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Democratic Visions: American History from Civil War to Civil Rights

A Three-Year Professional Development Program for History Teachers in Eastern Kentucky

Elizabeth J. Oyer, PhD, EvalSolutions Inc.

Kathi Kern, PhD, University of Kentucky

Rebecca Hanly, Kentucky History Center

Stephanie Smith, Harlan County Public Schools

Sandra Stults, Blue Grass Heritage Museum

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Abstract

The Teaching American History grant program represents a rare opportunity to revitalize the teaching of traditional American history. To deepen teachers' preparation in American history and connect local and regional history to national narratives, the Powell County Board of Education has developed a unique partnership connecting the Kentucky Historical Society, University of Kentucky, Berea College, and the Kentucky Heritage Council, for the benefit of ten school districts in Eastern Kentucky. The Democratic Visions model provides ongoing, intensive professional development in American history content and instructional techniques to improve the teaching and learning of American history for these rural, Appalachian counties. Year One and Two evaluation results were mixed for content knowledge outcomes with stronger results for efficacy and preparedness for Democratic Visions students compared with non-participating students.

Democratic Visions: American History from Civil War to Civil Rights

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Purpose

The Powell County Board of Education has developed a unique partnership connecting the Kentucky Historical Society, University of Kentucky, Berea College, and the Kentucky Heritage Council for Eastern Kentucky to deepen teachers' preparation in American history and connect local and regional history to national narratives as part of the federal Teaching American History (TAH) grant program. The program is "designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Grant [awards] assist education agencies...to develop, document, evaluate, and disseminate innovative and cohesive models of professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs [aim to] improve instruction and raise student achievement"

(<http://www2.ed.gov/programs/teachinghistory/index.html>).

The Democratic Visions model provides ongoing, intensive professional development in American history content and instructional techniques to improve the teaching and learning of American history for the rural, Appalachian counties of Kentucky. By engaging teachers in historical inquiry under the guidance of disciplinary experts, Democratic Visions improves the quality of teachers' historical practice and understanding. By linking historical inquiry with sound pedagogical practice grounded in research on children's and adolescents' historical thinking, the project provides teachers with the tools necessary for improving the quality of history instruction in their home schools and districts.

The academic program (three years total) is offered through a combination of seminars, virtual book discussions, classroom mentoring, and an annual summer institute including regional tours. The

results of this model of professional development and reform contribute important evidence for consideration in the national dialogue related to teachers' life-long learning needs that cuts across disciplines and subject-matter fields. This paper describes progress toward objectives in Years One and Two of the program.

Theoretical Framework

The media have chronicled a disturbing trend: basic facts that make up our shared history have been lost to a large proportion of American adolescents. In 2003, CBS News reported that over half of the twelfth graders who were asked to select an ally to the US during World War II chose Germany, Italy or Japan (Grace, 2003). Failing to see the connection between their lives and narratives of the American past, students flounder for answers to test questions. American history has become, in the words of one student, "someone else's facts" (Holt, 1995). More is at stake than our collective embarrassment, however, as states earn failing grades for their history curriculum and students prove unable to answer basic historical questions (Stern, 2003). As the pedagogical literature attests, memorizing "someone else's facts" fails to engage students in the fundamental work of historical analysis and interpretation. It also increases students' feelings of alienation from the larger society (Levstik & Barton, 2001). Reduced to rote memorization, history is distanced from real-world concerns and students struggle to retain or apply the historical knowledge they encounter. Teachers, too, lack in-depth disciplinary knowledge and cannot explain the larger themes and concepts in American history, making historical "facts" dislodged from the contexts that should give them meaning. As a result, teachers cannot build conceptually on students' prior knowledge, connect students' lives with national narratives, nor sustain students' interest.

Because national history is often presented as happening "out there," distant not only in time but in place, national history rarely corrects this impression. Our program models a more contextualized approach by attending to both national patterns and local manifestations (Downey, 1995). Perhaps

more significantly, focusing on local examples of traditional American history provides important opportunities for teachers to develop intellectual tools fundamental to historical study, particularly perspective recognition, evidence analysis, and the construction of evidence-based narratives (VanSledright, 2002; Bermudez & Jaramillo, 2001; Davis, Yeager, & Foster, 2001; Wertsch, 1998). Psychological research investigating expert and novice performance in various fields indicates that experts do not simply know more; rather, they have a better understanding of key concepts in their field along with a more developed understanding of when and how to apply those concepts (Sternberg & Horvath, 1995; Chi, Feltovich & Glaser, 1981; Chi, 1976;). Historical understanding grows out of in-depth study, combined with opportunities to reflect on the meaning and significance of that study. Unfortunately, neither students nor their teachers have much experience with this sort of historical inquiry (Levstik & Barton, 2001). Developing students' historical understanding, then, begins with countering teachers' experiences with historical study.

Reforming teacher practice and students' experiences requires engaging teachers and students in the practice of history, using local sources to investigate national historical patterns and integrating these primary sources appropriately into American history lessons (Wertsch, 1998; Wineberg, 2001; Lee, Dickinson, & Ashby, 2001; VanSledright, 2002). This not only addresses the need to increase teacher content knowledge and understanding of American history, but also increases teachers' understanding of multiple perspectives of historical participants at local, state, and national levels (Davis, Yeager, & Foster, 2001; Levstik, 2002). In addition, teachers need to improve their ability to analyze multiple historical interpretations and understand the ways in which historians use evidence to build interpretations, as well as understand the multiple supportable interpretations available for an event, movement, or era, and the tentative nature of historical interpretation (Dickinson, Gordon, & Lee, 2001).

Methods

The Democratic Visions teacher participants (called Fellows) participated in two years of a three-year, intensive study of American history led by University of Kentucky and Berea College history faculty in collaboration with a curriculum committee of teachers, curriculum specialists, and public historians. Fellows worked with university historians and museum staff to experience instruction in utilizing primary documents, oral histories, local museums and historic sites, historical drama, folk life traditions, and other resources in addition to field experiences throughout the region. Historians developed meaningful, teacher-centered, and intellectually rigorous studies of American history. Finally, partnerships with the Kentucky Heritage Council, a body charged with identifying and preserving historic places throughout the state, provided Fellows with a valuable framework to teach the relevance of American history to the region by providing expertise in the areas of archaeology, buildings and historic sites, sites related to significant themes in American history, and training in how to adapt material on historic sites for classroom use.

The current paper summarizes professional development and evaluation outcomes for Years One and Two. The content focus of Year One was an investigation of the tensions leading to the Civil War with a special focus on the conflicted historical legacies of President Abraham Lincoln. Using Lincoln as a lens, Fellows explored these contradictions within our country's democratic tradition and explored the rich historical and cultural programming during the Lincoln Bicentennial. Fellows traced the evolving notions of citizenship and the struggles to achieve Lincoln's vision of a nation "conceived in liberty." Traditionally, the history of Kentucky, and particularly Appalachia, has been portrayed as a history of isolation. Not only is this portrayal historically flawed, it has allowed students of the region to perceive American history as "someone else's story" and has relegated local history to the margins of the American past. The study of the theme of *"This Mighty Scourge of War"* culminated in a Summer Institute Bus Tour of Lincoln and Civil War sites in Kentucky. This field experience combined historical

scholarship, presentations by both project and local historians, and the chance for teachers to deepen their comfort in using historic sites to teach history. The Year Two theme focus was “To Bind Up the Nation’s Wounds.”

"The dogmas of the quiet past, are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise -- with the occasion. As our case is new, so we must think anew, and act anew . . . and then we shall save our country" (Abraham Lincoln from the December 1, 1862 Message to Congress). In the second year, the project explored how renewed visions of American democracy emerged out of Reconstruction and Reunion. In particular, Fellows investigated one of the unintended consequences of the Civil War, our nation’s rapid industrialization. They began by examining the economic engines that have driven American life and which account for the country’s transformation from a producer nation to an industrial nation, to a consumer nation. The project also made connections to Kentucky’s history by examining the history of Kentucky’s earliest forms of capitalist enterprise to evaluate how national trends played out and transformed Eastern Kentucky.

This paper reports on progress toward two project objectives:

- 1) Increase teachers' content knowledge and ability to locate and analyze multiple historical sources and integrate primary sources appropriately into American History lessons.
- 2) Increase student content knowledge and interest in American History through units of instruction that engage them in content-rich historical inquiry that develops the intellectual tools essential to in-depth historical understanding.

Participants

Matched comparison groups were formed by randomly assigning participant district schools to intervention or control groups at the secondary education level. When multiple schools were not available for assignment, matched comparisons were added to the control group to balance the groups. There was not a control group at the elementary level. In year one, there were 28 teacher Fellows,

approximately 400 elementary, 400 middle school ($n_{\text{control}}=300$), and 200 high school ($n_{\text{control}}=300$). In Year Two, there were 26 teacher Fellows and approximately 350 elementary, 650 middle school ($n_{\text{control}}=420$), and 320 high school ($n_{\text{control}}=330$) students.

Data Sources

The *Democratic Visions* evaluation framework employs a mixed methods approach. Evaluation of the objectives for each grant goal includes the triangulation of data collected using both qualitative and quantitative methods.

Focus group protocol – small group interviews with the external evaluator focused on implementation of content, strategies and resources as well as feedback on their participation in project activities and perceptions of project outcomes.

Student Efficacy Survey - Students rated their abilities (0-100) on six dimensions in an efficacy survey preceding the content test: I can explain the same historical event from different points of view; I can link events in history to my local community, my state, and my country; I can use different original sources to answer questions for my history class; I can explain how historians do research and look for evidence to explain an event or era in history; I can use historical evidence to learn about an event or era in history; I can use historical evidence to create a digital story of events in the past. Cronbach's alpha internal consistency ratings were high with $\alpha=.917$.

Student Preparedness Survey – Four questions on student engagement (Likert Scale) in instructional activities were adapted from Marks (2000) and included in a survey preceding the content test: In US history, how often do you work as hard as you can; how often do you complete your assignments; how often do you pay attention to your teacher; how often do you feel bored? Cronbach's alpha internal consistency ratings were high with $\alpha=.898$.

Student Content Test – A student content test was constructed from released items from National Assessment of Educational Progress (NAEP), Virginia Standards of Learning SOL, and New York Regent's

Exam. Students in the participant and control groups were tested on the same test three times: in the fall, winter and spring. Reliability of the content tests was acceptable for the tests: Elementary Alpha =.83; Middle School Alpha =.812, High School Alpha = .861.

Teacher Implementation Logs – Teachers completed a survey reporting their level of implementation of specific instructional strategies demonstrating teacher historical thinking, student historical thinking, depths of content, use of inquiry, research, and questioning, use of resources, and classroom climate. Teachers reported the number of units and lessons where they integrated these strategies as well as their effectiveness integrating the strategies. Teachers completed an online survey in January and July 2010 describing the effectiveness and frequency of their implementation of content, strategies, and resources (N=24, Missing=2).

Teacher Efficacy Survey - Teachers rated their own levels of efficacy across sixteen strategies. The strategies included eight statements oriented around the teachers' abilities to explain history from multiple perspectives, link historical events locally, use primary sources, understand how historians do research, use historical evidence to learn about history, create a multimedia story, create appropriate assessments of student history knowledge, and analyze multiple interpretations of an event. In addition, the survey included six statements focused on the teachers' abilities to help students explain history from multiple perspectives, link historical events locally, use primary sources, understand how historians do research, and create a multimedia story.

Classroom Observation Survey – Master Teachers completed observation logs following classroom observation and mentoring activities. The mentors described the teachers' implementation of specific instructional strategies demonstrating teacher historical thinking, student historical thinking, depths of content, use of inquiry, research and questioning, use of resources, and classroom climate. Master Teachers, Stephanie Schmidt and Sandy Stults, completed qualitative classroom observations and planning visits throughout 2009-2010 for 20 teachers teaching US History content in 2009-2010 (N=53

visits). They observed teachers teaching a lesson for 34 observations and provided modeling and mentoring support for 19 observations.

Lesson Plan Rubric - Teachers submitted a lesson plan for review by project staff. A rubric for the lesson plan rated the final product on the lesson organization (appropriateness of content for grade, learning goals), content (historical accuracy, background, multiple perspectives), instructional strategies (analytic thinking in use of primary sources and analysis of causation, scaffolding), assessment quality, materials used (including technology), and likely student impact (on content knowledge, historical thinking, and engagement). The raters showed 45% perfect agreement and 84% agreement within +/- 1 point.

Digital Story Rubric - Teachers submitted a multi-media digital story for review by project staff. Staff used a rubric for the digital story to rate the final product on technical operation, content, critical thinking, problem solving, and decision-making (adapted from ISTE's Hypermedia Rubric). The raters showed 68% perfect agreement and 96% agreement within +/- 1 point.

Teacher Writing Product Rubric - Teachers were assigned a writing prompt following their online discussion of Dr. Chad Berry's book, *Southern Migrants, Northern Exiles*. Teachers were asked to explain the reasons for the migration, the impact of the out-migration on the north and south, and the relevance of gender on the migration. Responses were rated 1-4 based on a writing rubric. Responses to an open-ended writing prompt aligned with the professional development was scored (N=20, Missing=3, Excluded=1). Inter-rater agreement on the ratings was 70% perfect agreement and 100% within one point agreement.

Project Activities

Teachers attended a two-day seminar at Natural Bridge State Park, Slade, KY where they learned content and teaching ideas related to Reconstruction and the late 19th century. Visiting scholar Dr. Chad Berry introduced teachers to key components of visual literacy using primary sources and also delivered content relating to the settlement of Appalachia.

In early February teachers participated in a two-week, moderated online discussion of Dr. Berry's book, *Southern Migrants, Northern Exiles*.

In the spring, teachers learned about historical narrative and practiced creating historical questions for use in guiding student inquiry at the Kentucky History Center. Lead historian Dr. Kathi Kern delivered content on the women's suffrage movement, and teachers completed a writing prompt on Appalachia as a follow up to the online book discussion.

As a final performance demonstrating their understanding of analyzing sources and creating a historical narrative, teachers created a digital story relating to the theme of Appalachia, using sources they had collected, such as oral history interviews, photographs, and documents at Berea College in the summer.

Results

Implementation Fidelity

Classroom Observation

In field notes from staff member observations of teachers, staff recorded their judgments of the quality of teachers' implementation of elements of teacher and student historical thinking, integration of content, use of inquiry, resources, and elements of the learning environment. Observation elements also focused on teachers' use of historical thinking for teachers and students, content, inquiry, and grant resources.

Analyses of the trends in the observations indicated that the Master Teachers considered the classroom climate created by Democratic Vision teachers to show above average or excellent levels of engagement, intellectual safety, and passion for the content in about half of the observations (51%, n=29, Missing=5). Implementation of resources (38%, n=14, Missing=20), teacher (35%, n=22, Missing=12) and student (34%, n=17, Missing=17) historical thinking strategies, and the quality of the content (34%, n=17, Missing=17) were judged to be above average or excellent a little less consistently

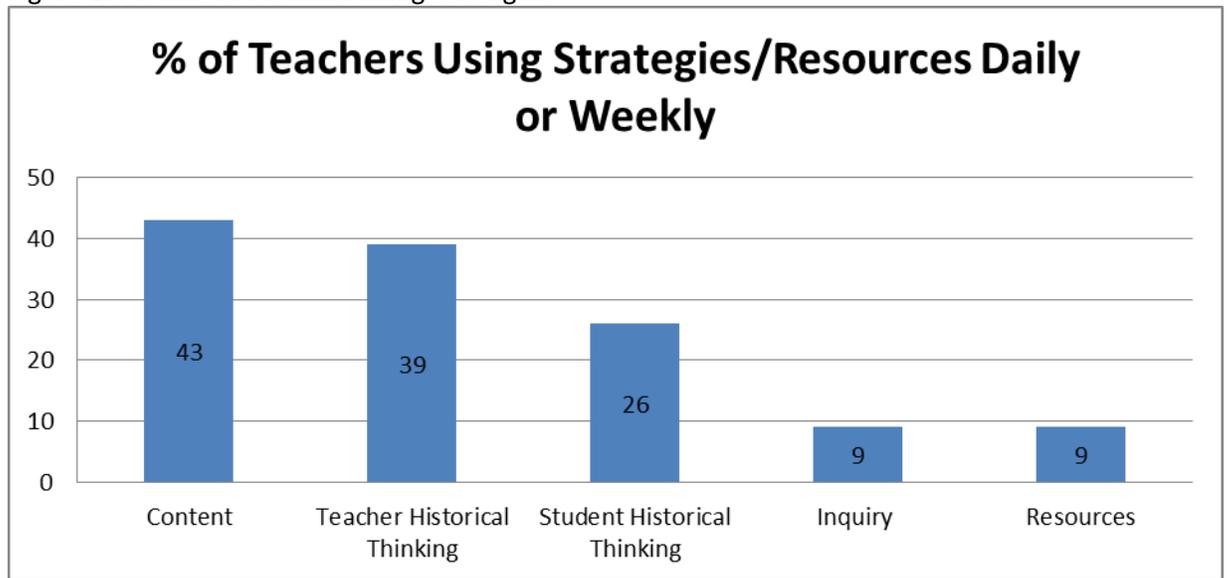
across teachers' and observations. Teachers were observed to use inquiry strategies (28%, n= 6, Missing=28) the least consistently across observations.

Teacher Implementation Feedback

Teachers rated the frequency of implementing teacher and student historical thinking, content, and inquiry strategies as well as grant resources into the classroom (n=24, Missing=2; see Figure 1). Descriptive statistics were used to measure the percent of the strategies in each category that teachers reported implementing daily or weekly throughout the year. At the end of Year 2, 17% (n=4, Missing=3) of teachers reported implementing at least 70% of the strategies daily or weekly into their instruction. About 39% (n=9, Missing=3) implemented at least 50% of the strategies daily or weekly, and most teachers (86%, n=20, Missing=3) implemented at least 25% of the strategies. There were differences across strategy types, with teachers more frequently implementing content (43%, n=10), teacher historical thinking (39%, n=9), and student historical thinking (26%, n=6) strategies. Teachers reported implementing inquiry strategies (9%, n=2) and project resources (9%, n=2) the least.

Second, teachers rated their effectiveness implementing teacher and student historical thinking, content, and inquiry strategies as well as grant resources into the classroom (n=25, Missing=1) as good or excellent. At the end of Year Two, over half of teachers reported good or excellent use of at least 70% or more of the strategies (57%, n=12, Missing=3) overall. There were differences across strategy types, with teachers rating their implementation across content (68%, n=15, Missing=4), teacher historical thinking (63%, n=15, Missing=2), and student historical thinking (60%, n=12, Missing=6) strategies the highest. Teachers reported their effectiveness across inquiry strategies (38%, n=8, Missing=5) and resources (35%, n=7, Missing=6) the lowest.

Figure 1. Percent of Teachers Using Strategies



Digital Story

About 75% (n=20, Missing=6) of teachers completed a digital story as part of the summer institute. The quality of the products was high – with 95% (n=19) rated proficient or exemplary across the nine indicators.

Lesson Plan

Overall, 88% of teachers (n=23, Missing=3) completed a lesson plan for review. The quality of the products was generally rated high across the twenty indicators, with an average rating across the items sufficient or higher for 91% (n=21) of the products.

Teacher Outcomes

Teacher Self-Report Effectiveness Survey

About half of teachers (52%, n=21, Missing=5; see Table 1) highly rated their ability (or their ability to help students) at the level of “mostly can do this well” or score of 80 or above on the efficacy scale to increase content knowledge in American history by reading of scholarly historical literature, understand the multiple perspectives of historical participants, link historical events locally, analyze

multiple historical primary sources to use in curriculum, develop appropriate assessments of student understanding across history strands, integrate primary sources appropriately into curriculum, understand how historians use evidence to build interpretations of an historical event or era, understand and analyze multiple historical interpretations of an historical event or era, create evidence-based interpretations of the past by producing a digital story that puts local events in national perspective, account for multiple perspectives, and explain the consequences of those perspectives for the historical participants involved. Average ratings across these separate abilities was 80 out of 100 (n=21, Missing=5).

Teacher Content Knowledge

Change in teacher content test scores were tested using multivariate Repeated Measures ANOVA. The results indicated that the pretest to posttest change in scores on the content test was not significant ($p=.103$; n=18; Missing=2, Excluded=5). Power for the analysis was low due to smaller sample size and low variability between teachers (.369).

Cut-scores for the content test were established using a modified Angoff method with four reviewers. At the posttest, 90% (n=18, Missing=1, Excluded =5) of the teachers met the minimum criteria for passing the test, meeting the grant goal.

In writing prompts reflecting on Dr. Barry's book, most teachers' demonstrated strong understanding. Overall, 80% (n=16, Missing=3, Excluded=3) of teachers' responses indicated above average ratings across the five questions (score of 3 or 4 on the items). The average score across the items and teachers was 3.24.

Table 1. Teacher Efficacy Scores

	Mean	Std. Deviation	N	Minimum	Maximum
Increase my content knowledge in American history by reading of scholarly historical literature.	85.48	13.029	21	60	100
Understand the multiple perspectives of historical participants.	86.19	12.836	21	50	100
Help my students understand the multiple perspectives of historical participants.	82.81	10.357	21	60	99
Link historical events at a local, state and national level.	81.38	17.206	21	40	100
Help my students link historical events at a local, state and national level.	80.38	16.001	21	40	100
Locate and analyze multiple historical primary sources to use in history and social studies curriculum.	82.62	13.566	21	40	100
Develop appropriate assessments of student understanding across history strands:	84.00	13.323	21	50	100
Help my students locate and analyze multiple historical primary sources as part of our history and social studies curriculum.	79.48	15.898	21	40	100
Integrate primary sources appropriately into history and social studies curriculum.	86.90	10.183	21	60	100
Help my students use primary sources appropriately as part of our history and social studies curriculum.	84.95	9.140	21	60	99
Understand how historians use evidence to build interpretations of an historical event or era.	85.19	9.735	21	60	99
Help my students understand how historians use evidence to build interpretations of an historical event or era.	78.76	16.888	21	30	99
Understand and analyze multiple historical interpretations of an historical event or era.	86.14	9.536	21	60	99

	Mean	Std. Deviation	N	Minimum	Maximum
Help my students understand and analyze multiple historical interpretations of an historical event or era.	78.52	18.187	21	30	99
Create evidence-based interpretations of the past by producing a digital story that puts local events in national perspective, accounts for multiple perspectives, and explains the consequences of those perspectives for the historical participants involved	66.57	25.775	21	10	98
Help my students create their own evidence-based interpretation of the past through a digital story.	50.00	33.727	21	0	95

Teacher Content Knowledge

Student Outcomes

Mixed model regression analyses were conducted using the students' test scores as the dependent variable on three waves of testing with students nested in teachers for each project year. The models were fitted by adding independent variables and covariates and testing for significance as well as improvement in information criteria (Akaike's Information Criterion, Schwarz's Bayesian Criterion, and -2 Restricted Log Likelihood).

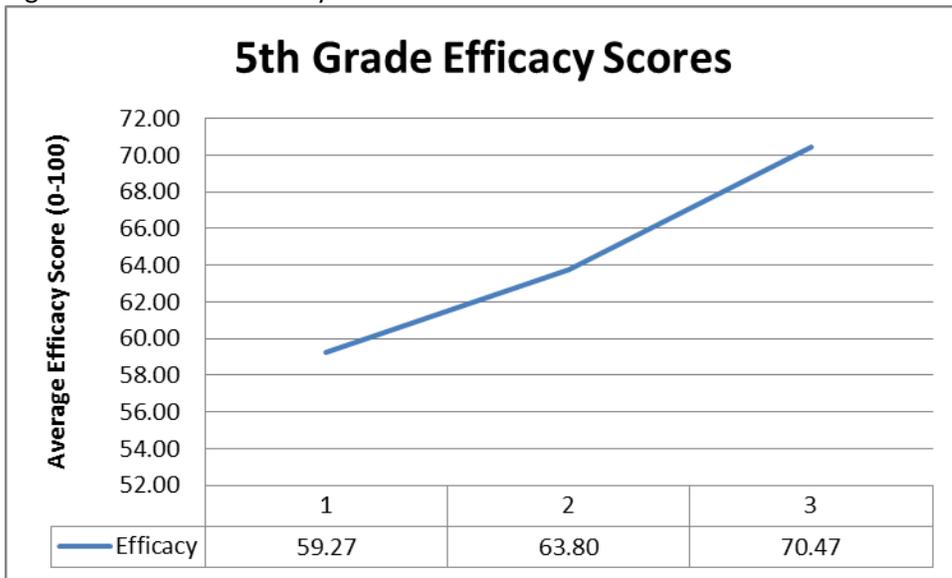
Fifth Grade

Efficacy

Mixed model regression analyses (with students nested in teachers) showed that elementary students' scores were significantly different in terms of their reported efficacy over the three test waves ($p < .001$; see Figure 2) with scores at test wave three 5.8 points higher. The change in scores was different for students based on their content test score ($p < .001$). Students with higher content test scores reported efficacy levels about 2 points higher. There were significant school level differences

($p < .001$) in students' reported efficacy. The average student efficacy score (as measured by students self-ratings of explain the same historical event from different points of view, link events in history locally, use different original sources to answer questions, explain how historians do research and look for evidence to explain an event or era in history, use historical evidence to learn about an event or era in history, and use historical evidence to create a digital story of events in the past) was about 64 (out of 100) – or a rating that they can complete these tasks more than half the time but not usually.

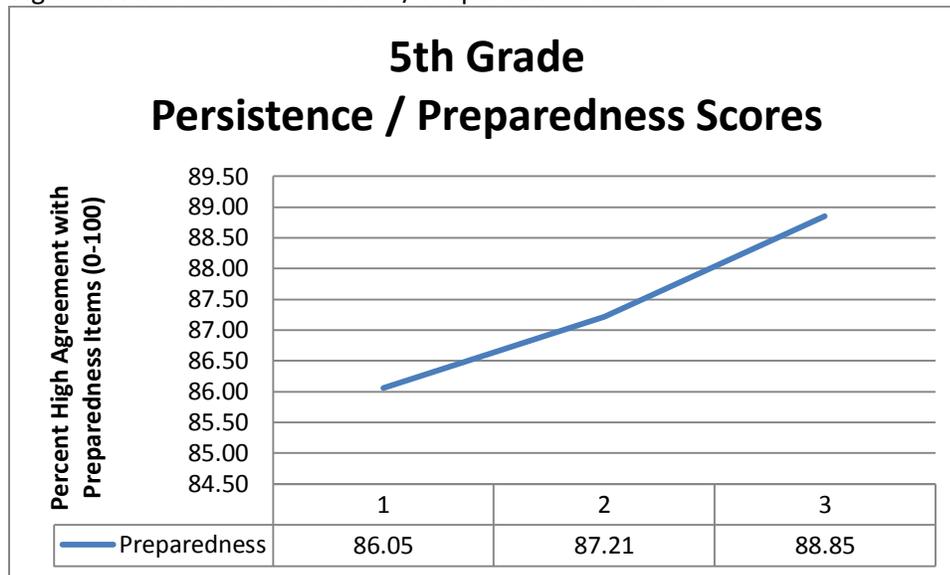
Figure 2. 5th Grade Efficacy Scores



Persistence/Preparedness

Students self-reported levels of preparedness were small but significant predictors of their reported efficacy ($p < .001$; see Figure 3), with more students who rate their preparedness more positively rating their engagement about 2.5 points higher.

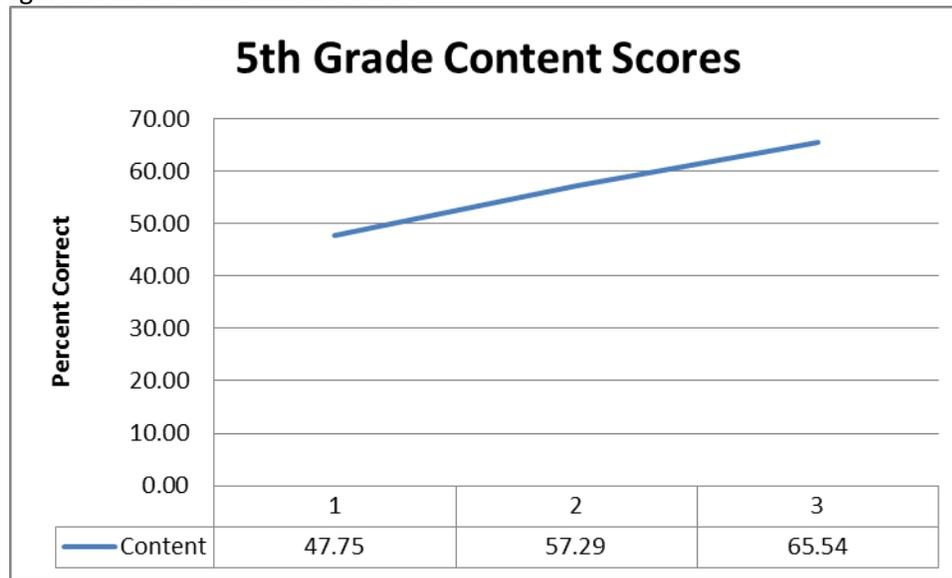
Figure 3. Fifth Grade Persistence / Preparedness Scores



Content Knowledge

Three waves of content test data (see Figure 4) were available for the students of eleven out of thirteen Democratic Visions elementary teachers (n=419; Missing= 123). Two waves of test data were available for one teacher and one teacher only completed two waves of testing. Descriptive statistics were generated to calculate the number of students who achieved mastery scores. At test wave 3, 80% of students achieved mastery scores or better (n=236, Missing=123). Mixed model regression analyses (with students nested in teachers) showed that increases across test waves were statistically significant ($p<001$) with grade level and student self-reported efficacy and persistence as significant covariates. The mean difference from testwave one to testwave three was 15.5% correct. Implementation data were not available for all teachers so these variables were not included in the analyses.

Figure 4. Fifth Grade Content Score



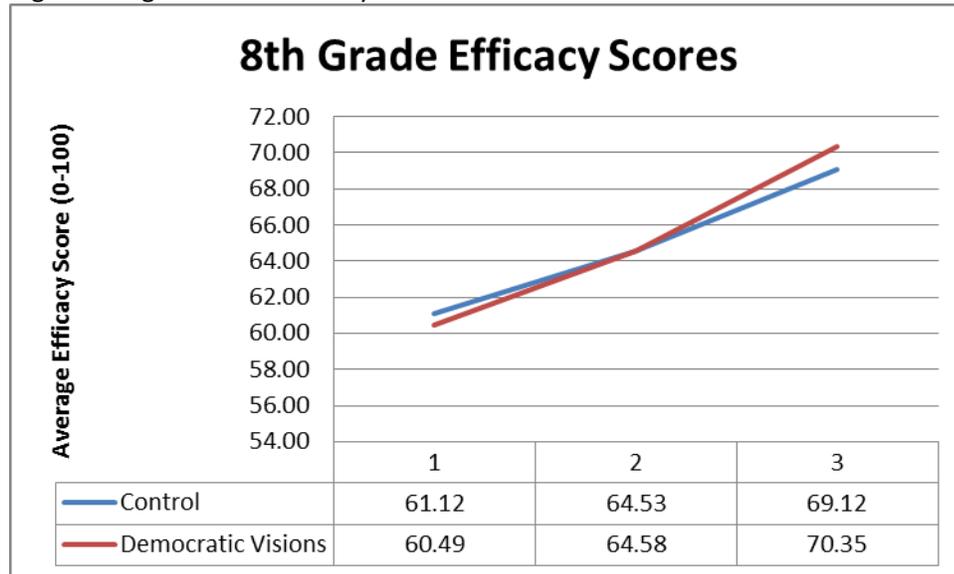
Eighth Grade

Efficacy

Mixed model regression analyses (with students nested in teachers) showed that middle school students' scores were significantly different in terms of their reported efficacy over the three test waves ($p < .001$) with scores at test wave three 4.8 points higher, and the 1 point difference between Democratic Visions and Comparison students was not significant (see Figure 5). The change in scores was different for students based on their content test score ($p < .001$). Students with higher content test scores reported efficacy levels about 3 points higher. There were significant school level differences ($p < .001$) in students' reported efficacy. The average student efficacy score (as measured by students self-ratings) to explain the same historical event from different points of view, link events in history locally, use different original sources to answer questions, explain how historians do research and look for evidence to explain an event or era in history, use historical evidence to learn about an event or era in history, and use historical evidence to create a digital story of events in the past) was about 65 (out of 100) – or a rating that they can complete these tasks more than half the time but not usually. Students

self-reported levels of preparedness were small but significant predictors of their reported efficacy ($p < .001$), with more students who rate their preparedness more positively rating their engagement about 2.4 points higher.

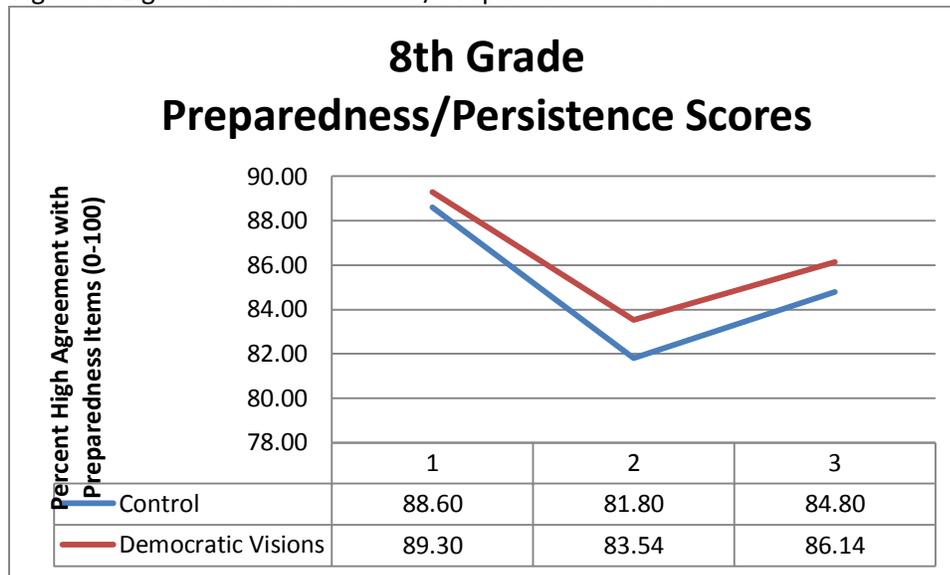
Figure 5. Eighth Grade Efficacy Scores



Persistence/Preparedness

The average student preparedness score (as measured by students self-ratings of how often they come to U.S. History class with pencil and paper, required books or notebooks, and homework done) was about 86% agreement (see Figure 6) all or almost all of the time. Students perceptions of their efficacy was a small but significant predictor of their reported preparedness ($p < .001$), with students who rated their efficacy more positively rating their preparedness about 3.5% higher.

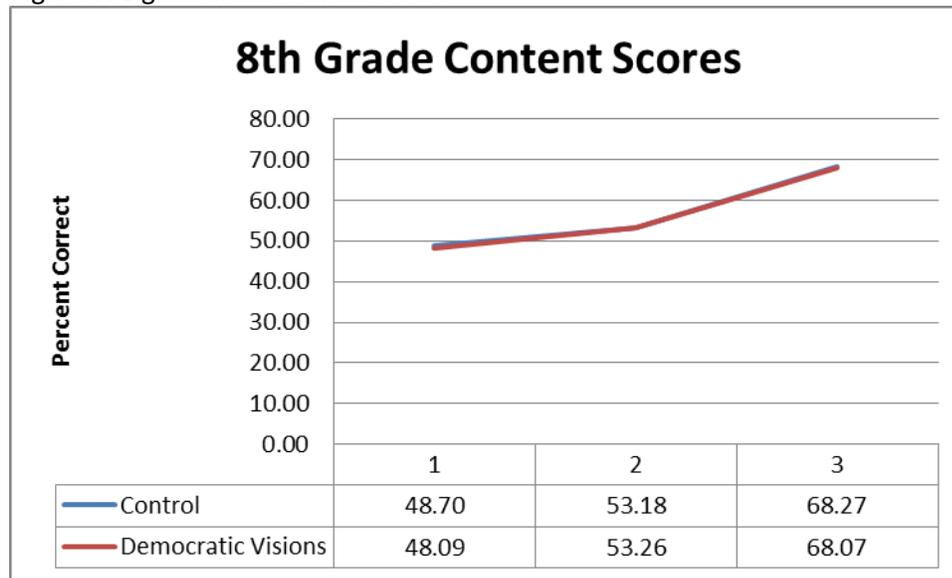
Figure 6. Eighth Grade Persistence / Preparedness Score



Content Knowledge

Three waves of content test data were available for the students of nine Democratic Visions middle school teachers (n=664; Missing= 137) and five Comparison teachers (n=418 ; Missing=17). Descriptive statistics were generated to calculate the number of students who achieved mastery scores in the Democratic Visions group. At test wave 3, 56% of students achieved mastery scores or better (n=293, Missing=137). Mixed model regression analyses (with students nested in teachers) showed that increases across test waves were statistically significant ($p < 0.001$) but there were no significant group differences ($p = .992$) after controlling for student persistence and efficacy. The raw scores of Democratic Visions students were about 2% (see Figure 7) higher than comparison students.

Figure 7. Eighth Grade Content Score



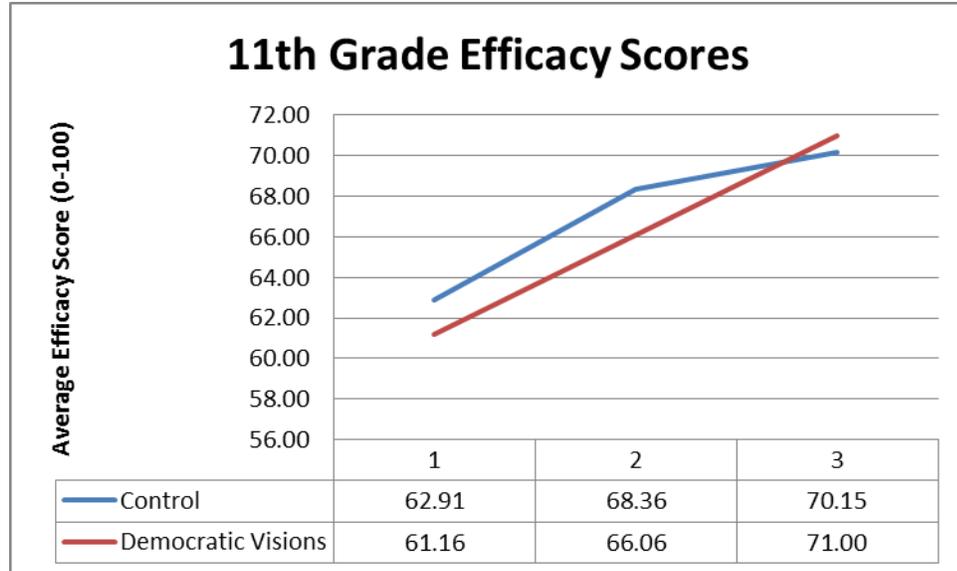
Eleventh Grade

Efficacy

Mixed model regression analyses (with students nested in teachers) showed that high school students' scores were significantly different in terms of their reported efficacy (see Figure 8) over the three test waves ($p < .001$) with scores at test wave three 7 points higher, with Democratic Visions students lower than Comparison students ($p = .024$) at wave one and two (2 points) but scoring higher than the Comparison groups at test wave three (1.4 points). The change in scores was different for students based on their content test score ($p < .001$). Students with higher content test scores reported efficacy levels about 3 points higher. The average student efficacy score (as measured by students self-ratings to explain the same historical event from different points of view, link events in history locally, use different original sources to answer questions, explain how historians do research and look for evidence to explain an event or era in history, use historical evidence to learn about an event or era in history, and use historical evidence to create a digital story of events in the past) was about 66 (out of 100) – or a rating that they can complete these tasks more than half the time but not usually. Students self-reported levels of preparedness were small but significant predictors of their reported efficacy

($p < .001$), with more students who rate their preparedness more positively rating their engagement about 2 points higher.

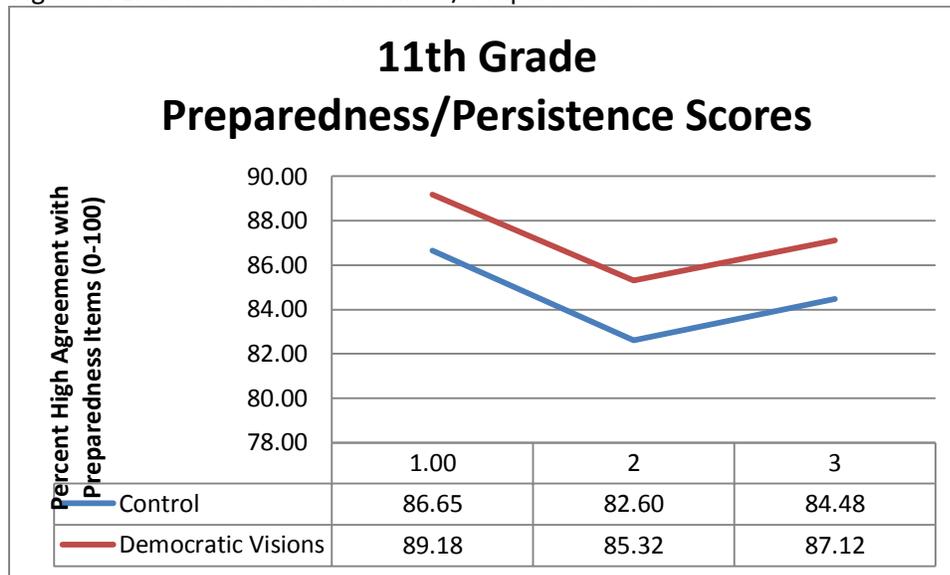
Figure 8. Eleventh Grade Efficacy Scores



Persistence / Preparedness

Mixed model regression analyses (with students nested in teachers) showed that high school students' scores were significantly lower in terms of their reported preparedness over the three test waves ($p < .001$) with scores at test wave three about five points lower (see Figure 9), although Democratic Visions students were significantly higher (2.6%) than Comparison students ($p = .021$). The change in scores was different for students based on their content test score ($p < .001$). Students with higher content test scores reported preparedness levels about .6 % higher.

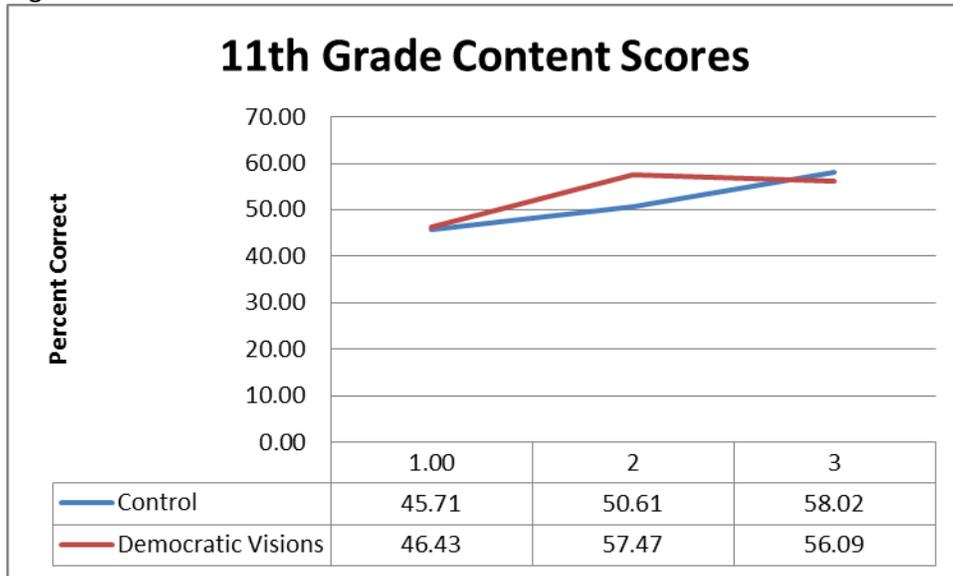
Figure 9. Eleventh Grade Persistence / Preparedness Scores



Content Knowledge

Three waves of content test data were available for the students of four Democratic Visions high school teachers (n= 305, Missing=64) and four Comparison teachers (n= 297, Missing=112). One Comparison teacher completed two out of three waves of testing. Descriptive statistics were generated to calculate the number of students who achieved mastery scores in the Democratic Visions group. At test wave three, 40% of students achieved mastery scores or better (n=108, Missing=38). Mixed model regression analyses (with students nested in teachers) showed that increases across test waves ($p<0.04$) and groups ($p=.016$) were statistically significant with student self-reported efficacy ($p<.001$) and persistence ($p=.004$) significant covariates. Democratic Visions students were significantly higher than Comparison Students at testwave two (see Figure 10) with a decline below the Comparison students at testwave three. The mean difference from testwave one to testwave three was 8.5% correct. Overall, the Comparison students scored about 2% higher than the Democratic Visions students.

Figure 10. Eleventh Grade Content Scores



Discussion

Although we serve a region that is often portrayed as geographically “isolated,” our project works to achieve results of state and national significance. Democratic Visions aims to deepen our understanding of how teachers’ content knowledge develops in American history through experiences that immerse them in understanding historiography and make changes in the classroom that improve student performance in the region. Most importantly, through our quasi-experimental evaluation design that incorporates the complexity of teacher experience and efficacy, the fidelity of implementation, and the engagement and abilities of students, we are developing a better understanding of the experiences of teachers and students who engage in inquiry to understand historical themes using their local and regional experiences as resources to make sense of national themes in U.S. history.

In this second year of our project, progress was consistent and strong for teacher content knowledge. Although change in teacher content test scores from pretest to posttest was not significant, at the posttest, 90% of the teachers who completed at least 75% of grant activities met the minimum criteria for passing the test.

The grant met the mastery goal for elementary students, with 80% meeting or exceeding the cut-score. Middle school and high school students did not reach the mastery goal, although middle school students showed stronger progress than high school students. The Democratic Visions students did not exceed the comparison students for content knowledge scores after correcting for preparedness and efficacy. However, Democratic Vision high school students' ratings of their preparedness/persistence were significantly higher than comparison students. Although increases in students' self-ratings of efficacy increased throughout the year, all secondary students showed reported declines throughout the year in persistence and preparedness.

The grant has not yet reached the benchmark of 100% of teachers implementing content, strategies, and resources pervasively into lessons and creating grade-level lessons on topics covered by seminars. The strongest progress is in the teachers' self-reported abilities in core project strategies as well as their ratings of their effectiveness. The frequency of their implementation of strategies and resources needs to be increased across strategies and across teachers more consistently.

Issues of missing data were greatly improved from Year One. Closer monitoring of teachers made the missing students far fewer. However, there were still teachers in the Democratic Visions and Comparison groups who did not complete all three test waves for student data or all required teacher data sources. The data collection monitoring will be reviewed to see how follow-up might be improved.

Ultimately, progress for students cannot be assured until we reach a consistency in implementation across all strategies, resources, and content knowledge developed with teachers through the programming and activities reaches a threshold of change that creates a predictable learning environment for students.

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Appendix

Instruments

Digital Story Rubric

		Criteria				
		Indicator	3	2	1	0
Technology Operations and Concepts	1	Technical	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing or using the project.	Project does not run satisfactorily. There are too many technical problems to view or use the project.
	2	Design	Original/modified theme or motif applied which enhances communication of content There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz. The overall design takes communication to a superior level. Extremely engaging.	Pre-made theme template or motif applied. There is attention given to balance, proportion, harmony, and restraint. The design elements work together to adequately reinforce the communication of the content. Highly engaging.	Unified theme or motif not evident and design elements appear random. There is minimal attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message. Minimally engaging.	Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas. Not at all engaging.
	3	Use of Technical Enhancements	All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.	Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful.	Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.	No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate
Historiography	4	Depth and Breadth of Content	Excellent use of information from a variety of high quality sources and media. Information is accurate, valid, relevant and comprehensive and fully support judgments or evaluations.	Use of information from a variety of sources and media. Information sources are appropriate. Insufficient evidence presented to fully support judgments or evaluations.	Use of information from only a few sources and media. Information sources are appropriate. End products apply relevant information but judgments or evaluations are not supported by the information.	Use of information from a few sources and/or media. Some selected information sources are inappropriate. Factual information stated but failed to make judgments or evaluations.

		Criteria				
		Indicator	3	2	1	0
	5	Organization	The sequence of information is logical and intuitive. Formatting of content is superior for audience and purpose	The sequence of information is logical. Formatting of content is satisfactory for audience and purpose	The sequence of information is somewhat logical.. Format chosen somewhat addresses audience and/or purpose	The sequence of information is not logical or not evident. Format of content inappropriate for audience and/or purpose
Critical Thinking, Problem Solving, and Decision Making	8	Questions/Purpose/Thesis	End product shows clearly defined authentic problem or highly significant questions identified or defined by student. Clear purpose for product is evident.	End product shows clearly defined problem or questions identified or defined by student that show some depth. Purpose for product not consistently supported.	Problems, questions or purpose defined by student for product is narrow or superficial. Strong purpose for product is not evident.	No evidence of student-defined authentic problems or questions for investigation or purpose for product is unclear or unknown.
	9	Creativity and Innovation	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. Work shows evidence of new ideas, products, or processes by applying existing knowledge. Extremely engaging.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer a few new insights. High engagement.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. Engagement is minimal.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. Not engaging.
	10	Meeting Learning Standards / Objectives	Project content clearly and comprehensively addresses stated objectives.	Project content mostly addresses stated objectives.	Project content somewhat addresses stated objectives.	Project content does not address stated objectives.
	11	Analysis and Synthesis	Project shows strong evidence that information and media were chosen and melded together in order to address the critical issues or problems and produce coherent, unique products. Synthesis is reflected through new ideas that were generated or assessed based on factual information.	Project shows adequate evidence that information and media were chosen and melded together in order to address the critical issues or problems and produce coherent products. New ideas were generated but not completely supported with factual information.	Project shows limited evidence that information and media were chosen and melded together in order to address the critical issues or problems and produce a product. Product is a collection of factual information and does not generate new ideas	End product does not synthesize, analyze, or use information effectively or appropriately to address the critical issues or problems. No evidence of synthesis is present and factual information is not presented in a coherent fashion.

Original Rubric Developed for ISTE's HyperSIG by:

Caroline McCullen, Instructional Technologist, SAS inSchool (<http://www.sasinschool.com/>)

Jamie McKenzie, Editor, From Now On (<http://www.fno.org/>)

Terrie Gray, Director, ED's Oasis (<http://www.edsoasis.org/>)

Revisions by:

Multimedia Mania Team at North Carolina State University

Ellen S. Vasu, Ph.D. Professor

Dr. Jane D. Steelman, Assistant Professor

Dr. Lisa Grable, Director, Learning Technologies Resource Center

NCSU Dept. of Curriculum and Instruction

Elizabeth Bean, Instructional Technology Specialist, Durham Public Schools

Judy Lambert, Assistant Professor, University of Toledo

Adaptions by Area 5 Learning Technology Center for Illinois Instructional Technology Portal, May 31, 2009

Aligned with NETS

(http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)

Lesson Plan Rubric

**Democratic Visions
Lesson Plan Rubric**

	Description	0 – Poor; Extensive re-development needed	1 – Moderate/ Average; Minimally sufficient	2 – Exemplary; Excellent articulation	9- Not Applicable
Learning Structure /Organization	Appropriate for content/time by including clear directions that are realistic in normal classroom settings				
	Developmentally appropriate				
	Defines clear learning goals and progresses logically				
Content	Historically Accuracy				
	Historical background/context				
	Lesson incorporates multiple perspectives/agency				
Instructional Strategies	Analytic Thinking 1 - Requires students to analyze or construct interpretations using evidence— primary sources				
	Analytic Thinking 2 - Requires students to use primary & secondary sources carefully & accurately				
	Analytic Thinking 3 – Requires students to analyze causation.				
	Scaffolding 1- Activities are clearly described and appropriate.				

	Description	0 – Poor; Extensive re-development needed	1 – Moderate/Average; Minimally sufficient	2 – Exemplary; Excellent articulation	9- Not Applicable
	Scaffolding 2- Activities include appropriate materials and resources to support student thinking.				
	Incorporates activities/strategies to differentiate instruction.				
	Scaffolding 3 – Activities require student inference, prediction, placing source in historical context, identifying perspective and agency, how source narrate history				
Assessment	Discussion/questioning prompts relevant, high level and likely to encourage historical thinking.				
Materials/Technology Resources	Multiple sources of evidence are integrated into lesson.				
	Materials/resources are appropriate and sufficient.				
	Technology use is appropriate for lesson purpose.				
Likely Student Impact		0- Low/Negligible Impact	1 - Moderate Impact	2 - High/Strong Impact	Comments
	Content Knowledge				
	Historical Thinking				
	Engagement				

Rubric for Democratic Visions Writing Exercise, Year II

Based on the assigned Reading, *Southern Migrants, Northern Exiles* by Chad Berry

General Guidelines for Scores

Score 4

This response shows understanding of the content, question, and/or problem. The response is insightful, integrates knowledge, and demonstrates powerful application.

- * The application shows powerful evidence of higher order thinking skills.
- * Concepts are accurate and well supported.
- * There are no misconceptions.
- * The response is comprehensive.

Score 3

This response shows some understanding of the content, question, and/or problem. The response includes appropriate application that demonstrates evidence of higher order thinking skills.

- * The application shows some evidence of higher order thinking skills.
- * Concepts are accurate and supported.
- * There are no interfering misconceptions.
- * The response may not develop all parts equally.

Score 2

This response shows knowledge of the content, question, and/or problem. The response is acceptable with some key ideas. The response shows little or no evidence of application.

- * The response includes some basic ideas.
- * The response provides little or no support.
- * There are minimal misconceptions.

Score 1

This response shows minimal knowledge of the content, question, and/or problem. The response is related to the question, but it is inadequate.

- * The response includes incomplete or fragmented ideas or knowledge.
- * There may be significant misconceptions.

Score 0

The response is completely incorrect or irrelevant. There may be no response.

Instructions to teachers: In our online discussion of *Southern Migrants, Northern Exiles*, we focused on the micro, individual, or family experience of the northward migration out of the South. It's also

important to understand how those many individual stories aggregate to characterize the larger cause and effects of such a migration. Before you begin to write, think about the macro, or “Big Picture,” narrative behind the great southern out-migration. What might be the “who-cares-so-what?” significance of such a massive relocation of people? Once your mind is primed, please address the following questions, and **number your responses (1, 2, 3a, 3b, 3c):**

1. What was the **economic incentive** to move? What did the North offer that the South didn’t? Why did the North offer this? Why didn’t—or why couldn’t—the South offer such things?

(For a teacher to receive a “4,” we would expect the writer to identify most of the following: the advanced infrastructure of the Northern industrial economy, the availability of industrial jobs at higher wages than either the agricultural or industrial jobs in the South, the presence of labor unions who kept wages competitive in the Northern economy; the ability of transplanted Southerners to be able to save money and buy property; on the other hand, while the South provided much of the raw material for Northern factories, including manpower, manufacturers were able to capitalize on the troubled race relations of the South to keep unionization at bay.)

2. Why did such an out-migration occur **when it did**, especially between 1940 and 1960? Why not earlier in the nineteenth century, for example, or why not during the 1980s?

(For a teacher to receive a “4,” we would expect the writer to identify most of the following: the impact of WWII on the nation’s economy; the active recruitment of Southern workers to Northern positions; the trajectory of the migration, including the fact that many migrants first worked in agricultural jobs in the north before finding factory employment; the fact that industrial jobs in the North at competitive wages declined in the 1960s and 70s.)

3. It’s also important to consider the **results** of such an out-migration.
 - a. For example, what effect did the migration have on the North? You might consider cultural changes, such as changes in music or religion, or political changes.

(For a teacher to receive a “4,” we would expect: the writer to recall the emergence of particular neighborhoods in northern cities populated by Appalachians, the emergence of businesses that enabled the migration [private bus companies], the impact of Southern culture on Northern cities—including, music (the transplanting of country music to Northern cities) and religion (the competition between the saloon and the church), and the establishment of Southern religious practices and congregations in the post-war period, as Southerners increasingly rejected Northern congregations and started their own churches, particularly Southern Baptist. Teachers might also discuss the impact of Southern values such as “honor” on political culture of the North.)

- b. What effect did the out-migration have on the South? Consider, for example, the impact it had on those who did not or could not move northward.

(For a teacher to receive a “4,” we would expect the writer to consider the mobility of people back and forth between the South and the North and the impact of this movement on both cultures; people often worked a portion of the year in the North and returned to put a crop in the South in the Spring; the impact of kinship on migration; the

routes of migration were enabled, shaped by and helped to stimulate the federal highway and interstate system.)

c. What did the migration have to do with the power and authority of men? Of women? (For a teacher to receive a "4," we would expect: the writer to discuss the ways in which migrants 'worldviews' were expanded by the journey. People no longer just thought in terms of their own small county or community, but saw other Southerners (even those from far away places like Arkansas) as "like them." In part because of the prejudice against them, Southerners began to identify as a "people" in the cities of the North. Gender dynamics were also affected by the migration, as the Northern industrial economy enabled women to become wage earners and to rival the uncontested power of men as the earners within families. Women also experienced a change in their domestic life with migration; aspects of the domestic economy were made easier by urban life. Women were less homesick than men, in general.