the project hours.

A total of \$142,933.00 was expended on year one of the *Founding the American Nation Project*. Details of expenditures evidenced and explained in Section B- Budget information.

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 fifty-five hours of professional development activities, opportunities to attend professional and state conferences and electronic messaging boards to participate in the project.

Professional development activities began in November 2008 with a Founding the American Nation Kick-off. Teachers attended a session to learn about the project and participate in the first of two scholar presentation. Dr. Daniel Krebs, project historian for year one, discussed the Native American populations in North America prior to the arrival of Columbus. Additionally at this session, participants received the book club selection *A Voyage Long and Strange*, by Tony Horwitz. (3 hours of professional development)


Participants earned professional development hours for reading the book club selection. The reading of *A Voyage Long and Strange* occurred from November 2008 until March 2009. Participants gathered to discuss the selection and connect the reading to the fall scholar seminar. (6 hours of professional development)

In May 2009, participants of the project attended a scholar seminar presented by Dr. Daniel Krebs on Exploration in the Western Hemisphere. The seminar laid the groundwork for the summer institute and field study. Teachers received 3 hours of professional development for attending the session. Additionally at this time, teachers received instructions for a web-study of content and the historical sites incorporated into the summer institute and field study. Teachers received 6 hours of professional development hours for completion of this activity.

The 2009 Summer Institute began on June 8, 2009. Topics covered during the summer institute included *the Founding of the Chesapeake Bay Colonies, New England Societies and Gender, Struggles for Empires, Colonial Worlds in the Eighteenth Century, and Un-free Labor in Colonial America*. Pedagogy sessions, describe in detail in Objective three, followed each scholar session. The cohort of teachers traveled to Colonial Williamsburg and Historic Jamestown. Teachers participated in various living history demonstrations at Historic Jamestown, and Colonial Williamsburg. Teachers participated in activities that recreated life during the seventeenth and eighteenth centuries. (37 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 beginning of the summer institute. The planning team constructed an assessment consisting of thirty questions. Questions came from project scholars, the National Assessment of Educational Progress and College Board Advanced Placement U.S. History Exam. **Fifty percent of the items**


(15/30) came from  National Norm Referenced Test. Participants showed statistically significant growth ($p=.000$) in the test when administered at the conclusion of the content institute. Pretest results indicated an average score of 44(out of a possible 100 points) on the assessment. The post-test results indicated an average score of 59. This demonstrates a 23%increase in content knowledge from pre and post assessment.

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

Five Jefferson County Public Schools Social Studies teachers attended the Kentucky Council for the Social Studies Annual Conference as guest of the project. These teachers serve as content and pedagogy advisors to participating teachers of the project. The project covered the cost of registration for these resource teachers to attend (September 2008).

The 2009 Summer Institute began on June 8, 2009. 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 sources, 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. The resources included copies of *A History of US- From Colonies to Country* and *A History of US- Making Thirteen Colonies* by Joy Hakim, *If you Lived in Colonial Times* and *If you Sailed on the Mayflower* by Ann McGovern, *N.C. Wyth's Pilgrims* by Robert San Souci, *Squanto's Journey* by Joseph Bruchac and *The Pilgrims of Plimoth* by Marcia Sewall. Participants completed a survey in spring 2009 to determine the baseline status of these pedagogical practices. As reflected in the approved project objectives document, the amount of change in pedagogical practices is not due to be reported until the end of year 2 (2010) as the baseline data was collected this year. The results of the baseline data year 1 (2009) are described in the Additional Information [Section C].

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 5 and grade 8 as a part of the testing protocol. The district administered the tests in May, 2009. Individual and school scores are to be released in September. The LEA will file an addendum to this in December 2009. 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. As reflected in the approved project objectives document, this comparison is reported in December 2010.

Problem(s) Encountered

The Founding the American Nation project encountered a problem with recruitment this year to ensure the success of the project. The Founding the American Nation set a

recruitment goal of fifteen fifth and fifteen eighth grade teachers from identified schools, to compose a cohort of thirty teachers. We recruited twenty fifth grade teachers and twelve eighth grade teachers. The project participants represented fifteen of the ninety elementary (17%) and eight of twenty-three middle schools (35%). Some schools had two representative teachers in project. These schools were Olmsted Academy North, Cane Run Road Elementary, Smyrna Road Elementary, Dwight D. Eisenhower Elementary and Wilt Elementary.