

FINAL INDEPENDENT EVALUATION REPORT
OF THE
PRESIDENTS & PRECEDENTS:
A CONSTITUTIONAL LENS ON AMERICAN HISTORY
TEACHING AMERICAN HISTORY PROJECT

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EXECUTIVE SUMMARY

This report is an independent evaluation of the implementation and effectiveness of the *Presidents & Precedents: A Constitutional Lens on American History* Teaching American History (TAH) project, which was a partnership between Pasadena Unified School District (PUSD), El Rancho Unified School District (ERUSD), The Huntington Library, and Constitutional Rights Foundation (CRF). The PUSD/ERUSD TAH project started in October 2005 and ended its no-cost extension year in September 2009. Eighty-five teachers from elementary, middle, and high schools in PUSD and ERUSD were provided at least ten full days of professional development during the three year project, which featured presentations by knowledgeable scholars of American history along with content-driven learning activities, guided tours of local historical sites, substantial historical resource materials, and additional professional development opportunities such as two East Coast instructional tours guided by U.S. history experts during the summers of 2007 and 2008.

An experimental research design evaluated the effectiveness of the TAH program at improving participating teachers' knowledge, their instructional strategies, and their students' achievement in American history. Instruments and procedures were developed and implemented in ways that assured the data obtained was valid and reliable. The evaluation study used stratified random sampling by school district and grade level to randomly assign 84 history teachers to two treatment groups and one control group. Attrition of initial evaluation participants reduced the sample size to 61 teachers from PUSD and ERUSD plus 1470 eighth graders and 1302 eleventh graders who attended TAH teachers' regular level U.S. history courses in PUSD.

Teachers' American history knowledge and attitudes were measured before and after

the first two years of the TAH project with anonymous Content Knowledge Pretests/Posttests, Background Information Presurveys, and Program Evaluation Postsurveys. Students' achievement was measured by scores from the California Standards Test (CST) in U.S. history and Geography for Grade 11 and the U.S. history sections of the Grade 6 - 8 CST in History - Social Science. The CST results of students with U.S. history teachers in the two treatment groups and the control group were compared in order to determine if there were significant differences between the groups in 2005, 2006, and 2007.

Evaluation results suggested that teachers who lacked experience teaching American history significantly increased their U.S. history content knowledge through participation in the TAH program; TAH teachers' attitudes toward U.S. history and their perceptions of their students' attitudes toward American history improved significantly; after their teachers in the Cohort 1 treatment group participated in the PUSD/ERUSD TAH program for 16 months, eighth-grade students' knowledge of American history was significantly better than that of the Cohort 3 control group, whose teachers did not participate in the TAH program; and eleventh-grade students with Cohort 1 teachers who participated in the TAH program for 16 months outperformed students with TAH teachers who participated in the Cohort 2 treatment group for only 8 months, which seemed to indicate that the more time history teachers were exposed to the TAH program, the greater the gains in student achievement. Qualitative analysis of written responses on postsurveys revealed that many TAH participants reported that they changed the way they taught American history by including new knowledge and effective teaching strategies that they acquired from the PUSD/ERUSD TAH program. Overall, the findings provided evidence that TAH teachers benefited from the *Presidents & Precedents* Teaching American History project and that they shared those benefits with their students.

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PREFACE

This *Final Independent Evaluation Report* and the evaluation study described herein could not have been undertaken without the hard work, contributions, and support of every Pasadena Unified School District and El Rancho Unified School District Teaching American History project partner, including Keri Doggett, Theresa Doran, Karen Hirsch, Susan Lafferty, Linda Machida, Ben Meza, Dee Riley, Greg Smith, Felicity Swerdlow, David de la Torre, and Michele Zack. Many thanks to Keri Doggett from Constitutional Rights Foundation and the TAH project's local historian, Michele Zack, for their valuable comments on a draft of this report that enhanced its accuracy and completeness.

While the assistance of TAH partners has been important, the author of this report is solely responsible for its contents. This independent report does not represent the views of Pasadena Unified School District, El Rancho Unified School District, Constitutional Rights Foundation, The Huntington, any other partners of the PUSD TAH program, or any agency.

INTRODUCTION

The *Presidents & Precedents: A Constitutional Lens on American History* Teaching American History (TAH) project commenced in October 2005. At that time, all the TAH project partners, including representatives from Pasadena Unified School District (PUSD), El Rancho Unified School District (ERUSD), Constitutional Rights Foundation (CRF), The Huntington, and the evaluator began a four month process of recruiting history teachers, planning full day professional development sessions with scholarly seminars, and initiating the experimental evaluation. Subsequently, the PUSD/ERUSD TAH program was launched on February 6, 2006 at The Huntington where 72 history teachers attended an overview of the TAH project and they participated in the first part of the evaluation study.

The original grant proposal put forth four objectives for the *Presidents & Precedents* TAH project: (1) To provide ten full days of professional development seminars with scholars covering traditional constitutional and presidential history to 30 teachers each year for three years in order to increase the American history knowledge of participating teachers and their students; (2) to offer 16 additional hours of ongoing professional development sessions each year to each cohort of 30 teachers that aim to increase participating teachers' content knowledge of specific California U.S. History Standards and their capacity to impact student achievement in U.S. history through effective American history instruction; (3) to build a sustainable infrastructure in PUSD/ERUSD by establishing a TAH Professional Development Center and Lab that offers ongoing professional development activities in order to support instructional effectiveness; and (4) to conduct an experimental evaluation by an independent evaluator with a randomized pretest-posttest control group

design that measures the project's impact on participating teachers' content knowledge, their use of effective instructional strategies in American history, and their students' achievement in U.S. history.

This *Final Independent Evaluation Report* will provide evidence that the partnership of Pasadena Unified School District, El Rancho Unified School District, Constitutional Rights Foundation, and The Huntington Library fully accomplished three of its objectives for the three-year TAH program and realized a revised fourth objective.

The report will begin with an independent account of the extent to which the PUSD/ERUSD Teaching American History program met each one of its objectives with examples of actual accomplishments for each project objective, quantified outcomes whenever possible, and explanations of why a few aspects of planned objectives were not attained. The second section of this report will carefully review the research methodology used in the intensive experimental evaluation of the TAH project. The third section will review the quantitative and qualitative results of the evaluation study by examining the effectiveness of the TAH program at improving participating teachers' knowledge, their instructional strategies, and their students' achievement in American history. The conclusion of the report will provide a summary of the independent evaluation results and offer recommendations for strengthening future Teaching American History projects.

PROGRAM IMPLEMENTATION

OBJECTIVE 1: TEN FULL DAYS OF PROFESSIONAL DEVELOPMENT SESSIONS

The *President and Precedents* TAH project met the primary focus of its first objective. According to meeting agendas, observations by the evaluator, and commentary from TAH partners, the PUSD/ERUSD Teaching American History program provided participating

teachers in each cohort year with at least ten professional development days that included seminars with scholars. Since Cohort 1 and Cohort 2 shared two professional development days on March 13, 2007 and March 14, 2007 at The Huntington, there were a total of 29 full day sessions offered by the PUSD/ERUSD TAH program over three years instead of 30 days.¹ These seminars were offered during school days and substitutes were provided so that all the teachers could participate.

The Constitutional Rights Foundation was responsible for most of the professional development program design in conjunction with The Huntington. They scheduled each of the scholars, assisted scholars with presentation materials, and designed agendas for the full day professional development events, except for days devoted to local history.

More specifically, the PUSD/ERUSD TAH project provided participating PUSD/ERUSD history teachers in all three cohorts with approximately 81 hours of seminars with knowledgeable and sometimes prominent American history scholars from February 23, 2006 to May 10, 2008, including 51 lectures with question and answer periods from 24 different U.S. history scholars of distinction from educational institutions such as the University of California Los Angeles, University of Southern California, California State Polytechnic University in Pomona, Occidental College, University of Iowa, Constitutional Rights Foundation, and The Huntington Library. The scholars shared information about a wide range of historical topics such as Thomas Jefferson, the Declaration of Independence, the United States Constitution, the Bill of Rights, President Polk, Manifest Destiny, the age of Andrew Jackson, the Gold Rush, bringing water to the west, the Constitution and slavery, Civil War Amendments, California's role in the Civil

¹ Cohort 1 met primarily during the first year of the TAH program, Cohort 2 met during the second year of the TAH program, and Cohort 3 met during the third year of the program.

War, Abraham Lincoln, the Reconstruction, the rise of industrialization, Teddy Roosevelt, Woodrow Wilson, Franklin Delano Roosevelt, the legacy of the New Deal, the modern presidency, regional cultural history, history of Los Angeles, and interpreting history through the lens of law.²

According to meeting agendas and observations, the TAH project also provided history teachers with approximately 29 hours of content application activities that required teachers to demonstrate their knowledge of the subject matter. The Constitutional Rights Foundation's education staff presented content-driven curriculum materials such as lessons, classroom activities, and teaching strategies by demonstrating how to effectively apply the new knowledge learned from the seminars with scholars in classrooms. Karen Hirsch, David de la Torre, and Keri Doggett from CRF clearly presented at least one lesson demonstration activity at almost every full day professional development session throughout the three-year program. They demonstrated the following CRF lessons that each contained useful and effective teaching strategies for TAH teachers: "The Declaration of Independence," "The Constitution and Bill of Rights: An Introduction," "Teaching with Supreme Court Cases," "Hands on History," "The Constitution and Bill of Rights: Equal Protection," "The Progressive Era," "The Tired King," "A Visitor from Outer Space," "Indian Removal: The Cherokees, Jackson, and the Trail of Tears," "Thinking Like a Historian," "Impeachment: High Crimes and Misdemeanors," and an exciting lesson that most teachers gave great reviews and resoundingly wanted to use in their classrooms called "The River." CRF had numerous lesson demonstrations to offer TAH teachers on a wide

² The "Results" section of this report will discuss the impact of the scholarly seminars on teachers' knowledge of U.S. history.

variety of topics.

In addition, the PUSD/ERUSD TAH project offered approximately 21 hours of guided tours of The Huntington's historical exhibits, art collections and conservation lab, the Autry National Center of the American West, the Nixon Presidential Library & Museum, Eaton's water ways in Pasadena, Pasadena Museum of History exhibits, the Chinese American Museum of Los Angeles, and Los Angeles' Union Station. For example, the TAH project's local historian, Michele Zack, led a TAH field trip where she and a colleague portrayed Alice and Benjamin Eaton and they gave a fascinating historical tour of the Arroyo Seco and Eaton's Canyon in the local vicinity of Pasadena. The Huntington Library provided additional content seminars led by curators and archivists with expertise in their respective collections who acted as guides on "behind the scenes" tours of The Huntington's collections, including the conservation lab where rare primary source documents have been preserved. TAH teachers had ample exposure to historical resources in their community that they could later utilize with their students in future field trips.

Observations by the evaluator and documentation collected by CRF revealed that each participating teacher was given a multitude of resource materials including Constitutional Rights Foundation publications such as *Project History: U.S. History for Middle School*, *The Challenge of Diversity* with a teacher's guide, *The Challenge of Governance* with a teacher's guide, *CityYouth: U.S. History* with a teacher's guide, *Foundations of Freedom: A Living History of Our Bill of Rights* with a teacher's guide, *Letters of Liberty* with a teacher's guide, *Adventures in Law and History*, CRF Web Lessons, "The Constitution and Bill of Rights: An Introduction" CD-ROM, "The Constitution and Bill of Rights: Equal Protection" CD-ROM, and over a dozen different "Bill of Rights in Action" issues from CRF with historical articles, discussion questions, references, and activities for educators to

use in their classrooms. In addition, TAH teachers were given copies of a wide variety of primary sources, including the United States Constitution, the Bill of Rights, the Emancipation Proclamation, the Gettysburg Address, Abraham Lincoln's Second Inaugural Address, the Constitution of Confederate States, and the Civil Rights Act of 1866. TAH teachers also received scholarly history books, materials, and articles from peer-reviewed journals, some of which were written by scholars who participated in the PUSD/ERUSD TAH project, such as *The Great Experiment: George Washington and the American Republic* by John Rhodehamel along with a unit of study for grades 8 – 12 from The Huntington Library, *Land of Golden Dreams: California in the Gold Rush Decade, 1848 - 1858* by Peter Blodgett along with a guidebook, *Votes For Women: A 75th Anniversary Album* by Ellen DuBois and Karen Kearns, "Alice Taylor Eaton: Remembering Altadena Before It Was" by Michele Zack along with an "Eaton's Water" video with a teacher's guide that was developed during the no-cost extension year, "Whiteness as Property" by Cheryl Harris, "Why Jamestown Still Matters" by James McCall, a biographical CD-ROM from The Huntington entitled "George Washington: First of Men," and "America's History in Writings: A Resource for Young Americans" CD-ROM. Moreover, teachers were encouraged to buy an American history book of their choice, and then they were reimbursed for it so that they could read and discuss it in their TAH-sponsored book club. Thus, plenty of materials were given to teachers at the meetings of the PUSD/ERUSD TAH project.

Attendance

The second part of the first objective of the *Presidents and Precedents* TAH project was to provide formal professional development to 30 teachers in each year of the three-year program for a total of 90 teachers. The PUSD/ERUSD TAH program almost met its

goal because 85 teachers participated over three years with 28 teachers in the first year (Cohort 1), 24 teachers in the second year (Cohort 2), and 33 teachers in the third year (Cohort 3) for an average of 28 teachers per year of the program.

The TAH participants came from all school levels in both districts, including 25 elementary school teachers (29%), 23 middle school teachers (27%), and 37 high school teachers (44%) with 62 teachers from PUSD (73%) and 23 teachers from ERUSD (27%).

An average of 22 out of 28 teachers (79%) attended eleven Cohort 1 professional development days with a range of 12 to 28 teachers at the meetings; each Cohort 1 teacher participated in an average of nine full day TAH seminars, ranging from 4 to 14 seminars per teacher.³ The second cohort of 24 teachers was offered ten TAH professional development days, and each Cohort 2 teacher attended an average of eight TAH seminars with a range of 2 to 16 seminars per teacher; the average participation at each Cohort 2 professional development event was 18 teachers (75%) with a range of 15 to 24 participants at various meetings. The third cohort had 33 participants, who were invited to ten full days of professional development events, and the average amount of Cohort 3 participation at each event was 25 teachers (76%) with a range of 18 to 32 teachers at the meetings; each Cohort 3 teacher attended an average of seven TAH seminars with a range of 2 days to 10 days per teacher. Cohort 3 teachers along with Cohort 1 and 2 participants had the opportunity to attend more TAH professional development events during the additional "no cost extension" year of the PUSD/ERUSD TAH program.

The *Presidents and Precedents* project did not quite meet its objective of including 30

³ Cohort 1 teachers were invited to attend the TAH seminars offered to the Cohort 2 and Cohort 3 teachers in addition to their Cohort 1 TAH meetings, while Cohort 2 teachers were invited to attend the seminars offered to Cohort 3 in addition to their Cohort 2 TAH meetings. Therefore, Cohort 1 and 2 teachers had the option to attend more seminars than were offered to them during their year of the TAH program.

teachers each year for a total of 90 teachers, but it came close to its goal with an average of approximately 28 teachers in each cohort for a total of 85 teachers, who attended more than one TAH session. Eighty-four history teachers submitted applications for the TAH program after extensive recruitment efforts throughout PUSD/ERUSD for four months. Information flyers in teachers' mailboxes and on school bulletin boards, presentations at department meetings and district professional development days, e-mail messages to principals and teachers, discussions with principals, and personal telephone calls invited fourth, fifth, eighth, and eleventh-grade American history teachers to voluntarily participate in the TAH program. Recruiting teachers was difficult for the TAH partnership because 2006 proved to be a tumultuous year for both PUSD and ERUSD, with budget cuts forcing the closure of some schools. Moreover, declining enrollment in both districts affected the number of teachers available to be recruited.

Even though 15 applicants decided not to participate in the PUSD/ERUSD TAH program, including five Cohort 2 teachers and nine Cohort 3 teachers, 16 new teachers joined the TAH program during the second and third years, including three Cohort 2 teachers and 13 Cohort 3 teachers. According to the TAH program director, more teachers became interested in the PUSD/ERUSD TAH program as word about the quality of the program spread around the districts, so many more teachers wanted to join Cohort 3 than the other two cohorts. Therefore, the total number of participants was close to the initial applicant pool of 84 teachers, but they were not as evenly distributed across the cohorts as they had been at the beginning of the program when there were 28 teachers in each cohort. It was difficult to recruit 90 TAH participants, but the TAH partners came very close to that goal when 85 history teachers participated in the three-year PUSD/ERUSD TAH program.

OBJECTIVE 2: ONGOING AMERICAN HISTORY PROFESSIONAL DEVELOPMENT

The *Presidents & Precedents* TAH project went above and beyond its second objective, which was to provide at least 16 hours of ongoing professional development per year in order to further increase participants' content knowledge and their capacity to impact student achievement through effective instruction. Teachers were offered stipends to attend lectures, interactive seminars, symposia, trainings, historical dramatizations, theatrical performances, book signing events, archives bazaars, summer history programs, and conferences that were organized by the PUSD/ERUSD TAH program or by historical organizations in the local area. These diverse events took place in a wide range of venues including The Huntington, Pasadena Museum of History, Japanese American National Museum, Los Angeles Central Library, Pasadena Central Library, El Pueblo Historical Monument, National Center for the Preservation of Democracy, Constitutional Rights Foundation, Kirk Douglas Theatre, UCLA, University of Southern California, and the Southwestern School of Law. An abundance of American history topics were covered at these various events such as how history can be interpreted through technological innovation, the redemptive west, bloody Andrew Jackson, the civil war and reconstruction, slavery, George Washington Carver, the early labor movement in America, decorative arts in the gilded age, and the experience of Japanese Americans during their internment experience among many others. The breadth and depth of these many offerings was staggering.

Moreover, experienced educators from Constitutional Rights Foundation repeatedly offered to go to school sites and help teachers implement CRF lessons that were presented during TAH professional development days. The intent was for TAH partners to work with TAH teachers in their classrooms to improve their teaching strategies. During the three

years of the PUSD/ERUSD TAH program before the no-cost extension year, five teachers on four different days accepted assistance from Karen Hirsch, who is a senior program director at CRF and has led numerous lesson demonstrations for the *Presidents & Precedents* project. Karen modeled classroom lessons in an eighth-grade U.S. history classroom for a Cohort 1 teacher and she worked with four elementary school teachers at Sierra Madre Elementary School to help prepare their school for History Day. As a result, PUSD participated in History Day. When she worked at school sites, Karen invited all the TAH participants to observe the CRF lessons being used in classrooms.

TAH partners from CRF usually informed PUSD and ERUSD TAH participants about local historical events by e-mail and at TAH seminars. Then TAH teachers volunteered to go to additional professional development events and they received small stipends after writing a paragraph about what they attended. Sometimes TAH teachers found out about a great American history event in the local area and they let other TAH program participants know about it by e-mail so that their colleagues could volunteer to attend as well.

According to information collected by the independent evaluator, 24 out of 28 TAH teachers (86%) from the first cohort of the PUSD/ERUSD TAH program attended at least 17 different additional professional development events, which were called "menu opportunities," for a total of approximately 60 hours during the three-year TAH program.⁴ Cohort 2 was offered numerous menu opportunities on a wide variety of historical topics during the second and third years of the TAH program, including two multi-day conferences. Records collected by the evaluator show that 15 out of 24 second cohort

⁴ The implementation information for this section on Objective 2 (Ongoing Professional Development) is as accurate and complete as possible. It is based on information collected by the evaluator from attendance lists provided by TAH partners, stipend invoices, proceedings at TAH professional development meetings, APR reports, and conversations with TAH partners.

teachers (63%) participated in at least 11 different menu sessions that provided TAH participants with over 50 hours of professional development.⁵ During the third year of the TAH program, records obtained by the evaluator showed that 16 out of 33 third cohort teachers (49%) participated in at least 10 menu sessions for a total of approximately 40 hours of additional professional development, which sharply increased to 24 out 33 teachers from Cohort 3 (73%) who participated in ongoing professional development opportunities soon after the end of the third year of the TAH program during the no-cost extension year. Overall, 55 out of 85 TAH teachers (65%) took advantage of the large amount of menu opportunities offered during the first three years of the PUSD/ERUSD TAH program. Many hours of additional professional development were offered, but approximately one out of three TAH teachers did not take advantage of the opportunities.

In addition to the menu opportunities, the TAH partnership made an effort to provide ongoing professional development to as many teachers as possible by inviting all the teachers in previous cohorts to the next cohort's professional development days. Four teachers from Cohort 1 took advantage of this opportunity, and they attended a total of six full day professional development meetings during the second and third year of the PUSD/ERUSD TAH program, including two middle school teachers, an elementary school teacher, and a high school teacher. Three teachers from Cohort 2 came back to attend a total of thirteen full day sessions during the third year of the TAH project, including two elementary school teachers and a middle school teacher. Cohort 1 and 2 participants were provided substitutes if they decided to attend subsequent professional development sessions

⁵ Attendance lists for the menu opportunities were difficult to obtain because often only one or two teachers would attend an event. Total attendance is based on documents collected by the evaluator and may be higher than stated in this report.

with scholars. Therefore, numerous ongoing professional development opportunities were offered to all the teachers in the PUSD/ERUSD TAH program.

East Coast Tour

Another form of "ongoing professional development" in the *Presidents & Precedents* TAH project was the opportunity for a total of 60 teachers in the TAH program to join a two-week historical tour of the East Coast during the summers of 2007 and 2008. At the Annual TAH Directors' Meeting in New Mexico in September 2006, the TAH partners learned that a field trip to visit historic sites on the East Coast was an acceptable TAH professional development experience, and they realized that this intensive amount of additional professional development would support the knowledge that TAH teachers had gained through their contact with scholars on topics such as the Constitution, the Declaration of Independence, and the Revolutionary War. The TAH director asked for and received permission from the DOE and the Pasadena Unified School Board to reallocate resources so that as many as 60 California teachers could go on two scholar-led tours of the East Coast.

Historian Michele Zack organized and led both East Coast instructional tours with the support of Jack Bareilles from Humboldt County, Kathy Bautista, a principal from PUSD in 2007, and the Gilda Lehrman Institute of American History. Therefore, in the summer of 2007 after the final part of the evaluation study, 27 teachers from PUSD and ERUSD and a PUSD principal went on an historical tour of the East Coast, including 10 teachers from the first cohort, 16 teachers from the second cohort, and one teacher from Cohort 3. In at least 71 hours of professional development experiences, teachers saw for themselves seminal historical sites, such as Plymouth, Salem, a boat that fought in the Revolutionary War, the

actual room where the U.S. Constitution was written, Gettysburg battlefields, and other important sights in New York and Washington, DC.⁶ The next summer in 2008, 21 TAH teachers took a similar historical journey through the East Coast for at least 63 hours of professional development, including three Cohort 1 teachers, two Cohort 2 teachers, 16 teachers from Cohort 3, and one PUSD administrator.⁷ Nineteen high school teachers and 17 elementary school teachers outnumbered the 12 middle school teachers on both historical trips. Some of the participating TAH teachers had never had the opportunity to visit historically important sites on the East Coast, so it provided direct experience and gave them the opportunity to solidify the knowledge they gained in recent seminars.

The East Coast instructional history tour helped to create a community of scholars who supported each other in investigating and teaching the lessons of American history. According to the director of the PUSD/ERUSD TAH project, Felicity Swerdlow, who went on the first East Coast history tour: "It further strengthened them as a community of scholars who will pass on knowledge of and enthusiasm for American history to their students." Teachers also made positive comments about their experience on the East Coast history tour: "This trip connected me forever with a desire to learn and experience more of the history of America;" "This trip provided me with an insight I could not acquire any where else;" "I must commend PUSD for seeing the value in this experience and the importance of equipping its teachers with not only the technical knowledge needed to teach history, but the invaluable passion for the subject it helped to instill;" "The TAH history tour was one of the most valuable educational experiences I have had;" and "The simple fact that

⁶ The total amount of professional development time on the East Coast historical tours is a conservative estimate, which was calculated by the program leader, Michele Zack, and it only takes into account historical experiences, excluding lunch or bus time.

⁷ Two teachers from Cohort 2 attended the first and second East Coast tours.

I was able to witness with my own eyes many of the places and things which I teach about in my class made it extra special. I felt more of a connection with the material that I teach." There were few critical comments, but some teachers thought the historical tour of the East Coast could have been a bit shorter because teachers were worn out after two weeks; they suggested reducing the hectic pace of the first tour, which was remedied during the second tour. The historical tours of the East Coast provided by the PUSD/ERUSD TAH project gave teachers first-hand experience with crucial historical sites on the other side of the country, which evidently increased TAH teachers' enthusiasm for teaching American history by connecting them more deeply to the content of their courses.

OBJECTIVE 3: ESTABLISH AN AMERICAN HISTORY PROFESSIONAL DEVELOPMENT CENTER

The third objective of the *Presidents & Precedents* TAH project was to establish a sustainable TAH Professional Development Center with a master U.S. history teacher as the part-time Professional Development Director, who would set up and oversee the Professional Development Center in the former library at John Marshall Secondary School. The original vision of the third objective was not fulfilled because the designated master U.S. history teacher, Debbie McComas, decided not to accept the funded position in the PUSD/ERUSD TAH project; she did not want to leave her classroom to move into a part-time teaching position when the TAH program was initiated. It proved to be difficult to find a U.S. history master teacher who could replace Debbie McComas, especially since she was in a unique position to manage the Professional Development Center at her school site, so the PUSD/ERUSD TAH program did not fill the Professional Development Director position.

Instead, an administrative coordinator, Theresa Doran, was hired by PUSD to set up a

Teaching American History Library in the Parent and Community Room at Wilson Middle School, where she worked. At various TAH full day professional development seminars, TAH teachers brought their favorite U.S. history books and presented them to their colleagues. Afterwards, the TAH project purchased all the books that were presented at the seminars for the TAH program's Resource Center Library located in a cabinet in Room 107 of Wilson Middle School. The books are still currently available for PUSD American history teachers. Theresa Doran compiled a list of all the materials available in the TAH library and handed out the list to participating TAH teachers at full day professional development sessions. If TAH teachers wanted to check out some books, they informed Theresa and she brought them the books by the end of the day. Without an expert U.S. history teacher to lead the Professional Development Center, the PUSD/ERUSD TAH program attempted to build a resource center with books that would benefit U.S. history teachers in PUSD beyond the end of the grant.

Since a Professional Development Director was not hired, the TAH program used the remaining funds to offer two summer instructional field trips to the East Coast in 2007 and 2008 as well as a no-cost extension of the TAH program for a fourth year, which included a Presidential Lecture series, a teacher's guide for Eaton's Water, and U.S. history teaching strategy workshops for middle school teachers. As discussed above in the preceding section, the summer trips to the East Coast offered PUSD/ERUSD TAH teachers a once in a lifetime memorable experience that increased their capacity and enthusiasm for teaching American history to their students. A community of scholars across grade levels was formed during the two tours to historically important sites in the Eastern United States.

No-Cost Extension Year

During the extension year of *Presidents & Precedents*, the TAH project offered teachers in all three cohorts a two-day seminar on the desegregation of PUSD, four teaching strategy workshops for middle school teachers, six presidential lectures, a teacher's guide, and ongoing "menu" events throughout the year, some of which were organized by CRF just for TAH teachers. Overall, teachers in the PUSD/ERUSD TAH program attended 20 events in the fourth year, including the 12 well-planned core sessions.

Local historian and TAH partner, Michele Zack, directed a two-day seminar on the desegregation of PUSD, "Civil Rights in the City of Roses," which was held at the Pasadena Museum of History on June 3 and 10, 2008. Through illustrated lectures, panel discussions, assigned readings, and breakout sessions reporting back to larger group, the local story of school integration was drawn against the larger historical backdrop of the Civil Rights Movement. Guest scholars included Dr. Robin Kelley and Dr. Bill Deverell of USC. Michele Zack tied in the different histories of the three communities of PUSD: Pasadena, Altadena, and Sierra Madre. Several "citizen history makers" shared experiences, including Jim Spangler, who brought the original lawsuit against PUSD for unequal resources allocated to its three high schools that went all the way to the Supreme Court. Past members of the PUSD School Board who implemented the "Pasadena Plan," including Al Lowe, Marge Wyatt, and other key players told their stories, along with a reporter, teachers, and students of that era, including ones who were bused. TAH teachers from all three cohorts were invited to these popular seminars, which were offered on two successive Tuesdays so that teachers could complete reading assignments in between sessions. Twenty-three TAH teachers attended the first "Civil Rights in the City of Roses" seminar, including 13 teachers from Cohort 3, and 21 TAH teachers attended the second seminar, including 11 teachers

from Cohort 3. City leaders such as Mayor Bill Bogaard, Star News Editor Larry Wilson, Superintendent of Schools Edwin Diaz, and PUSD School Board members attended several sessions. An illustrated 12-foot long timeline showing PUSD history and the history of the national Civil Rights Movement was created for participants to place themselves on, marking when they first became involved with PUSD as students, parents, or teachers.

Constitutional Rights Foundation (CRF) offered the second part of the extension year. Karen Hirsh of CRF led the TAH Middle School Teacher Special Series of four interactive workshops that focused on improving instruction where it was needed most in middle school classrooms in both districts. This series of four after-school sessions for middle school teachers presented and provided effective and engaging U.S. history lessons and methods that teachers could use in their classrooms. An average of 12 teachers attended the four workshops. The workshops took primary sources documents and other enrichment ideas directly from content presented in full day TAH scholarly seminars. Teachers in small learning groups shared their expertise as they worked on strategies to engage students and to increase their students' content knowledge by tailoring specific lesson plans to California State History Standards.

The third element of the extension year included a series of six lectures on presidential election history, which was organized by Michele Zack. These after-school lectures coincided with the national presidential election campaign, transition, and beginning of a new administration, providing a compelling contemporary connection to content. The scholars recommended books to complement or enrich the content of their presentations, which were distributed to teachers to help them build their own libraries of historical resource material. Dr. Peter Mancall started the series talking about the election of 1800 with 25 teachers attending the dinner and lecture, which was the best attendance of the

extension year. Then Dr. Dan Howe, a 2008 Pulitzer Prize winning historian, spoke about the elections of 1840, 1860, and 1876, and sung one of the earliest-known presidential campaign songs. Dr. Joan Waugh focused on Lincoln’s decision to go to war as a new president, and Dr. John Lloyd spoke about the election of 1912, which was a three-way race between Woodrow Wilson, Theodore Roosevelt, and socialist Eugene Debs. Dr. Doug Smith talked about Franklin Delano Roosevelt and compared him with newly elected President Obama at the nadir of the latest American economic downturn. Finally, Ian Whitcomb presented a combination of a lecture and performance on how President Wilson used popular music to enlist popular support for U.S. involvement in World War I. An average of 20 teachers attended each of these popular seminars on presidents and elections.

The final product of the extension year was a 46-page *Eaton's Water Teacher's Guide* for use with the short dramatic film *Eaton's Water*, which was based on a short historical story written by Michele Zack. Three TAH teachers, who had been using the film in their classrooms since it was introduced to them in a full day TAH professional development seminar, contributed to designing the teacher's guide. The film tells the story of pioneers who developed water resources that made development of Pasadena, Altadena, and South Pasadena possible, and the guide ties “place-based” learning to various California grade level content standards, including large historical themes of manifest destiny and westward expansion. The guide was bundled with the DVD of the film and a CD of historical maps and photographs, still images from filming, and contemporary photographs to compare and contrast the film’s themes locally and in other places in the world with different water challenges. The *Eaton's Water Teacher's Guide* was designed to support elementary, middle, and secondary teachers in history, science, and cross-disciplinary classrooms.

OBJECTIVE 4: INTENSIVE EXPERIMENTAL EVALUATION

The fourth objective of the PUSD/ERUSD TAH program was to carry out an experimental evaluation with random assignment and a pretest-posttest control group design in order to investigate the effectiveness of the *Presidents & Precedents* TAH project on participating teachers' knowledge and instructional strategies as well as students' achievement in U.S. history. The experimental evaluation was implemented according to the plan in the grant proposal by the author of this report, Diane H. Steinberg, who is an independent evaluator. As the following section on "Research Methodology" will carefully describe, the evaluation study compared randomly assigned TAH teachers in Cohort 1 and Cohort 2 and their students, who were in the treatments groups, to Cohort 3 TAH teachers and their students in the control group. The pretest and presurvey were given at the initial meeting for the TAH program and they were administered again before Cohort 3 participated in the program 16 months later. Both research instruments protected the identities of participating teachers through anonymous coding. Student achievement was measured by students' scores on the California Standards Test (CST) in U.S. History for Grade 8 and Grade 11, which were administered in May 2005, 2006, and 2007. 2005 was a baseline year because none of the teachers participated in the TAH program during that year. The intensive evaluation used both quantitative and qualitative methods to examine the impact of the PUSD/ERUSD TAH program on teachers' knowledge of key U.S. history topics, teachers' capacity to use more effective instructional strategies to teach American history, and students' content knowledge about key topics in American history. The research methodology for the experimental evaluation will be described in detail in the next section of this report.

METHODOLOGY

THREE EVALUATION OBJECTIVES

The experimental evaluation of the *Presidents and Precedents Teaching American History* program occurred from February 2006 to June 2007. On February 6, 2006 during a TAH applicant gathering at The Huntington, history teachers in the experimental treatment groups and the control group completed a pretest and presurvey, and then the teachers in the treatment and control groups reconvened on June 11, 2007 to complete the Content Knowledge Posttest and Program Evaluation Postsurvey after both treatment groups had participated in the PUSD/ERUSD TAH program. The TAH evaluation had three objectives: (1) Investigate the impact of the TAH program on teachers' knowledge about key U.S. history topics; (2) investigate the impact of the TAH program on teachers' capacity to recognize and use more effective instructional strategies to teach American history in low-performing schools; and (3) investigate if students whose teachers have participated in the TAH program demonstrate greater content knowledge about key topics in American history than students whose teachers have not participated.

EXPERIMENTAL RESEARCH DESIGN

Random Assignment

After four months of intensive recruitment that will be described in detail in the "Research Procedures" section of this report, 79 teachers from Pasadena Unified School District and El Rancho Unified School District made written and verbal commitments to join the PUSD/ERUSD TAH program, which included mandatory participation in two evaluation meetings. Before the initial evaluation meeting, all the voluntary applicants were randomly assigned to two experimental treatment groups (Cohort 1 and Cohort 2) and

one control group (Cohort 3). Since there were history teachers from elementary, middle, and high schools in two different districts, stratified random sampling by district and grade level was utilized so that each group would have approximately equal distributions of teachers from each district and each grade level. Random assignment to three groups of at least 25 participants boosted the probability that the groups would have similar characteristics, so the evaluation study would be less likely to suffer from selection bias.

Evaluation Meetings

On February 6, 2006, seventy-two PUSD and ERUSD teachers from elementary, middle, and secondary schools, who had already been randomly assigned to three cohorts, were given a Content Knowledge Pretest (Appendix A) and Background Information Presurvey (Appendix B) at a well-attended first evaluation meeting in Friends' Hall at The Huntington. In addition, eight more teachers took the pretest and presurvey before the beginning of the PUSD/ERUSD TAH program on February 23, 2006. Sixteen months later, the second evaluation meeting occurred in Friends' Hall at The Huntington on June 11, 2007 after Cohort 1 and 2 teachers had finished their core participation in the TAH program. Sixty-nine teachers from elementary, middle, and high schools within PUSD and ERUSD completed the PUSD TAH Content-Knowledge Posttest (Appendix C) and Program Evaluation Postsurvey (Appendix D), while three additional teachers took the posttest and postsurvey at individual meetings with the evaluator on June 12, 2007.

Approximately 86% of the TAH teachers who finished pretests and presurveys completed the evaluation by turning in posttests and postsurveys. Attrition of evaluation participants was low for four reasons. First, TAH teachers were informed at the outset of the PUSD/ERUSD TAH program that attendance at the evaluation meetings was

mandatory. Second, teachers were not allowed to switch out of their randomly assigned cohorts unless absolutely necessary. Third, the evaluator or one of the PUSD TAH partners talked to every teacher who had participated in the first part of the PUSD TAH program evaluation to ask them to commit to attending the final evaluation meetings on either June 11 or June 12, 2007. Fourth, teachers were compensated for the time they spent participating in the evaluation.

PARTICIPANTS

Eighty-four elementary, middle, and high school teachers from Pasadena Unified School District and El Rancho Unified School District filled out applications to participate in the *Presidents and Precedents* TAH project and were then randomly assigned to the Cohort 1 treatment group, the Cohort 2 treatment group, or the Cohort 3 control group so that each cohort included 28 participants as shown in Table 1. However, 23 out of those 84 randomly assigned teachers (27%) did not participate in the evaluation study for various reasons. Eight teachers changed their minds and decided not to participate in the PUSD/ERUSD TAH program, which was the most common reason. Five teachers had special circumstances that required them to switch out of their randomly assigned cohorts, even though they were strongly encouraged not to switch cohorts. Five more teachers in the control group did not comply with the study's instructions and thereby risked contamination, so they became ineligible to participate in the evaluation study.⁸ Four teachers did not attend either the first or last evaluation meeting for various personal reasons, but they still participated in the TAH program. One teacher voluntarily withdrew

⁸ Cohort 3 teacher contamination will be discussed in more detail in the "Data Analysis Procedures" section of this report.

from the evaluation because she said that she would never teach American history during her career. For the all of the above reasons, Cohort 1 lost five participants, while Cohort 2 and Cohort 3 each lost nine teachers by the final evaluation meeting. Therefore, Table 1 shows that 23 teachers in Cohort 1, 19 teachers in Cohort 2, and 19 teachers in Cohort 3 became the evaluation study subjects of the teacher portion of the PUSD/ERUSD TAH program evaluation.

The rest of this section on evaluation study participants will describe the composition of each of the teacher cohorts. In addition, all three cohorts will be compared to each other. Characteristics of student participants in the evaluation study will also be described.

Cohort 1 Experimental Treatment Group

After sixteen months of participation in the PUSD/ERUSD TAH program from February 2006 to June 2007, twenty-three Cohort 1 TAH teachers completed the evaluation study by taking the posttest and postsurvey, including 9 high school teachers, 8 middle school teachers, and 6 elementary school teachers.⁹ Table 1 shows that 14 of the teachers in Cohort 1 came from Pasadena Unified School District and nine teachers came from El Rancho Unified School District. They had an average of 5.4 years of U.S. history teaching experience, a median of 3 years, and a range of 0 to 26 years of U.S. history teaching experience.

Five Cohort 1 evaluation participants reported on their presurveys that they had less than two years of teaching experience, including two teachers with no experience teaching

⁹ The amount of Cohort 1 teachers in the study was reduced to 23 participants because two teachers switched cohorts, two teachers did not attend one of the evaluation meetings, and one teacher revealed that she would never teach U.S. history.

TABLE 1: COHORT COMPARISON OF TAH EVALUATION PARTICIPANTS' CHARACTERISTICS¹⁰

<i>TAH Teacher Characteristics</i> (N = 61)	<i>COHORT 1</i>	<i>COHORT 2</i>	<i>COHORT 3</i>
Randomly Assigned Teachers	28 teachers	28 teachers	28 teachers
Presurvey Participants	26 teachers	25 teachers	26 teachers
Evaluation Study Subjects: Presurvey and Postsurvey Participants	23 teachers	19 teachers	19 teachers
PUSD Teachers	14 teachers	15 teachers	12 teachers
ERUSD Teachers	9 teachers	4 teachers	7 teachers
High School Teachers	9 teachers	11 teachers	9 teachers
Middle School Teachers	8 teachers	4 teachers	5 teachers
Elementary School Teachers	6 teachers	4 teachers	5 teachers
Mean Teaching U.S. History Experience Prior to the PUSD/ERUSD TAH Program	5.4 years	3.8 years	3.1 years
Mean Content Knowledge Pretest Score	20.74 points	18.37 points	15.90 points

TABLE 2: COHORT COMPARISON OF EVALUATION PARTICIPANTS' U.S. HISTORY TEACHING EXPERIENCE¹¹

<u>U.S. HISTORY TEACHING EXPERIENCE¹²</u>	YEARS OF U.S. HISTORY TEACHING EXPERIENCE	COHORT 1	COHORT 2	COHORT 3	TOTAL
INEXPERIENCED	0 - 1 year	5	10	9	24
EXPERIENCED	2 - 9 years	14	7	9	30
EXPERIENCED	10+ YEARS	4	2	1	7

TABLE 3: COHORT COMPARISON OF MEAN OUTCOMES OF THE AMERICAN HISTORY CONTENT KNOWLEDGE PRETEST AND POSTTEST FOR EVALUATION PARTICIPANTS

EVALUATION GROUP (N = 61)	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	MEAN GRADE 5 PRETEST SCORE	MEAN GRADE 5 POSTTEST SCORE	MEAN GRADE 8 PRETEST SCORE	MEAN GRADE 8 POSTTEST SCORE	MEAN GRADE 11 PRETEST SCORE	MEAN GRADE 11 POSTTEST SCORE
COHORT 1	20.74	21.61	15.5	15.5	20	21.38	24.89	25.89
COHORT 2	18.37	21.11	10.5	15	23	25	19.55	21.91
COHORT 3	15.90	17.79	13	14.2	14.2	17.2	18.44	20.11

¹⁰ This table provides a description of TAH teachers who participated in the evaluation study by completing both the pretest/presurvey and posttest/postsurvey and complying with the rules of the study.

¹¹ N = 61

¹² TAH teachers' U.S. history teaching experience was measured by teachers' answers to a question in the Background Information Presurvey at the outset of the TAH program at the first evaluation meeting on February 6, 2006. Zero years of experience means that the teachers have never taught U.S. history or have just started to teach U.S. history during that school year.

American history and three teachers who had one year of U.S. history teaching experience. As shown in Table 2, most of the Cohort 1 teachers taught U.S. history for two to nine years (14 teachers), while four teachers taught U.S. history for 10 or more years. A much higher proportion of teachers in Cohort 1 were experienced with two or more years of teaching experience (78.3%) than inexperienced U.S. history teachers (21.7%).¹³ In sum, the PUSD/ERUSD TAH program had a well-balanced mixture of Cohort 1 teachers from all grade levels and school districts, except that experienced teachers with two or more years of U.S. history teaching experience far exceeded the amount of inexperienced teachers with less than two years of teaching experience.

The TAH Content Knowledge Pretest contained 31 multiple-choice items on American history topics covered in the PUSD/ERUSD TAH program. Overall, Cohort 1 teachers, who participated in both parts of the evaluation, had an average score of 20.74 correct items and a median score of 21 correct items on the content assessment with a range of scores from 9 to 28 correct items. High school teachers in Cohort 1 had the highest pretest scores: Cohort 1 elementary school teachers scored an average of 15.5 correct items, Cohort 1 middle school teachers scored an average of 20 correct, and Cohort 1 high school teachers scored an average of 24.9 correct. Table 3 shows that overall Cohort 1 had the highest average pretest score compared to the other cohorts on the Content Knowledge Pretest.¹⁴

¹³ The random sampling procedure did not stratify subjects by U.S. history teaching experience. A preliminary study of pretest scores revealed that U.S. history teaching experience was positively correlated with pretest scores ($r = .46, p < 0.0001$). The "Results" section will discuss this factor in much more detail.

¹⁴ Posttest results and change scores will be discussed in the "Results" section.

Cohort 2 Experimental Treatment Group

After eight months of participation in the PUSD/ERUSD TAH program from October 2006 to June 2007, nineteen Cohort 2 teachers completed the evaluation study by taking the posttest and postsurvey, including 11 high school teachers, 4 middle school teachers, and 4 elementary school teachers.¹⁵ Fifteen of the Cohort 2 teachers were from Pasadena Unified School District and four teachers were from El Rancho Unified School District. They had an average of 3.8 years of U.S. history teaching experience and a median of 1 year with a range of 0 to 22 years of U.S. history teaching experience. Ten Cohort 2 evaluation participants reported on their presurveys that they had less than two years of teaching experience, including seven teachers with no experience teaching American history and three teachers who had one year of U.S. history teaching experience. As shown in Table 2, the remaining nine Cohort 2 teachers were experienced U.S. history teachers, including seven teachers with two to nine years of U.S. history teaching experience and two teachers with 10 or more years of U.S. history teaching experience. With more than three times the number of PUSD teachers as ERUSD teachers and a large number of high school teachers, Cohort 2 did not have as well balanced of a mixture of teachers as intended with stratified random assignment because of teacher attrition before and during the evaluation study. However, it did have an almost even split of ten inexperienced U.S. history teachers (52.6%) and nine experienced U.S. history teachers (47.4%).

Cohort 2 evaluation participants had an average score of 18.37 correct items out of 31 items and a median score of 19 correct items on the Content Knowledge Pretest. The range

¹⁵ The amount of Cohort 2 teachers in the study was reduced from 28 to 19 participants because three teachers switched cohorts, one teacher did not attend one of the evaluation meetings, and five teachers decided not to participate in the TAH program.

of scores on the content assessment included 7 correct items to 30 correct items. Cohort 2 middle school teachers had better scores on the Content Knowledge Pretest than the other Cohort 2 grade levels: elementary school teachers had an average of 10.5 correct items, Cohort 2 middle school teachers had an average of 23 correct, and Cohort 2 high school teachers had an average of 19.55 correct items. Table 3 shows that the overall average score of Cohort 2 on the Content Knowledge Pretest was in between the other cohorts.

Cohort 3 Control Group

Twenty-four Cohort 3 teachers completed the post-evaluation instruments before they started the PUSD/ERUSD TAH program during the 2007 - 2008 school year. However, Cohort 3 was reduced to 19 evaluation participants when the researcher withdrew five teachers from the evaluation study because they revealed on their postsurveys that during the evaluation study period, from February 2006 to June 2007, they received as many as 200 hours of U.S. history professional development similar to the PUSD/ERUSD TAH program as well as TAH program materials in some cases. This lack of compliance with the control group requirements might have contaminated the control group. Therefore, 19 TAH teachers in the control group completed the study, including nine high school teachers, five middle school teachers, and five elementary school teachers.¹⁶

Twelve Cohort 3 teachers were from Pasadena Unified School District and seven were from El Rancho Unified School District. They had an average of 3.1 years of U.S. history teaching experience and a median of 2 years with a range of 0 to 10 years of U.S. history

¹⁶ In addition to the five teachers disqualified for noncompliance, three teachers in Cohort 3 decided not to participate in the TAH program and one teacher did not attend the second evaluation meeting. The anonymity of the postsurveys did not allow the evaluator to identify contaminated teachers in Cohort 3, so their students might have been included in the evaluation study.

teaching experience. Nine Cohort 3 evaluation participants reported on their presurveys that they had less than two years of teaching experience, including five teachers with no experience teaching American history and four teachers who had one year of U.S. history teaching experience. The remaining ten Cohort 3 teachers were experienced U.S. history teachers, including nine teachers with two to nine years of U.S. history teaching experience and one teacher with 10 years of U.S. history teaching experience as shown in Table 2.

Cohort 3 had the least amount of veteran American history teachers with ten or more years of experience, but it did have an almost even split between inexperienced American history teachers (47.4%) and experienced U.S. history teachers (52.6%). Since Cohort 3 lost seven participants during the evaluation study, it had fewer subjects than expected and desired. Nevertheless, Cohort 3 had a pretty good mixture of teachers from both districts and all three grade levels with an almost even split between experienced and inexperienced American history teachers.

Cohort 3 evaluation participants had an average score of 15.9 correct items out of 31 items and a median score of 16 correct items on the Content Knowledge Pretest. The range of scores on the content pretest included 5 correct items to 28 correct items. High school teachers performed the best on the pretest: Cohort 3 elementary school teachers scored an average of 13 correct items, Cohort 3 middle school teachers scored an average of 14.2 correct, and Cohort 3 high school teachers scored an average of 18.44 correct. Table 3 shows that overall Cohort 3 had the lowest average score compared to the other cohorts on the Content Knowledge Pretest.¹⁷

¹⁷ Cohort comparisons, postsurvey results, and change scores will be discussed in the "Results" section of this report.

Cohort Comparisons

Tables 1, 2, and 3 show similarities and differences between the Cohort 1 and 2 treatment groups and the Cohort 3 control group. Despite random assignment procedures that theoretically should have produced equivalent groups with similar characteristics, teachers in Cohort 1 had a 4.8 point higher average score on the pretest, and an average of 2.3 more years of U.S. history teaching experience than teachers from the Cohort 3 control group. According to the *t*-test procedure, the difference between the pretest means of Cohort 1 and Cohort 3 was statistically significant at the .01 level. Even though teachers in Cohort 2 treatment group had a 2.5 point higher average score on the pretest than the control group and an average of .7 years more U.S. history teaching experience than control group, the difference between the two groups' mean pretest scores was not statistically significant. Therefore, the observed difference of 2.5 points between the mean pretest scores of Cohort 2 and Cohort 3 seems to be a chance difference resulting from ordinary sampling error, while the 4.8 point difference between the mean pretest scores of Cohort 1 and Cohort 3 is a real difference that is unlikely to have occurred by chance.

Cohort 1 clearly had the most experienced U.S. history teachers because 78.3% of its teachers taught U.S. history for two or more years compared to only 47.4% of Cohort 2 evaluation participants and 52.6% of Cohort 3 evaluation participants who taught U.S. history for two or more years as shown in Figure 1. At the same time, Cohort 1 teachers knew more American history. Figure 2 illustrates that 39.2% of Cohort 1 evaluation participants scored 25 points or higher on the 31-item Content Knowledge Pretest compared to 21% of Cohort 2 evaluation participants and 11.5% of Cohort 3 evaluation participants who scored 25 points or higher. Cohort 1 had the highest proportion of experienced U.S. history teachers and the most teachers with pretest scores above 24 points.

FIGURE 1: Cohort Comparison of Experienced and Inexperienced American History Teachers

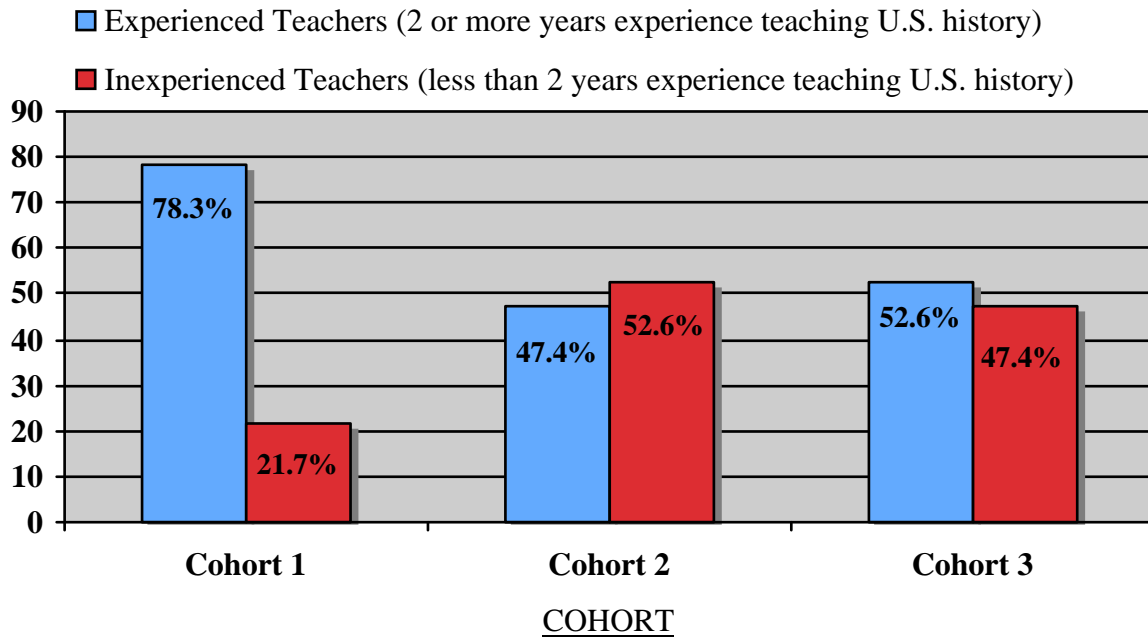
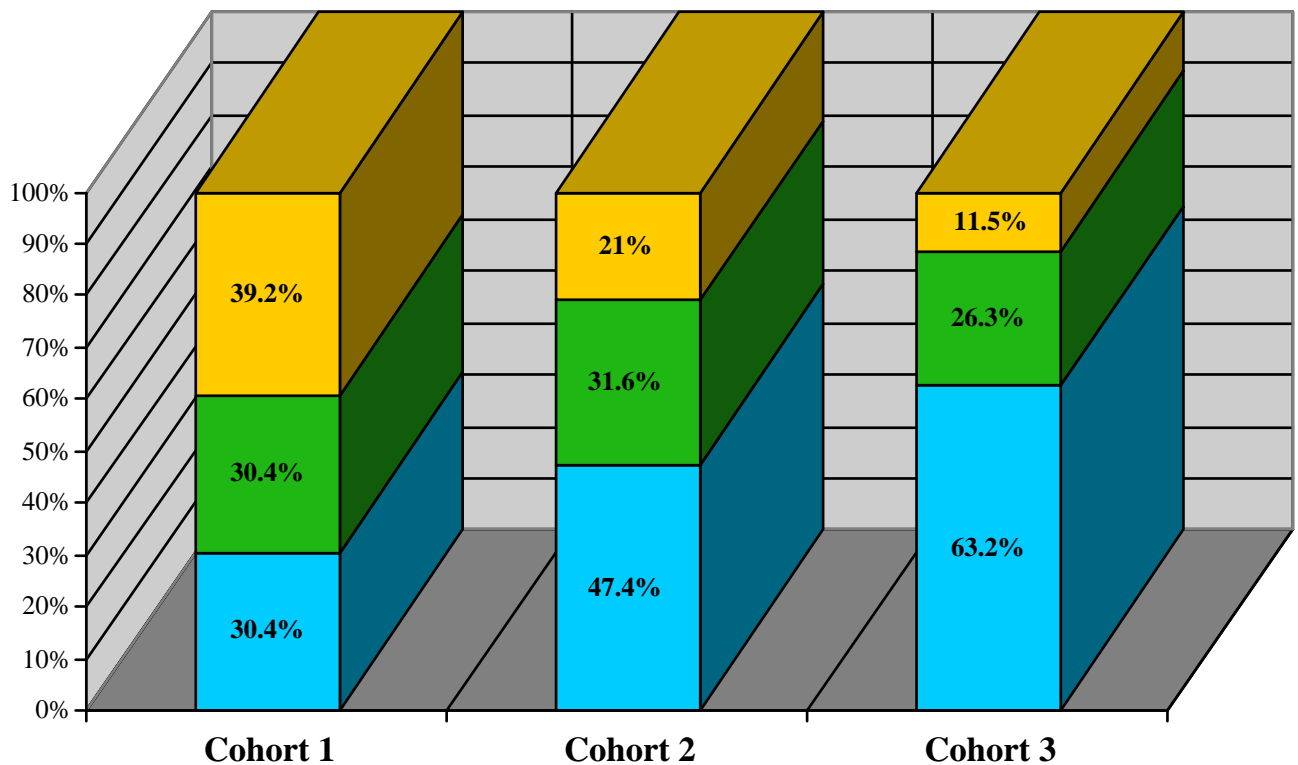


FIGURE 2: Cohort Comparison of American History Knowledge Pre-Test

■ Low Scoring Teachers (17 points or lower) ■ Middle Scoring Teachers (18 - 24 points) ■ High Scoring Teachers (25 - 31 points)



Why were Cohort 1 evaluation participants more experienced and knowledgeable than their colleagues in the other cohorts? While pretest scores of Cohort 1 and Cohort 2 were similar and pretest scores of Cohort 2 and Cohort 3 were not significantly different, Cohort 1 had statistically significant higher mean pretest scores than Cohort 3 at the .01 level.¹⁸ In this case, random assignment failed to create equivalent groups, which can happen when the number of subjects in each group is borderline low. Statistically significant differences in the composition of experimental groups are unusual in randomized samples, but not surprising when the sample sizes are somewhat smaller than 25 subjects. In any event, the ceiling effect created by the high proportion of relatively experienced and knowledgeable teachers in Cohort 1 and the statistically significant difference between the mean pretest scores of Cohorts 1 and 3 diminished the utility of a cross-cohort analysis between Cohort 1 and Cohort 3, so the "Results" section of this *Final Independent Evaluation Report* will focus on comparisons between Cohort 2 and Cohort 3 instead.

Students

The *Presidents & Precedents* program evaluation examined the impact of the project on the achievement of 2772 eighth and eleventh-grade students in PUSD who took the U.S. history portion of the California Standards Test. The students' teachers participated in the TAH program evaluation as either members of the treatment groups or the control group, so the students were divided into cohorts based on the random assignment of their teachers to Cohort 1, Cohort 2, or Cohort 3. The analysis included 1302 eleventh-grade students in 17 U.S. history teachers' classrooms from five high schools within PUSD.

¹⁸ Otherwise, there was not a statistically significant difference between any of the three cohorts.

It also included 1470 eighth-grade students from 12 U.S. history teachers' classrooms in eight schools within the Pasadena Unified School District.¹⁹ Table 4 shows the distribution of eighth-grade students to the cohorts, including 348 students in Cohort 1, 605 students in Cohort 2, and 517 students in Cohort 3. The distribution of eleventh-grade students to the cohorts included 356 students in Cohort 1, 495 students in Cohort 2, and 451 students in Cohort 3 as shown in Table 4. There were never less than 345 students in each grade level cohort.

TABLE 4: REGULAR LEVEL AMERICAN HISTORY STUDENTS FROM PUSD IN TAH EVALUATION

<i>N</i> = 2772	COHORT 1	COHORT 2	COHORT 3	TOTAL STUDENTS
GRADE 8 PUSD Students	348	605	517	1470
Grade 11 PUSD Students	356	495	451	1302
Total Students	704	1100	968	2772

Table 5 provides a numerical snapshot of each of the grade level cohorts in 2005, 2006, and 2007. There were plenty of students in each grade level cohort per year of analysis except Grade 8 Cohort 1, which had 1 student in 2005, and Grade 11 Cohort 3 in 2007, which had 60 students. In 2005, the TAH program had not yet begun, so it was the baseline year of the evaluation study. Thus, the lack of Cohort 1 students in 2005 did not affect the outcomes of the study. Even though the amount of students in Grade 11 Cohort 3 in 2007 was not ideal, 60 students' scores were still useful for the analysis. Overall, there was an average of 154 students in each cohort per grade level per year.

¹⁹ All the eighth-grade and eleventh-grade PUSD students whose test scores were used in the evaluation analysis took regular level U.S. history courses. The statistical tests used to decide that the grade 8 and grade 11 student data sets would not include ERUSD students and students in honors-level U.S. history courses will be discussed below in the "Student Data Analysis Procedures" section.

TABLE 5: COHORT COMPARISON OF GRADE 8 AND GRADE 11 PUSD STUDENT DATA SETS IN 2005, 2006, & 2007

Grade Level & Cohort (N = 2772)	2005	2006	2007	Total Students
Grade 8, Cohort 1	1	103	244	348
Grade 8, Cohort 2	153	286	166	605
Grade 8, Cohort 3	133	192	192	517
TOTAL GRADE 8	287	581	602	1470
Grade 11, Cohort 1	122	113	121	356
Grade 11, Cohort 2	116	169	210	495
Grade 11, Cohort 3	189	202	60	451
TOTAL GRADE 11	427	484	391	1302

INSTRUMENTATION

Data from the evaluation instruments provided extensive quantitative and qualitative evidence of the impact of participation in the PUSD/ERUSD TAH project on teachers' knowledge of U.S. history, teachers' use of effective instructional strategies for teaching U.S. history, and students' knowledge of U.S. history. The teacher evaluation instruments are provided in the Appendices to this *Final Independent Evaluation Report*. Appendix A contains the Content Knowledge Pretest, Appendix B includes the Background Information Presurvey, Appendix C provides an example of the Content Knowledge Posttest, which is identical to the pretest, and Appendix D contains the Program Evaluation Postsurvey, which is similar to the Background Information Presurvey with additional short-answer questions. The student evaluation instruments were standardized state tests, including the U.S. History sections of the "Grade 6 - 8 California Standards Test in History - Social Science" and the "California Standards Test in U.S. History and Geography for Grade 11."

Pretest and Posttest

An anonymous and confidential Content Knowledge Pretest (Appendix A) and identical Content Knowledge Posttest (Appendix C) measured TAH teachers' knowledge of U.S. history. The pretest and posttest each had 31 multiple-choice questions that were aligned with the topics covered by the PUSD/ERUSD TAH program and mostly came from standardized national and state U.S. history tests. The pretest and posttest measured the change in U.S. history knowledge before and after the PUSD/ERUSD TAH program for TAH evaluation participants in the treatment and control groups.

The evaluator developed the Content Knowledge Pretest and Posttest for TAH teachers in collaboration with staff members at the PUSD/ERUSD TAH partner, Constitutional Rights Foundation. The pretest and posttest were based on a pilot-tested version of the TAH Teacher Assessment for the San Bernardino County Superintendent of Schools (SBCSS), which was a modification of the TAH Teacher Assessment for the Montebello Unified School District (MUSD). Pilot-tested questions were retained or discarded depending upon an item analysis conducted by the evaluator that calculated the difficulty index and discrimination index for each item.²⁰ Easy questions that did not distinguish between high and low achievers were discarded. The Content Knowledge Pretest and Posttest used in the PUSD/ERUSD TAH program evaluation used 22 questions from the pilot-tested SBCSS TAH Teacher Assessment, including seventeen validated questions that were added from released versions of The University of the State of New York United States History and Government Exam, the U.S. History and Government New York

²⁰ The difficulty index reflects the percent of teachers who correctly answered an item, while the discrimination index represents the degree to which an item differentiates high achievers on each item from low achievers.

Regents Examination, the Texas Assessment of Knowledge and Skills (TAKS) 11th grade U.S. history assessment, and www.historyteacher.net A.P. US history questions. The introduction to the pretest and posttest was also revised and directions were added. The Content Knowledge Pretest and Posttest used in the PUSD/ERUSD TAH evaluation used the best items from a previously pilot-tested TAH Teacher Assessment.

Presurvey and Postsurvey

An anonymous and confidential Background Information Presurvey (Appendix B) and similar Program Evaluation Postsurvey (Appendix D) were administered to all three cohorts of PUSD/ERUSD TAH evaluation participants in the treatment and control groups. In addition to gathering background information and qualitative data about what teachers gained from the TAH program, the surveys were used to measure the change in U.S. history teachers' attitudes, teaching materials, and teaching strategies.

The presurvey gathered background data on participants, such as their school district, amount of U.S. history teaching experience, educational background, and amount of previous American history professional development. It also asked about teachers' attitudes toward teaching U.S. history, their perceptions of their students' attitudes toward American history, the instructional materials and methods that they used most frequently and least frequently, and their U.S. history students' areas of greatest difficulty.

Similar to the presurvey, the postsurvey also had five sections. The first section gathered background information on evaluation participants' attendance at PUSD/ERUSD TAH professional development days and menu opportunities. The second and third sections used Likert Scale questions to discern TAH teachers' attitudes toward teaching American history and their perceptions of their students' attitudes toward U.S. history. The

fourth section collected data on the instructional materials and instructional methods used most frequently and least frequently by TAH teachers. The final section of the postsurvey presented questions that were designed to investigate the impact of the PUSD TAH program on evaluation participants' content knowledge, their instruction, and their U.S. history course content.

The Program Evaluation Postsurvey differed from the Background Information Presurvey because it collected specific information regarding how much teachers participated in the PUSD/ERUSD TAH program and the amount of additional U.S. history training hours that they received. Each teacher in Cohort 1 and Cohort 2 received a handout that chronologically listed and described each of their cohorts' TAH professional development days and some menu opportunities so that evaluation participants could accurately report how many days and hours they participated in the PUSD/ERUSD TAH program. There was also a new final section for treatment group teachers in Cohorts 1 and 2 that included four questions on new content knowledge gained through participation in the TAH program, additions or changes that teachers made to their U.S. history instruction or course content as a result of participation in the TAH program, the strengths and weaknesses of the TAH program, and how the TAH program could be improved for the next year. The qualitative information collected by the postsurvey was analyzed and the results are presented in the "Results" section of this report.

Measurement Tools For Student Achievement

Student achievement scores came from the 2005, 2006, and 2007 standardized "California Standards Test (CST) in U.S. History and Geography for Grade 11" and the "Grade 6 - 8 California Standards Test in History - Social Science." These required

statewide U.S. history assessments were administered in May of each year to eighth-grade and eleventh-grade students throughout PUSD/ERUSD. The Grade 11 U.S. History and Geography CST in 2005, 2006, and 2007 had a total of 60 items from all the reporting clusters that measured content knowledge about key topics and concepts in American history. The total raw score represented students' knowledge of U.S. history since all the clusters in the Grade 11 CST covered U.S. history, including Reporting Cluster 1 on Foundations of American Political and Social Thought, Reporting Cluster 2 on Industrialization and the U.S. Role as a World Power, Reporting Cluster 3 on United States Between the World Wars, Reporting Cluster 4 on World War II and Foreign Affairs, and Reporting Cluster 5 on Post-World War II Domestic Issues. The PUSD/ERUSD TAH program covered all of those historical eras, so the Grade 11 U.S. History CST was both a valid and reliable measure.

The Grade 8 History-Social Science CST in 2005, 2006, and 2007 contained five clusters covering different eras of history. This evaluation study focused on 35 questions in two clusters of the Grade 8 History-Social Science CST: 22 questions in Cluster 4, which covered the U.S. Constitution and the Early Republic, and 13 questions in Cluster 5, which covered the Civil War and Its Aftermath; the PUSD/ERUSD TAH program covered those historical eras, so the Grade 8 CST was a valid and reliable measure for the evaluation study. The preceding three clusters of the Grade 8 History-Social Science CST covered ancient civilizations, the Middle Ages, and the renaissance, which were irrelevant to the evaluation of the TAH program and were thus not used in the data analysis. Therefore, 60 items from the eleventh-grade CST and 35 items from the eighth-grade CST were used to gauge changes in achievement of American history students in TAH teachers' classrooms.

RESEARCH PROCEDURES

Recruitment

From October 2005 through January 2006, TAH partners invited and encouraged fourth, fifth, eighth, and eleventh-grade history teachers to voluntarily participate in the TAH program, using recruitment flyers that were put in teachers' mailboxes and on school bulletin boards, presentations at department meetings and district professional development days, e-mail messages to principals and teachers, discussions with principals, and personal telephone calls. The goal was to find 90 history teachers to sign up for the PUSD/ERUSD TAH program.²¹

The PUSD/ERUSD program director, Felicity Swerdlow, and TAH team partner from El Rancho Unified School District, Gregory Smith, distributed recruitment flyers to principals, department chairs, and history teachers in Pasadena Unified School District and El Rancho Unified School District. All potential participants in the TAH program were exposed to the same information within the recruitment flyer, including a description of the TAH program components and an explanation of the requirements of the experimental evaluation. An application page was stapled to the flyer that requested teacher contact information, including the teacher's name, school, grade level, e-mail address, home address, and telephone number. Please refer to Appendix E for a copy of the recruitment flyer that was distributed to elementary and secondary school history teachers in El Rancho Unified School District, which was similar to the PUSD recruitment flyer.

In addition, Felicity Swerdlow from PUSD, Karen Hirsch from CRF, and TAH history

²¹ The director of the TAH project decided that all history teachers should be recruited for the project not just U.S. history teachers because in the future other history teachers could be assigned to teach U.S. history.

consultant, Michele Zack, made a thirty-minute presentation to history teachers from middle schools and high schools in PUSD on October 26, 2005. They gave an overview of the TAH program, including how the PUSD/ERUSD TAH project would address the History-Social Science Framework and Standards at the different grade levels, and they presented some of the specific curriculum resources the teachers would get from the grant. As a result of the presentation, 31 eighth, eleventh, and twelfth grade teachers signed up to participate in the program. Felicity Swerdlow also met with elementary school principals and visited a few elementary schools to recruit elementary school teachers. Moreover, she made additional presentations along with Karen Hirsch from CRF to history teachers in late November 2005 and middle school history teachers in January 2006.

In ERUSD, Gregory Smith distributed recruitment flyers and gave an overview of the TAH project at a meeting for ERUSD history teachers in November 2005. As a result, he recruited 24 fourth-grade, fifth-grade, eighth-grade, and eleventh-grade teachers in November and four more teachers by February 2006.

History teachers from PUSD and ERUSD volunteered to participate in the *Presidents & Precedents* TAH project. They were all informed in advance that they would not know what cohort year that they would be participating in the program until the initial meeting due to the random assignment procedure of the TAH program evaluation. Seventy-nine teachers agreed to participate in the TAH program before the initial meeting, including 51 teachers from PUSD and 28 from ERUSD. Even though they did not know their cohort, they committed to attend the "kick-off" meeting of the TAH program on February 6, 2006, where they would receive their cohort assignment. The TAH evaluator called all the PUSD applicants and the ERUSD TAH Coordinator contacted the ERUSD applicants who had not responded to the invitation to the first evaluation meeting on February 6, 2006, in order to

confirm that every applicant would go to the initial meeting before including them in the random assignment process.

Data Collection

In chronological order, the evaluation of the *Presidents and Precedents Teaching American History* project included the following data collection procedures, which were carried out by the independent evaluator, Diane H. Steinberg:

- Randomly assigned 79 history teachers from Pasadena Unified School District and El Rancho Unified School District to one of three cohorts: Cohort 1 treatment group, Cohort 2 treatment group, and Cohort 3 control group. Teachers were distributed into the three cohorts through the use of stratified random sampling by district and grade level in order to ensure that each cohort would have an approximately equal distribution of teachers from each school district and each general school level (elementary, middle, and high school). On February 5, 2006, which was the night before the first evaluation meeting, random assignment was carried out manually, using a random numbers table, after all the applicants had confirmed their participation in the initial evaluation event at The Huntington. Four additional middle school teachers and one elementary school teacher did not submit applications but were accepted into the TAH program anyway by the program director because there was space available. They were carefully randomly assigned to one of the three groups on the spot with special attention to equally distributing them among the cohorts before the beginning of the TAH program on February 23, 2006. In total, the TAH program evaluator randomly assigned 28 teachers to Cohort 1, 28 teachers to Cohort 2, and 28 teachers to Cohort 3.

- Distributed and Collected 80 presurveys and 80 pretests on February 6 and February 23, 2006, which were given to elementary, middle, and high school history teachers from PUSD and ERUSD, who were randomly assigned to one of three cohorts. The independent evaluator administered 72 Content Knowledge Pretests and Background Information Presurveys to teachers to both treatment groups and the control group at the same time at a "kick-off" reception that took place in Friends' Hall at The Huntington before the first PUSD/ERUSD TAH Cohort 1 professional development day. On February 23, 2006, before participating in the TAH program, the evaluator met eight additional applicants, who did not attend the February 6 meeting for various reasons, so that they could complete the presurvey and pretest at The Huntington or El Rancho High School, and thus participate in the TAH evaluation.
- At the initial evaluation meeting, PUSD and ERUSD teachers were welcomed by the director of the TAH program, the mayor of Pasadena, and the director of The Huntington. Then Karen Hirsch from CRF gave an overview of the TAH program, using a PowerPoint presentation. Afterwards, the evaluator introduced herself, used a PowerPoint presentation to briefly explain the design of the experimental evaluation, mentioned that Cohort 1 and Cohort 2 teachers should not share TAH program materials with teachers in Cohort 3, and emphasized that all data collected in the presurveys, pretests, posttests, and postsurveys was strictly confidential and would be coded to protect the identity of the teachers. The evaluator also informed teachers that the evaluation would assess the effectiveness of the TAH program not them and that they should not collaborate as they filled out the evaluation instruments. Immediately following the evaluator's presentation, teachers were

divided into the three cohorts according to random assignment, and then they started filling out the evaluation instruments at the appropriate cohort table. The evaluation instruments were color-coded to differentiate cohorts. Teachers gave completed presurveys and pretests to the independent evaluator, who made sure that the evaluation instruments were completely filled out. Afterwards, teachers participated in an introductory activity about what they would like to see, visit, and learn about during the TAH program. Teachers were compensated for their participation at the hourly rate established by their school district.

- Collected many documents from all the professional development activities offered to TAH teachers with the help of David de la Torre at CRF, including agendas from the PUSD/ERUSD TAH seminars, attendance records, educational materials given to participants, e-mail communications between TAH partners, and teachers' formative evaluations of each professional development day. The PUSD/ERUSD TAH program was offered to the treatment groups, Cohort 1 and Cohort 2, from February 2006 to June 2007 and each cohort was invited to at least ten full day professional development events with scholars and 16 additional hours of professional development opportunities.
- Distributed and Collected 72 postsurveys and 72 posttests on June 11 and 12, 2007, to elementary, middle, and high school teachers in the treatment and control groups after the completion of the first two years of the TAH program. The final TAH teacher evaluation meeting took place at a two-hour reception on June 11, 2007, in Friends' Hall at The Huntington. The invitation said it was a celebration of the first two years of the PUSD/ERUSD Teaching American History grant with

refreshments, the second half of the evaluation, a special guest speaker (Jack Beard), and the Pasadena High School Jazz Ensemble. The next day on June 12, the evaluator met with three participants at their schools so that they could complete the posttest and postsurvey evaluation instruments. Approximately 86% of the qualified evaluation participants, who filled out pretests and presurveys, completed the postsurvey and posttest portion of the evaluation.

- Collected a total of 5588 student achievement scores from the 2005, 2006, and 2007 California Standards Tests (CST) in U.S. history for Grade 11 and Grade 8 from PUSD/ERUSD students whose teachers were in all three PUSD/ERUSD TAH cohorts. 3,533 student achievement scores came from the Grade 8 History-Social Science CST, including 2147 scores from PUSD eighth graders and 1386 scores from ERUSD eighth graders. 2740 scores came from the Grade 11 U.S. History CST with 1614 scores from PUSD eleventh graders and 1126 scores from ERUSD eleventh graders. Most of the eleventh-grade students in the data set attended regular level U.S. history classes (n = 2300), while only 440 students took honors level U.S. history classes.
- Collected the PUSD student data set in June 2008 from Younghee Jang, who was the data coordinator at PUSD, after many months of requesting the data. The ERUSD TAH coordinator, Ben Meza, helped the TAH evaluator obtain permission from principals at each of the participating ERUSD schools so that the student data could be given to the evaluator in June 2008. The data sets were delivered in a Microsoft Excel file and they included student identification numbers, grade levels, teachers' names, course titles, school codes, language proficiency levels, raw test scores, cluster scores, scale scores, performance levels, and TAH teacher cohorts.

Data Analysis Procedures

The PUSD/ERUSD TAH program evaluation included extensive quantitative comparative analysis of Cohort 1, Cohort 2, and Cohort 3 TAH teachers' pretest and posttest knowledge change scores, presurvey and postsurvey attitude change scores, and 2005, 2006, and 2007 students' CST scores. In addition, the TAH program evaluation included a descriptive qualitative analysis of survey questions from the Program Evaluation Post Survey. The primary statistical method used to analyze the data was analysis of variance (ANOVA). In addition, both teacher and student data was analyzed through the use of descriptive statistics, Spearman and Pearson correlations, t-tests, Paired Student's t-test, analysis of covariance, Kruskal–Wallis one-way analysis of variance, two-way ANOVA, Welch's ANOVA, Levene's Test of Homogeneity of Variance, Tukey HSD test, Wilcoxon Signed-Rank test, Wilcoxon rank sum test, Dunnett's test, Shapiro-Wilk Test For Normality, Chi-Square Test, and regression model analyses. The outcomes of the teacher and student data analyses are in the "Results" section of this *Final Independent Evaluation Report*.

Quantitative Procedures Used In The Teacher Data Analysis:

Quantitative data from the Content Knowledge Pretest (Appendix A) and identical Content Knowledge Posttest (Appendix C) was used to compare the difference between the mean change scores of Cohort 1, Cohort 2, and Cohort 3 teachers as well as their within cohort mean change scores in order to find out if the TAH program increased TAH teachers'

knowledge of U.S. history.²²

Quantitative teacher analyses also examined changes in attitudes of evaluation participants from all three cohorts by comparing the difference between the three cohorts' mean attitudinal change scores and within cohort mean attitudinal change scores in order to find out if there was a relationship between the TAH program and changes in teachers' attitudes toward teaching U.S. history.²³ Twenty Likert Scale questions from the Background Information Presurvey (Appendix B) and Program Evaluation Postsurvey (Appendix D) discerned TAH teachers' attitudes toward teaching U.S. history and their perceptions of their students' attitudes. In addition, two subscales from the teacher attitudinal questions in the Background Information Presurvey and Program Evaluation Postsurvey were created to examine specific changes in self-perceived knowledge of U.S. history (Question 4 on page 4) and in TAH teachers' perceptions of their students' attitudes about U.S. history after participating in the PUSD/ERUSD TAH program (Questions 1 - 5 on Page 3).

Moreover, evaluation participants provided information in the Program Evaluation Postsurvey about how often they were exposed to the PUSD/ERUSD TAH program, including how many TAH professional development days and menu opportunities they attended as well as the total number of hours that they received TAH professional development since the pretest. This information was used in quantitative analyses that looked at the relationship between mean change scores and TAH teachers' amount of exposure to the *Presidents and Precedents* TAH project since the pretest.

²² The mean change score equals the posttest score minus the pretest score.

²³ Mean attitudinal change score equals postsurvey ratings on the Likert Scales minus presurvey ratings on the same Likert Scales.

Furthermore, TAH evaluation participants noted the total number of years that they taught U.S. History in the Background Information Presurvey in 2006. This data was used in quantitative teacher analyses to examine the difference between the cohorts' mean change scores on the content knowledge tests for experienced American history teachers with more than two years of U.S. history teaching experience and inexperienced American history teachers with less than two years of U.S. history teaching experience.

Contamination of Five Control Group Teachers:

The evaluator had to withdraw five Cohort 3 teachers from the teacher evaluation study because they reported on their anonymous postsurveys that they received TAH materials and/or they participated in professional development that was very similar to the PUSD/ERUSD TAH program. In an introduction to the TAH program evaluation at the first evaluation meeting on February 6, 2006, the evaluator told TAH teachers in the evaluation that they should be careful not to share TAH lesson plans and other TAH materials with teachers in the Cohort 3 control group because those materials could contaminate the control group's results. In addition, Cohort 3 teachers were asked not to participate in American history professional development until they joined the third year of the PUSD/ERUSD TAH program. However, five Cohort 3 history teachers did not follow the directions.

Cohort 3 teachers were excluded from the evaluation according to the following criteria, which were established prior to elimination: (1) If they reported on the postsurvey that they received TAH materials from colleagues in Cohorts 1 and 2, then they were disqualified and (2) if they reported in the postsurvey that they received American history professional development that was very similar to the PUSD TAH program, then they were

disqualified. For example, one Cohort 3 teacher attended the Colonial Williamsburg Institute for 60 hours and another Cohort 3 teacher fully participated in the L.A. County TAH grant. It is important to note that exclusion from the evaluation study was not based on the number of self-reported hours of U.S. history professional development, although it turns out that the two teachers with the greatest number of hours of extra professional development were eliminated based on the two criteria stated above. Therefore, nineteen subjects in Cohort 3 were used in the teacher analysis, instead of the 24 TAH teachers who completed the pretest/presurvey and posttest/postsurvey.

Qualitative Procedures Used In The Teacher Data Analysis:

The independent evaluator also analyzed the open-ended responses from the four questions at the end of the Program Evaluation Postsurveys for Cohort 1 and Cohort 2 TAH teachers by coding, categorizing, and synthesizing the descriptive, qualitative TAH teacher data in order to more deeply understand the effect of the TAH project on participating teachers. Cohort 3 TAH teachers were not asked to answer the four survey questions at the end of the postsurvey because they had not yet participated in the program.

Systematic analysis of the survey data that was collected during the TAH evaluation was an iterative process that included five steps. First, survey responses were organized by entering the data into a computer onto a blank sample of the research instrument and arranging the information according to each question that was asked. Second, the data was summarized, if necessary. Third, data was sorted into groups according to similarities and differences among responses, using codes when necessary. Fourth, patterns or themes in the data were recognized and related to the research questions in the evaluation. Finally, findings were organized into tables to clearly illustrate important information. Salient

themes from the qualitative data analysis process were then included in this report when they shed light on one or more of the three key evaluation questions.

Student Data Analysis Procedures:

The U.S. history California Standards Test (CST) results of students whose history teachers were in the treatment groups were compared to the CST results of students whose history teachers were in the control group in order to determine if there were significant differences between the groups in 2005, 2006, and 2007 for eighth graders and eleventh graders. The 2005 CST was administered before the beginning of the PUSD/ERUSD TAH program, and thus provided baseline results for the evaluation study because at that time none of the TAH teachers had participated in the TAH program. When their students took the 2006 CST, Cohort 1 teachers had only attended four TAH professional development events over three months, while the 2007 CST took place after eleven TAH professional development days for Cohort 1 over 15 months. Depending on the exact date that Cohort 2 students took the CST exam, their U.S. history teachers attended eight to ten TAH professional development days for Cohort 2 over approximately eight months. Cohort 3 teachers were not exposed to the TAH program at all in 2007 before the CST examination. Cohort (Cohorts 1, 2, 3), test year (2005, 2006, 2007), and grade level (Grade 8 or Grade 11) were key independent variables. The key dependent variable was "percent correct" for both the Grade 8 and Grade 11 CST data analyses.²⁴

²⁴ Scaled scores and total raw scores could not be used in the Grade 8 student analysis because only 35 items in Reporting Clusters 4 and 5 of the Grade 8 History-Social Science CST focused on U.S. history.

Confounding Variables - School District and Course Level:

It became apparent after preliminary analyses of the student data that two variables, "district" (PUSD or ERUSD) and "course level" (regular level or advanced level), were confounding variables in both the Grade 8 and Grade 11 student outcomes analyses. Consequently, only PUSD students in regular level U.S. history courses were included in the student data set.

Students from ERUSD were not included in the Grade 11 student data analysis for two reasons. First, there was an uneven distribution of eleventh-grade students from ERUSD in Cohort 3 because the three ERUSD high school teachers who were randomly assigned to Cohort 3 did not teach U.S. history in 2005, 2006, or 2007 (they taught World History instead); thus, the data set did not have any eleventh-grade U.S. history students in Cohort 3 from ERUSD. Second, eleventh-grade students in the evaluation study from ERUSD scored 2.58 points higher than the eleventh-graders from PUSD, which was a statistically significant difference ($p < 0.0001$). The significantly better performance of the ERUSD students in combination with no ERUSD students in the control group created a "district effect" threatened the internal validity of the study. Therefore, ERUSD students were excluded from the final Grade 11 student analysis.

ERUSD students were also not included in the Grade 8 student data analysis because ERUSD students performed significantly better on the Grade 8 CST than PUSD students and there were no ERUSD TAH teachers of eighth-grade students in Cohort 2. Eighth-grade students from ERUSD had a statistically significant better mean score on the CST, which was 3 percentage points higher than the PUSD students' mean CST score ($p < 0.0001$). Moreover, both ERUSD middle school teachers, who were randomly assigned to Cohort 2, unfortunately dropped out of the PUSD/ERUSD TAH program and never participated in a

single professional development day, so their students couldn't be used in the evaluation study. Furthermore, one of the two Cohort 3 ERUSD Grade 8 teachers revealed that she fully participated in the Los Angeles County TAH program; a contaminated teacher in the control group threatened the internal validity of the study, so her students were disqualified from the evaluation study. This uneven distribution of ERUSD students, who performed significantly better on the Grade 8 CST, would likely bias the outcome of the Grade 8 student achievement analysis that combined ERUSD and PUSD students. Therefore, El Rancho Unified School District Grade 8 students were excluded from the final analysis, so 2147 PUSD students were used in the Grade 8 student analysis, including 588 students in Cohort 1, 985 students in Cohort 2, and 574 students in Cohort 3.

In addition, students in the original data set were in regular level U.S. history courses and advanced level U.S. history courses.²⁵ Class rosters called advanced level American history courses many different course names, including "A.P. U.S. History 8H, MAG U.S. History, U.S. History 8H, AP US History HP, U.S. History HP, AP AM HIST AP, and AP US HIST HP." Student data analyses were run with and without advanced level students in advanced placement (AP) American history courses and honors U.S. history courses; the findings showed that there was not a fair comparison among the cohorts per program year for Grade 8 and Grade 11 students because there was an uneven distribution of advanced level students, who performed significantly better on the CST as explained below. As a result, advanced level student scores were not included in the final Grade 8 and Grade 11

²⁵ One-hundred eleventh-grade students and 46 eighth-grade students from PUSD were not included in the data set because they participated in SDAIE U.S. History and U.S. History Intensive. Those sheltered courses used English to teach U.S. history to students who were still learning English. Since the small amount of SDAIE students were unevenly distributed throughout the cohorts, their inclusion could have biased the study's results due to the slower speed and different learning style used in SDAIE classes, so they were not included in the student analysis.

student achievement analyses in this *Final Independent Evaluation Report*.

For example, in a preliminary analysis of the Grade 11 student data set that included 440 students in advanced level courses and 2300 students in regular level U.S. history courses in PUSD and ERUSD ($N = 2740$), students in advanced level courses clearly outperformed students in regular classes by an average of 23.44 percentage points. A t -test revealed that the difference was extremely statistically significant ($p < 0.0001$). As shown in Table 6, Cohort 1 had a total of 279 advanced level U.S. history students, including 48 students in 2005, 104 in 2006, and 127 in 2007. Cohort 2 had a total of 51 advanced level U.S. history students, including 20 in 2005, 22 in 2006, and 9 in 2007, while Cohort 3 had a total of 110 advanced level U.S. history students, including only 1 in 2005, 5 in 2006, and 104 in 2007. As illustrated in Table 6, the distribution of the higher scoring advanced level students was uneven across cohorts and years. Thus, student achievement analyses did not include students in advanced level U.S. history classes from all the cohorts because advanced placement/honors students, who performed significantly better on the U.S. history CST than regular level students in previous analyses and obviously weighted combined analyses with their superior performance, were not fairly distributed throughout the cohorts in each year.

TABLE 6: COHORT COMPARISON OF GRADE 11 STUDENTS IN TAH EVALUATION IN ADVANCED LEVEL AND REGULAR LEVEL AMERICAN HISTORY COURSES

Grade 11 Students	COHORT 1	COHORT 2	COHORT 3	TOTAL
2005: Students in Honors Courses	48 (14.1%)	20 (14.1%)	1 (.5%)	69
2006: Students in Honors Courses	104 (26.5%)	22 (5.1%)	5 (2.4%)	131
2007: Students in Honors Courses	127 (24%)	9 (2.7%)	104 (63%)	240
TOTAL Students in Honors Level Courses	279	51	110	440
2005: Students in Regular Level Courses	292 (85.9%)	122 (85.9%)	189 (99.5%)	603
2006: Students in Regular Level Courses	289 (73.5%)	412 (94.9%)	202 (97.6%)	903
2007: Students in Regular Level Courses	403 (76%)	330 (97.3%)	61 (37%)	794
TOTAL Students in Regular Level Courses	984	864	452	2300

Among the 2147 PUSD eighth-grade students in the original data set, 677 students were in honors U.S. history. Those students performed significantly better on the U.S. history sections of the Grade 8 CST ($p < 0.0001$) with a 20-point higher mean score than students in regular level U.S. history courses. Grade 8 honors students from PUSD were also not evenly distributed among the Cohorts with 240 honors students in Cohort 1, 380 honors students in Cohort 2, and only 57 honors students in Cohort 3. Therefore, the advanced level students' dramatically better performance on the CST would have biased the outcome of the Grade 8 student achievement analysis, especially since there were a much smaller amount of honors students in the control group, so they were excluded from the data set. As a result, the sample size of eighth-grade students was reduced to 1470 students.

RESULTS

The quantitative and qualitative data that was collected during the *Presidents & Precedents* Teaching American History project evaluation provided evidence that appeared to confirm the evaluation study's three hypotheses: (1) Teachers who participate in the

PUSD/ERUSD TAH program will increase their knowledge of U.S. history more than teachers who have not participated in the TAH program; (2) Teachers who participate in the PUSD/ERUSD TAH program will use effective instructional strategies to teach American history that they learned in the TAH program; and (3) Students who are taught by teachers in the PUSD/ERUSD TAH program will demonstrate that they learned more U.S. history content knowledge on a standardized U.S. history test than students who are taught by teachers who have not participated.

The quantitative results from the evaluation study appeared to partially support the first hypothesis by indicating that inexperienced teachers with less than two years of American history teaching experience had a statistically significant increase in their knowledge of U.S. history compared to inexperienced American history teachers in the control group. The second hypothesis seemed to be substantiated by the qualitative results collected from TAH teachers' written responses on the Program Evaluation Postsurvey that suggested that the PUSD/ERUSD TAH program had a positive impact on teachers' use of effective teaching strategies, including the use of more primary sources, more interactive American history lessons and projects, and additional content coverage from the TAH program. The third hypothesis appeared to be verified by the quantitative results from the evaluation study because Grade 8 students in Cohort 1 outperformed the Cohort 3 control group students in 2007 at a statistically significant level and Grade 11 students in Cohort 1, whose teachers participated longer in the PUSD/ERUSD TAH program, had a statistically significant higher mean change score on the California Standards Test in U.S. history than Cohort 2 students.

QUANTITATIVE OUTCOMES

Impact on Teachers' Knowledge of American History

There are three main findings from the analysis of participating teachers' content knowledge tests and background information surveys. First, the *Presidents & Precedents* TAH project seemed to improve inexperienced teachers' knowledge of American history. Second, the PUSD/ERUSD TAH project seemed to positively affect Cohort 2 teachers' knowledge, attitudes, and both treatment cohorts' perceptions of their students' attitudes toward U.S. history. Third, a *ceiling effect* confounded the impact of the TAH project on experienced U.S. history teachers' content knowledge by apparently masking the influence of the TAH project on teachers who began the program with a great amount of U.S. history content knowledge and American history teaching experience.

Positive Impact on Inexperienced American History Teachers

The evidence indicates that inexperienced American history teachers' content knowledge significantly improved after participating in the PUSD/ERUSD TAH program. "Inexperienced teachers" had less than two years of U.S. history teaching experience at the outset of the evaluation, and inexperienced teachers in Cohort 2 had significantly greater gains on the posttest than similarly inexperienced U.S. history teachers in the Cohort 3 control group. A regression analysis with only inexperienced U.S. history teachers from all three cohorts demonstrated a statistically significant difference in the mean change score for Cohort 2 compared to Cohort 3, adjusting for pretest score ($n = 24$, $p < .05$).²⁶ According to

²⁶ Cohort 1 had half the number of inexperienced teachers as Cohort 2. With its small sample size of inexperienced teachers, Cohort 1 lacked statistical power and did not show a significant effect compared to Cohort 3.

a *t*-test of the adjusted mean pretest/posttest change scores, inexperienced U.S. history teachers in Cohort 2 had a 7.8% greater gain on the posttest than Cohort 3; this 2.43 point mean difference out of 31 possible points was statistically significant ($p < .05$). A very strong and statistically significant negative correlation between pretest/posttest change scores and years teaching U.S. history provided further evidence of the impact of the TAH project on inexperienced U.S. history teachers. For Cohort 2, larger gains on the posttest were associated with fewer years teaching U.S. history ($r = -.65$, $p < .01$). This accumulation of evidence seems to indicate that the PUSD/ERUSD TAH project had a significant impact on teachers with less than two years of U.S. history teaching experience.²⁷

While inexperienced U.S. history teachers who participated in the *Presidents & Precedents* TAH project gained significantly more knowledge than their inexperienced colleagues in the control group, the analysis of evaluation data also appeared to indicate that inexperienced U.S. history teachers in all three cohorts learned more about U.S. history over the 18 months of the study than their more experienced colleagues. In other words, inexperienced teachers with less than two years of experience teaching American history improved more than experienced teachers on the content knowledge posttest, regardless of whether they participated in the TAH project. The mean change score from pretest to posttest of inexperienced teachers from all three cohorts was 2.9 points compared to a 1 point mean change score for experienced teachers from all three cohorts, which was a 6.1% difference. A *t*-test provided evidence that this 1.9 point difference was statistically significant ($p < .01$). Moreover, a regression with uncontaminated subjects from all three

²⁷ These results would have been more robust with a larger sample size than the 24 inexperienced U.S. history teachers from three cohorts in this PUSD/ERUSD TAH program evaluation analysis.

cohorts also indicated that there was a statistically significant difference between the higher change score of inexperienced teachers compared to the experienced American history teachers' mean change score ($p < .05$).²⁸ The regression confirmed that lack of U.S. history teaching experience was a statistically significant contributing factor to outcome differences between the groups on the teacher knowledge posttest, even when adjusting for any cohort effect. Therefore, inexperienced U.S. history teachers appeared to learn a significant amount about U.S. history during their first years of teaching whether or not they participated in the TAH program.²⁹

Positive Impact on Cohort 2 Treatment Group Participants

The PUSD/ERUSD TAH program seemed to positively affect attitudes toward U.S. history, perceptions of students' attitudes, as well as the content knowledge of participating teachers in Cohort 2. While Table 7 shows that there was no statistically significant differences in the mean change scores for teacher attitudes and student attitudes between the Cohort 2 treatment group and the Cohort 3 control group, within the Cohort 2 treatment group there was a statistically significant change in teachers' attitudes on 10 five-point attitude scales (Refer to Appendix B, Part II); Cohort 2 teachers' current attitudes toward U.S. history increased an average of 1.6 points or 3.2% between the identical teacher attitudinal scales on the pretest and posttest ($p < .05$). There was an even more statistically

²⁸ As mentioned above in the "Methodology" section, five contaminated teachers in Cohort 3, the control group, were eliminated from "uncontaminated subject" regressions because they received American history professional development that was closely related to the content covered in the TAH project and/or they received TAH project materials.

²⁹ There were actually 13 out of 24 teachers in Cohort 3 that reported that they had received 2 or more hours of American history professional development, and 10 of those teachers received more than five hours of U.S. history training from summer programs, district programs, and University programs.

significant change in Cohort 2 teachers' perceptions of their students' current attitudes toward U.S. history with an average difference of 5.1 points out of 50 possible points, which was an increase of 10.2% between identical student attitudinal scales on the pretest and posttest ($p < 0.001$). In contrast, within Cohort 3 there was no statistically significant change in teacher attitudes or student attitudes.

Table 7 also shows that although the .81 point difference between the mean change scores of Cohort 2 at 2.7 points and Cohort 3 at 1.89 points was not statistically significant ($p > .05$), Cohort 2 had quite a statistically significant difference between its mean content knowledge pretest score and its mean posttest score ($p < 0.001$).³⁰ In addition, Table 7 shows marginal evidence that Cohort 1 teachers' perceptions of their students' attitudes increased 5.2% after the TAH program, which is a 2.6 point mean change ($p = .075$), while there was no statistically significant change in Cohort 1 teachers' attitudes or their content knowledge test scores. This lack of statistically significant results for Cohort 1 may be attributable to their higher mean score on the content knowledge pretest and their considerable amount of U.S. history teaching experience, which contributed to a *ceiling effect*.

³⁰ The actual p-value is .29, which suggests that there is an approximately 1 in 3 probability that the difference between Cohorts 2 and 3 content knowledge test change scores could have occurred by chance if the treatment's true effect is zero, so there is roughly a two-thirds likelihood that the mean difference between the test change scores of Cohort 2 and 3 is attributable to the TAH program.

TABLE 7: COHORT COMPARISONS OF WITHIN COHORT AND BETWEEN COHORT CHANGE SCORES³¹

<u>Change Variable</u> (Post - Pre)	<u>Descriptive Statistic</u> (N = 61)	<u>Cohort 1</u>	<u>Cohort 2</u>	<u>Cohort 3</u> (Uncontaminated subjects only)	<u>Between Cohort 2 & 3 P-Value</u>
Change Score On Content Knowledge Test	Mean ± SD	.9 ± 2.8	2.7 ± 2.6	1.89 ± 2.3	p = 0.29 Not Significant
	Median	0.0	2.0	2.0	
	Percent Change	2.9%	8.8%	6.1%	
	Within P-Value	p = .21 Not Significant	p = .0002 Significant	p = .002 Significant	
Change in Teachers' Attitudes	Mean ± SD	1.2 ± 3.7	1.6 ± 3.2	1.3 ± 3.5	p = .75 Not Significant
	Median	1.0	1.0	1.0	
	Percent Change	2.4%	3.2%	2.6%	
	Within P-Value	p = 0.13 Not Significant	p = 0.038 Significant	p = 0.097 Not Significant	
Change in Students' Attitudes	Mean ± SD	2.6 ± 6.8	5.1 ± 4.6	1.8 ± 6.6	p = .23 Not Significant
	Median	2.0	5.0	2.0	
	Percent Change	5.2%	10.2%	3.6%	
	Within P-Value	p = 0.075 Not Significant	p = 0.0002 Significant	p = 0.16 Not Significant	

³¹ Change = posttest mean - pretest mean. "Within Cohort Change" examines the amount of change that has taken place within the same cohort from the pretest to the posttest or presurvey to postsurvey. "Between Cohort Change" compares the mean change score of Cohort 2 and Cohort 3. Cohort 1 was not included in this table because of the "ceiling effect" discussed in the next subsection.

TABLE 8: TEACHER CONTENT ASSESSMENT RESULTS

EVALUATION GROUP (N = 61)	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	DIFFERENCE BETWEEN POSTTEST & PRETEST MEANS	PERCENT CHANGE	STATISTICALLY SIGNIFICANT CHANGE
COHORT 1 TREATMENT GROUP (n =23)	20.7	21.6	.9	2.9%	NO
COHORT 2 TREATMENT GROUP (n = 19)	18.4	21.1	2.7	8.8%	YES p < 0.001
COHORT 3 CONTROL GROUP (n = 19)	15.9	17.8	1.9	6.1%	YES p < 0.01

The Influence of a Ceiling Effect on Cohort 1

As discussed above, the statistical evidence indicates that participation in the PUSD/ERUSD TAH program increases the lower pretest scores of inexperienced U.S. history teachers more than the higher pretest scores of experienced U.S. history teachers. In fact, there is little evidence that the TAH project improved the U.S. history content knowledge of experienced American history teachers who began the TAH project with a substantial amount of American history content knowledge. However, considerable evidence indicates that a *ceiling effect* appears to be interfering with the impact of the TAH project on experienced American history teachers. A ceiling effect occurs when scores are at or near the maximum possible for the pretest and then there is not much room for improvement on the posttest, especially among experienced American history teachers who tend to have high pretest scores.

A Pearson correlation analysis of the TAH evaluation data provides statistically significant evidence of a ceiling effect: (1) the more years teachers have taught U.S. history,

the higher their pretest score ($r = .46, p < 0.0001$), (2) teachers with high pretest scores tend to have lower posttest change scores ($r = -.42, p < 0.001$), and (3) the more years teachers have taught U.S. history, then their posttest change scores tend to be lower ($r = -.3, p < .05$). Regression models with negative pretest score slopes also provide statistically significant evidence of the ceiling effect; in other words, higher pretest scores are associated with less change in posttest scores for teachers with higher pretest scores ($-0.20, p < .01$), adjusting for years teaching U.S. history, grade level, and cohort. Consequently, experienced U.S. history teachers in the TAH evaluation actually score higher on the pretest than less experienced teachers, and they had smaller gains on the posttest probably because their mean score was closer to the ceiling of 31 possible points on the posttest than the mean score of less experienced American history teachers. Therefore, it is likely that experienced U.S. history teachers did not significantly improve their posttest scores because of a ceiling effect.

A ceiling effect was particularly evident in Cohort 1. It was unexpected that Cohort 1 did not gain a significant amount of U.S. history content knowledge after their participation in the extensive, interactive *Presidents & Precedents* TAH project. As shown in Table 8, the average gain on the posttest for Cohort 1 teachers was less than 1 point, which was not a statistically significant change ($p > .05$). Yet, the Cohort 1 treatment group had an average of 2.3 more years of U.S. history teaching experience and a 4.8 point higher average score on the pretest than teachers from the Cohort 3 control group. However, in light of the ceiling effect, the first cohort's smaller than expected mean change score was actually not surprising because Cohort 1 had the most experienced American history teachers, who demonstrated that they had the most U.S. history content knowledge on the pretest of all

three cohorts, so they had least room for improvement on the posttest.³²

Therefore, evidence from the TAH evaluation seems to indicate that the PUSD/ERUSD TAH project has made a statistically significant impact on inexperienced teachers' American history content knowledge and positively affected teachers' perceptions of their attitudes and their students' attitudes toward U.S. history.

Impact on Students' Knowledge of U.S. History

The two key results from the analysis of the student achievement data provide evidence that the PUSD/ERUSD TAH program had a positive impact on students' knowledge of American history. First, in 2007, Grade 8 students from PUSD in the Cohort 1 treatment group outperformed the Cohort 3 control group students at a statistically significant level unlike the previous year when there were no significant differences between Cohorts 1 and 3.³³ This evidence seems to indicate that students' knowledge of American history increased after their teachers participated in the *Presidents & Precedents* TAH project. Second, even though there were no differences between the student achievement scores of the treatment groups and the control group for Grade 11 students in 2007, Grade 11 students in Cohort 1, whose teachers participated in the TAH program for 16 months, had a statistically significant higher mean score on the California Standards Test in U.S. History and Geography than Grade 11 students in Cohort 2, whose teachers participated in the TAH

³² Cohort 1 clearly had the most experienced U.S. history teachers because 78.3% of its teachers taught U.S. history for two or more years, while 47.4% of Cohort 2 participants and 52.6% of Cohort 3 participants taught U.S. history for two or more years (Refer to Figure 1 and Table 2).

³³ As mentioned above, all the students in the treatment groups were in regular level U.S. history classes taught by teachers from PUSD who participated in the TAH program and all the control group students were in regular level U.S. history classrooms with teachers from PUSD who did not participate in the program.

program for 8 months, when they did not differ significantly in previous years.³⁴ This result suggests that the amount of time that the TAH teachers were exposed to the TAH program affected their students' American history content knowledge. Both results seem to be consistent with the hypothesis that students who were taught by teachers in the PUSD/ERUSD TAH program would demonstrate that they learned more U.S. history content knowledge on a standardized U.S. history test than students who were taught by teachers who had not participated in the TAH program.

The results of the Grade 8 student achievement data analysis revealed that the PUSD students in the Cohort 1 treatment group, whose teachers had the longest exposure to the PUSD/ERUSD TAH program, had a significantly higher mean score on the California Standards U.S. history test sections for the 2007 school year than students in the control group ($p < 0.01$) and students in the Cohort 2 treatment group ($p < 0.001$, $N = 1470$).

Cohort 1 performed better than the control group in 2007 by 4.96 percentage points or 1.74 items out of 35 items on the U.S. history sections of the Grade 8 CST. Cohort 1 also had 6.04 percentage points or 2.11 higher mean score than Cohort 2, which had half the months of exposure to the TAH program than Cohort 1 before the Cohort 2 students took the 2007 CST. Yet, Cohorts 2 and 3 were not distinguishable at the 5% significance level in 2007. During the previous year in 2006, the mean CST scores of Cohort 1 and Cohort 3 were not significantly different, but both Cohort 1 and Cohort 3 outperformed Cohort 2 at the 5%

³⁴ As discussed above in the "Methodology" section of this *Final Independent Evaluation Report*, quantitative student achievement data came from the 2005, 2006, and 2007 California Standards Tests (CST) in U.S. History for Grade 8 and Grade 11, which students took as part of their regular testing program in May of each year. 2005 was a baseline year because the PUSD/ERUSD TAH program had not started yet. In 2006, Cohort 1 teachers participated in the TAH program for four months, while Cohort 2 and 3 teachers had not yet started the program. In 2007, Cohort 1 teachers participated in the program for 16 months, Cohort 2 teachers participated for 8 months, and Cohort 3 teachers had not yet started the program.

significance level. During the 2005 baseline year, Cohort 1 had only one student, so it was not included in the analysis, but the mean score of Cohort 3 on the CST was greater than the mean score of Cohort 2 at a significant level ($p < 0.001$). These results suggest that TAH students' knowledge of American history increased after their teachers participated in the PUSD/ERUSD TAH program, especially if their teachers were exposed to the TAH program for a longer period of time.

For Grade 11 students, the most interesting finding was that PUSD students of TAH teachers subjected to the longest treatment period of 16 months significantly outperformed students of teachers subjected to the shorter treatment period on the 2007 U.S. History and Geography CST ($p < .05$, $N = 1302$). In 2007, the mean test score for the Cohort 1 students was 44.16 percentage points compared to 37.17 percentage points for Cohort 2 students. The 6.99 percentage point difference in student performance on the Grade 11 CST between the two groups was significant at the 5% significance level. In other words, Cohort 1 students on average were able to answer 4.2 items out of 60 items more than Cohort 2 students on the standardized test. Moreover, in the baseline year of 2005 and again in 2006, Cohorts 1 and 2 did not differ at the 5% significance level.³⁵ Thus, this difference in student performance between students in Cohort 1 who had TAH teachers with twice as much exposure to the TAH program as the Cohort 2 students was probably not due to chance.

These statistically significant findings are consistent with the expectation that students of teachers who participated in the TAH program the longest would learn the most U.S. history. TAH teachers in Cohort 1 had more time to decide how to use lessons, materials,

³⁵ Unfortunately, there were no valid comparisons with Cohort 3 because the Cohort 3 control group outperformed the treatment groups during all three years of the evaluation study; Cohort 3 seemed to have a set of very strong teachers whose students consistently scored significantly better than the other cohorts from 2005 - 2007, even before the start of the TAH program in 2005.

and knowledge gained from the PUSD/ERUSD TAH program so that they could implement them. The next section will richly describe in teachers' words how the TAH program affected their instructional strategies for teaching American history and their knowledge of U.S. history.

QUALITATIVE OUTCOMES

Impact on Teachers' Instructional Strategies for Teaching American History

Qualitative evidence from TAH teachers' written responses on postsurveys suggests that the PUSD/ERUSD TAH program had a positive impact on teachers' use of effective instructional strategies to teach American history. Table 9 lists the additions or changes that TAH teachers stated that they made to their U.S. history instruction or course content as a result of their participation in the *Presidents & Precedents* TAH program. Many teachers who participated in Cohort 1 and Cohort 2 of the PUSD/ERUSD TAH program reported that they included more primary sources in their U.S. history lessons (40%), engaged their students more often in interactive American history lessons such as discussions and simulations (38%), used new U.S. history lessons and projects from the TAH program (36%), and included content knowledge that they received from the TAH program (36%). As shown in Table 9, the PUSD/ERUSD TAH program appears to have elicited participants from Cohort 1 and Cohort 2 to make at least 76 changes to the way they taught U.S. history.

TABLE 9: CHANGES TO PARTICIPATING TEACHERS' U.S. HISTORY INSTRUCTION AND COURSE CONTENT³⁶

CHANGES TO INSTRUCTION & CONTENT (N = 42)	COHORT 1 TEACHERS	COHORT 2 TEACHERS	TOTAL	PERCENTAGE OF COHORT 1 & 2 PARTICIPANTS
INCLUDED MORE PRIMARY SOURCES.	10	7	17	40%
ENGAGED STUDENTS IN MORE INTERACTIVE LEARNING.	9	7	16	38%
USED TAH LESSONS AND PROJECTS IN CLASSROOM.	8	7	15	36%
INCLUDED KNOWLEDGE GAINED FROM TAH PROGRAM.	10	5	15	36%
ADDED MUSIC, ART, AND LITERATURE TO HISTORY LESSONS.	3	3	6	14%
MADE HISTORY MORE RELEVANT.	2	3	5	12%
TEACH WITH MORE ENTHUSIASM	0	2	2	5%
TOTAL	42	34	76	181%

TABLE 10: NEW CONTENT KNOWLEDGE GAINED BY PARTICIPATING TAH TEACHERS³⁷

NEW CONTENT KNOWLEDGE (N = 42)	COHORT 1 TEACHERS	COHORT 2 TEACHERS	TOTAL	PERCENTAGE OF COHORT 1 & 2 PARTICIPANTS
PRESIDENTS	8	7	15	36%
LOCAL HISTORY	5	8	13	31%
CONSTITUTION	6	5	11	26%
IN-DEPTH REVIEW	5	6	11	26%
TWENTIETH CENTURY HISTORY	4	5	9	21%
JUDICIAL SYSTEM	3	5	8	19%
BILL OF RIGHTS	3	4	7	17%
EARLY AMERICAN HISTORY	5	2	7	17%
CIVIL WAR	2	1	3	7%
MANIFEST DESTINY	1	2	3	7%
TOTAL	42	45	87	207%

³⁶ TAH teachers in Cohort 1 and 2, who participated in the TAH program, wrote the responses summarized in this table for Question 2 in Section 5 on the anonymous postsurvey used in the evaluation study. There was not a limit to the amount of changes that teachers could list in their responses, so sometimes there was more than one response per teacher. However, teachers' responses were not counted more than once per category. Please refer to the "Methodology" section for a more detailed explanation of the instrumentation used in the TAH evaluation.

³⁷ The Cohort 1 and 2 teachers, who wrote the responses summarized in this table for Question 1 in Section 5 on the postsurvey, had no limit on how many areas of new knowledge that they could mention. Teachers' responses were not counted more than once per category.

TABLE 11: STRENGTHS OF THE TEACHING AMERICAN HISTORY PROGRAM³⁸

STRENGTHS (N = 42)	COHORT 1 TEACHERS	COHORT 2 TEACHERS	TOTAL	PERCENTAGE OF COHORT 1 & 2 PARTICIPANTS
THE SCHOLARS	13	11	24	57%
THE HISTORICAL CONTENT	8	9	17	40%
LESSONS AND ACTIVITIES	9	5	14	33%
MEETING LOCATIONS & FIELD TRIPS TO HISTORICAL SITES	8	6	14	33%
MATERIALS/ RESOURCES	7	6	13	31%
INTERACTION WITH OTHER HISTORY TEACHERS	5	6	11	26%
MORE ENTHUSIASM FOR AMERICAN HISTORY	2	4	6	15%
FOOD	1	3	4	10%
PROFESSIONAL TREATMENT	2	1	3	7%
"MENU" OPPORTUNITIES	2	1	3	7%
HIGH EXPECTATIONS	1	1	2	5%
TOTAL	58	53	111	264%

TABLE 12: AREAS FOR IMPROVEMENT IN THE TEACHING AMERICAN HISTORY PROGRAM³⁹

AREAS FOR IMPROVEMENT (N = 42)	COHORT 1 TEACHERS	COHORT 2 TEACHERS	TOTAL	PERCENTAGE OF COHORT 1 & 2 PARTICIPANTS
CONTENT OF LECTURES	10	5	15	36%
EVENT SCHEDULING	4	9	13	31%
LESSONS AND SUPPLEMENTARY MATERIALS	7	6	13	31%
SCHOLARS	5	7	12	28%
FIELD TRIPS	2	3	5	12%
LOCAL HISTORY	3	2	5	12%
PROVIDE MORE INITIAL INFORMATION ABOUT EVENTS	0	2	2	5%
TOTAL	31	34	65	143%

³⁸ TAH teachers in Cohort 1 and Cohort 2 were asked in Question 3 in Section 5 of the anonymous Program Evaluation Postsurvey to list several strengths and weaknesses of the PUSD/ERUSD TAH program. Teachers' responses were not counted more than once per category.

³⁹ For most of the categories in the areas for improvement, TAH teachers requested either "more" or "less" of each of the following areas for improvements in the PUSD/ERUSD TAH program: Lessons, Lectures, Scholars, Field Trips, and Local History. Teachers' responses were not counted more than once per category.

According to TAH teachers' responses on the postsurvey, participation in the TAH program facilitated their use of primary source documents. The addition of primary source documents to their American history course was the most frequent response to a question on the anonymous postsurvey that asked teachers if they had made any additions or changes to their U.S. history instruction or course content as a result of participating in the PUSD/ERUSD Teaching American History program. As shown in Table 9, seventeen TAH teachers reported that they included more primary sources when they taught U.S. history, including ten Cohort 1 teachers and seven Cohort 2 teachers. A Cohort 2 teacher wrote, "I learned to incorporate more primary sources from particular time periods, which has helped my students' comprehension and analytical skills." More specifically, TAH teachers mentioned that they used the original Bill of Rights, the historical art viewed in a TAH professional development seminar, Lincoln's Second Inaugural Address, the Articles of Confederation, the United States Constitution, and The Huntington's Gold Rush documents with their students in their classrooms. A Cohort 1 teacher expressed a common sentiment among the TAH teachers, "I used more primary source documents as a result of this program." Evaluation participants' comments on the postsurvey suggest that the PUSD/ERUSD TAH program likely helped TAH teachers' recognize that primary sources were effective classroom teaching tools.

Some teachers who participated in the TAH program increased their U.S. history students' involvement in classroom lessons. Table 9 shows that 16 teachers (38%) involved students more often in their classroom, including nine Cohort 1 teachers and seven Cohort 2 teachers. For example, one of the teachers wrote on the postsurvey, "I don't lecture as much. I have begun to incorporate a lot more student interaction time into my classroom because I have learned the vital importance of it in our TAH times." Another teacher stated

on the postsurvey, "I use many more role playing and group lessons in order to stimulate my students on-going interest in history because of pedagogical demonstrations and participatory learning opportunities [offered in the TAH program]." These TAH teachers seemed to understand that the specific interactive learning activities for U.S. history classes that were demonstrated in the PUSD/ERUSD TAH program benefited their students.

Similarly, evaluation participants reported that they used lessons and projects provided by the TAH program in their classrooms. Fifteen teachers (36%) mentioned that they used the lessons that had been demonstrated in the TAH professional development days, including the following lessons developed and presented by CRF: The River, Mock Trial, Declaration of Independence Public Service Announcement, The Constitution and Bill of Rights PowerPoint, A Visitor From Outer Space, Hammurabi's Code, Due Process: California v. Greenwood PowerPoint, Mission Perspectives, and Gilded Age. On the postsurvey, a teacher in Cohort 2 summed up what others also expressed, "I have made full and active use of the materials provided at the seminars, and by CRF. The material has been exceptional and has increased my students' participation in class and their education." According to TAH teachers' postsurvey responses, students became more actively involved in learning U.S. history when they used the effective lessons demonstrated during the *Presidents & Precedents* TAH project.

Impact on Teachers' American History Knowledge

Furthermore, a substantial amount of Cohort 1 and Cohort 2 teachers changed how they taught their U.S. history courses by including content knowledge that they gained from the PUSD/ERUSD TAH program. Table 9 shows that fifteen teachers (36%) incorporated new concepts and information learned in the TAH program to create more knowledgeable and in-

depth presentations and discussions. TAH participants mentioned specific topics in their courses that have been changed by the TAH program, including information about Andrew Jackson, additions to the section on writing the U.S. Constitution, a new spin on westward expansion, various Civil War arguments, in-depth discussion of culture and law, the concept of duality when covering the First Amendment, addition of critical race theory, manifest destiny, the Bill of Rights, and Ian Whitcomb's method. For an account of the content knowledge that participants reported that they learned from the TAH program, please refer to Table 10. Table 10 shows that many TAH evaluation participants commented that they learned new information about American presidents and local history, which included Pasadena, Altadena, Sierra Madre, Los Angeles, and Boyle Heights.

In their postsurveys, both Cohort 1 and Cohort 2 teachers acknowledged the positive impact of the TAH program on their knowledge of American history. A Cohort 1 teacher commented on how the content knowledge from the TAH program affected her classroom, "I have been able to guide discussions on a deeper level so that students begin to grasp bigger ideas and concepts." A Cohort 2 teacher also described how in-depth content from the TAH program had an impact: "Now I can produce a more knowledgeable presentation based on information I have received through lectures, presentations, collaboration with other teachers, materials obtained through TAH, and field trips." These teachers' comments seem to show that they felt like more capable instructors as a result of the content knowledge they gained from the PUSD/ERUSD TAH program.

Strengths of the Teaching American History Program

The teachers in the first two cohorts of the *Presidents & Precedents* TAH project appreciated the scholars who shared new American history knowledge with them. Table 11

shows that the majority of teachers (57%) who participated in the treatment groups remarked that the scholars were a strength of the TAH program. One TAH teacher from Cohort 1 wrote on the postsurvey, “The scholars were phenomenal. I truly enjoyed and learned a great deal from each.” A Cohort 2 teacher agreed, “The quality and caliber of the scholars was excellent.” The seminars with scholars were a key component of the PUSD/ERUSD TAH program and the participants seemed to like the approach.

In addition, two out of five teachers from Cohorts 1 and 2 remarked on their postsurveys that the historical content of the TAH program was a strength. One of the participating teachers in Cohort 1 stated, “Attending the lectures brought history more to life.” Another TAH teacher from Cohort 2 wrote, “So much of the history that was presented felt relevant and important.” Not only did the teachers value the content that they learned in the seminars with scholars, they applied it in their classrooms: “It’s been interesting to hear the scholars and be able to apply the information in my class.” One of the ways that many teachers applied the information in their class was through the lessons and activities provided by the TAH program. In fact, one-third of the participants thought the lessons were a strength. A Cohort 1 teacher commented, “The materials and ideas for lesson planning are exceptional!” Another Cohort 1 teacher was pleased after trying the lessons in class, “When I took the activities back to my classroom, they were very well received by my students.” TAH teachers seemed to appreciate the hands-on lessons offered by the TAH program.

Moreover, one-third of the teachers in the treatment groups remarked that learning at important historical locations was a benefit of the program. They found the plethora of session locations were conducive to the material and that field trips introduced them to new places where they planned to take their students. Almost as many TAH teachers also

appreciated the materials and resources that they received from the program. A Cohort 2 teacher remarked, "The program provided me with great resources to take back to my classroom," while another Cohort 2 teacher found that, "The biggest strength of the program is the sharing of resources." Participating teachers certainly appeared to like the TAH program's historical locations and resource materials.

There were some big fans of the networking component of the PUSD/ERUSD TAH project in both cohorts. One out of four teachers noted that their interaction with other history teachers at the TAH meetings was an advantage of the program. A Cohort 2 teacher wrote, "The biggest strength of the program is the networking with other [history] teachers." Another participant remarked that half the value of the TAH program was interacting with other history teachers. TAH teachers appeared to value their time together to share knowledge and collaborate across schools and districts on a regular basis.

It is interesting to note that six participants felt that the TAH program made them more excited about American history (Table 11). Several teachers from both cohorts mentioned that they became more enthusiastic about teaching history since their involvement with the TAH program. A Cohort 2 teacher remarked, "The greatest strength of the program has been my growth in enthusiasm regarding U.S. history." Another wrote, "This program sparked my interest which woke me up as a teacher and woke up my class." This evidence seems to be consistent with an expectation that the content knowledge and lessons that participating teachers received from the TAH program increased their enthusiasm toward U.S. history, which in turn had the potential to positively affect their students' motivation and knowledge acquisition.

Other strengths of the TAH program that were noted in the postsurveys include great food, respectful professional treatment, the many choices available from the menu

opportunities, and high expectations for teachers regarding the amount of content knowledge that they should possess and impart to their students. It is striking that participants remembered and noted so many strengths of the *Presidents & Precedents* TAH program; they recognized 111 positive aspects of the program.

Teachers' Suggestions For Program Improvement

On the other hand, participants did have some suggestions for how to improve the *Presidents & Precedents* TAH project as shown in Table 12. Approximately one out of every three participants made suggestions about ways to change the content of the TAH lectures. Three teachers eagerly requested more lectures and more professional development seminars. Five teachers provided input on the local history coverage in the TAH program; two Cohort 2 teachers asked for more coverage and an emphasis on California and local history, while three Cohort 1 teachers suggested less coverage of Pasadena history because, "At times, it [the TAH program] seemed more catered to Pasadena teachers." El Rancho Unified School District teachers seemed to have opposing opinions about the local history focus on Pasadena and surrounding cities because their community was located in a different section of the Los Angeles Basin. Furthermore, two teachers wanted more interdisciplinary approaches to U.S. history in the TAH program. For example, a Cohort 1 teacher suggested, "I would have liked to see more art incorporated." The remaining teachers had assorted ideas about how to improve the TAH program such as including more question and answer discussions at the end of the seminars with scholars, including more challenging presentations from the scholars that surpass foundational content, increasing the quality of the afternoon sessions, adding more information on the Civil War and Reconstruction, and aiming some of the seminars on content covered by

elementary school teachers. It is important to note that two teachers also suggested that the TAH program provide more initial information about the full day professional development seminars, such as more detailed initial information about upcoming speakers and some study materials before the event, so that they could be more prepared to interact with the scholars. Therefore, treatment group teachers eagerly gave thoughtful suggestions about how to improve the content of the PUSD/ERUSD TAH program that they felt had many strengths.

In addition, one of their most common suggestions was to avoid scheduling full day professional development meetings two days in a row, which happened seven times during the first two years of the program and three times during the third year. According to Table 12, almost one out of three treatment group teachers had concerns about leaving their classrooms too often. A teacher in Cohort 1 wrote, "It's difficult to take off two days in a row because the students have a routine and get disoriented when I'm gone. Could there be some afternoon sessions rather than all day?" A Cohort 2 teacher stated, "Two events in one week was very difficult. Two days spread out over one month would have been better." Overall, the teachers felt uncomfortable leaving their students for large blocks of time. This concern was addressed in the second TAH grant to PUSD in which TAH teachers currently meet after school on Thursdays, all day on Saturdays, and during a week-long summer institute when school is not in session. Evaluation participants also reported other scheduling issues, including requests to publish contact lists so that TAH teachers could coordinate carpools, requests to change the dates of the East Coast instructional tour so that it did not conflict with summer school, and requests to offer menu opportunities that worked with teaching schedules.

The most frequent program improvement suggestion from 13 TAH teachers (31%) was

to include more lessons and supplementary materials in the PUSD/ERUSD TAH program as shown in Table 12. In fact, nine elementary, middle, and high school teachers requested that more time be allocated to hands-on lesson demonstrations from CRF, including specific lessons for elementary school students, presentations using supplementary materials, strategies for teaching students with learning disabilities, and more lesson planning time with colleagues from the same grade level. On the other hand, two teachers noted that they were not interested in the modeling and implementation of the lessons and activities. The remaining two teachers wanted more classroom support in order to implement the TAH lessons in their classrooms, and they wanted the technology necessary to use TAH lessons. The overall opinion of the 13 respondents who mentioned TAH lessons was that more emphasis on pedagogy would enhance the TAH program.

About one-quarter of the participants made suggestions about the scholars in the TAH program. Overall, they wanted a wider variety of dynamic and prominent scholars, who were "people of color," female, liberal, conservative, theory-based, experts on American ethnicities, and immigration specialists. These treatment group teachers wanted more diverse presenters, who could go beyond presidential history.⁴⁰

Finally, four out of five teachers, who wanted improvements to the field trip component of the TAH program, asked for more field trips to various historical sites around Southern California, local museums, and the social studies convention for all participants. Only one of the five respondents wanted a component of the TAH field trips to be revised by suggesting that the Eaton's water tour and the quilts exhibit should be excluded from the

⁴⁰ During full day professional development seminars, Cohort 1 included three female scholars and one scholar from a diverse ethnicity, Cohort 2 had three female scholars and two scholars from diverse ethnicities, and Cohort 3 included two female scholars and two scholars from diverse ethnicities.

TAH program; no explanation was given.

In sum, many TAH teachers appreciated the PUSD/ERUSD TAH program. Some of them went out of their way to thank program staff for providing the TAH program. An eighth-grade teacher from Pasadena Unified School District wrote, "I want you to know that this experience has been the most professionally fulfilling time ever in my experience . . .

Working with you and the broad scope of academicians and other professionals has proved illuminating in the extreme. This truly has been the type of training, research, exposure, and interaction for which many of us have been thirsting. Thank you Thank you Thank you!"

An elementary school teacher from PUSD wrote, "First, I want to thank you for organizing and presenting some of the best professional development I have attended in 26 years of teaching. Second, I wanted to add that it has made me realize how much I enjoy learning about history and how much I want to impart that enjoyment and understanding to children."

Clearly, from these anecdotes and the multitude of written responses on postsurveys, TAH teachers believed that they benefited from the *Presidents & Precedents* project along with their students. The qualitative evidence seems to substantiate the hypotheses that the *Presidents & Precedents* TAH project positively influenced teachers' use of effective instructional strategies to teach American history and that the PUSD/ERUSD TAH program increased evaluation participants' knowledge of U.S. history.

CONCLUSION

The results of the evaluation study indicated that the *Presidents & Precedents: A Constitutional Lens on American History* project accomplished most of its program objectives. Eighty-five teachers from PUSD and ERUSD received: (1) at least ten full days

of professional development sessions, (2) the opportunity to participate in at least 16 hours of ongoing professional development in American history, (3) the opportunity to participate in an instructional tour of the East Coast for two weeks, and (4) a fourth extension year with 12 professional development events and eight menu events. Instead of meeting the TAH program's third objective, which was to establish a sustainable American history professional development center with a master teacher, an administrative coordinator set up a TAH Library at Wilson Middle School and the American history books in the TAH Library were shared with TAH teachers. The remaining funds were used for two East Coast instructional tours and a no-cost extension of the TAH program for a fourth year.

The PUSD/ERUSD TAH project also achieved its evaluation objectives by completely implementing an experimental evaluation with random assignment that had a pretest-posttest control group design. Teacher and student data was collected from pretests and presurveys for teachers, posttests and postsurveys for teachers, and California Standards Tests for eighth-grade and eleventh-grade students in order to investigate the effectiveness of the *Presidents & Precedents* TAH project at improving participating teachers' knowledge and instructional strategies as well as their students' achievement in American history.

Quantitative results suggested that the PUSD/ERUSD TAH project increased the U.S. history content knowledge of inexperienced teachers who had less than two years of American history teaching experience compared to inexperienced history teachers in the control group. This was not a surprising finding because inexperienced American history teachers had the most to gain from content-rich professional development since they knew the least. On the other hand, experienced American history teachers' content knowledge did not increase significantly after participating in the TAH program possibly because they had the greatest amount of U.S. history content knowledge, so they had less room for

improvement on the posttest; this *ceiling effect* appeared to have confounded the effect of the TAH project on experienced history teachers' content knowledge. Experienced history teachers might have also needed more challenging content than was offered by the *Presidents & Precedents* TAH project, including additional background readings and writing assignments, for them to show improvement in their content knowledge.

TAH teachers in Cohort 1 were not the focus of the comparative teacher analysis because it turned out that they were significantly more experienced and had significantly higher mean pretest scores than their colleagues in the control group. Despite random assignment procedures that should have produced equivalent groups with similar characteristics, teachers in the Cohort 1 treatment group had a 4.8 point higher average score on the pretest and an average of 2.3 more years of U.S. history experience than teachers from the Cohort 3 control group. In this case, random assignment failed to create equivalent groups. Teacher attrition from randomly assigned cohorts likely magnified the differences between the cohorts, which can happen when the number of subjects in each group dips under 25 subjects. Therefore, evaluation participants in Cohorts 2 and 3 were the focus of the quantitative teacher outcome analysis.

Furthermore, the study indicated that students' knowledge of American history improved when their teachers participated in the TAH program for more than a school year. Student achievement results from the evaluation study seemed to be consistent with the hypothesis that students taught by TAH teachers demonstrated that they learned more U.S. history content knowledge on a standardized U.S. history test than students taught by other teachers. For instance, eighth-grade students' knowledge of American history increased after their teachers participated in the *Presidents & Precedents* TAH project. In 2007, Grade 8 students from PUSD in the Cohort 1 treatment group outperformed the Cohort 3

control group students at a statistically significant level unlike the previous year when there were no significant differences between Cohorts 1 and 3. Moreover, Grade 11 students in Cohort 1, whose teachers participated in the TAH program for 16 months, had a statistically significant higher mean score on the California Standards Test in U.S. History and Geography than Grade 11 students in Cohort 2, whose teachers participated in the TAH program for 8 months, when they did not differ significantly in previous years. These student achievement results point to the conclusion that the amount of time that teachers participated in TAH professional development mattered. It appeared that students' American history content knowledge was positively influenced by the longer length of time that their teachers were exposed to the TAH program. It is possible that it took awhile for participants to implement all the new content, resources, and teaching strategies that they received from the TAH program. Therefore, the longer the teachers were exposed to the TAH program, then they had more time and opportunities to use what they gained from the TAH program, which in turn positively affected students' learning.

The qualitative outcomes provided evidence that TAH teachers believed that they benefited from the *Presidents & Precedents* TAH project and they shared those benefits with their students. Qualitative analysis of teachers' written responses on postsurveys revealed that the PUSD/ERUSD TAH program had a positive impact on teachers' use of effective instructional strategies for teaching American history. This evaluation study found that TAH teachers reported that they included more primary sources in their U.S. history lessons, engaged their students in more interactive learning such as discussions and simulations, used American history lessons and activities provided by the program, and included knowledge that they gained from the TAH program in their classrooms. The knowledge, lessons, and resources that participating teachers received from the TAH

program apparently expanded many teachers' knowledge bases, augmented their teaching strategies, and boosted their enthusiasm toward U.S. history.

RECOMMENDATIONS

The conclusions of the evaluation study of the *Presidents & Precedents: A Constitutional Lens on American History* project lead to six recommendations for future Teaching American History programs in PUSD, ERUSD, and elsewhere. These recommendations are intended to improve the design of TAH evaluation studies and the effectiveness of Teaching American History programs.

The first recommendation is to increase the size of participant groups by recruiting extra teachers to join TAH programs and by reducing the number of research groups to one experimental group and one control group so that each group contains more teachers. Large experimental and control groups provide a buffer from inevitable teacher attrition. As discussed in the "Methodology" section of this report, the process of random assignment is also more likely to create equivalent research groups with a big sample size.

The second recommendation is to continue to study the effect of length of teacher participation in TAH programs on student achievement and to replicate this evaluation study's finding that the more time history teachers are exposed to the TAH program, then the greater the gains in their students' achievement. It is important to keep track of the "length of program exposure" factor in future analyses by counting the months of teacher participation from the initial TAH professional development meeting and going beyond the last TAH meeting because teachers seem to still work on implementing knowledge, materials, and lessons from a TAH program after it has ended.

The third recommendation is to take into consideration this evaluation's intuitive

discovery that experienced U.S. history teachers have higher pretest scores. Future evaluation studies are advised to use the knowledge that there is a strong positive correlation between U.S. history teaching experience and knowledge of U.S. history by including a question on TAH program applications about number of years of U.S. history teaching experience so that the evaluator can stratify the random sample based on American history teaching experience in order to ensure that each experimental group has an equivalent number of experienced U.S. history teachers. It is also important to compose an even longer and more difficult Content Knowledge Pretest and Posttest than was developed in this evaluation study to combat the ceiling effect that can occur when experienced and knowledgeable American history teachers correctly answer most of the items on a pretest.

The final set of recommendations is aimed at improving the effectiveness of TAH programs. The fourth recommendation is to add more advanced elements to future TAH projects like background readings, writing assignments, and teacher presentations so that experienced American history teachers can be challenged with material that goes beyond foundational U.S. history. The fifth recommendation is to target inexperienced American history teachers for future TAH projects because this evaluation study provided compelling evidence that inexperienced teachers gained more U.S. history content knowledge than experienced teachers. The sixth and final recommendation is to create sustainable Teaching American History programs that offer ongoing American history professional development for a substantial number of years because the PUSD/ERUSD TAH program evaluation found that U.S. history student achievement improved when the amount of time their U.S. history teachers were exposed to the TAH program increased. All of the above recommendations are intended to help Teaching American History partnerships design more effective evaluation studies and programs.

APPENDICES

APPENDIX A
Teaching American History Program Evaluation
Content Knowledge Pretest

Thank you for participating in the Teaching American History (TAH) program evaluation! The goal of the program evaluation is to assess the effectiveness of the Teaching American History program, so it is NOT intended to evaluate participating teachers' U.S. history knowledge. This is an anonymous pretest for the evaluation study of the Teaching American History program. Your totally confidential answers will only be seen by the program evaluator, and they will be reported as group results.

To maintain confidentiality, please do not provide your name. Instead, please create an anonymous identification number that will enable the TAH program evaluator to match this content knowledge pretest with a posttest that will be given in May 2007. Please enter two-digit numbers for your grade level (08), the last two digits of the year you began teaching (1999), and the month of your birthday (10/10/05) in the spaces below. Thank you!

The grade level that you teach most often: _____

The last two digits of the year you began teaching: _____

The month of your birthday: _____

Please contact the TAH program evaluator, Diane H. Steinberg, Ph.D., at 310-825-2847 or steinber@ucla.edu if you have any questions about this TAH program evaluation.

DIRECTIONS

Select the best answer for each statement or question. Then circle the letter of the answer you have chosen. **Please answer all of the questions.**

1. Which of the following amendments to the Constitution was NOT part of the Bill of Rights?
 - A. The right to bear arms
 - B. Trial by jury
 - C. Protection against illegal search
 - D. Direct election of senators
 - E. Freedom of speech, press, and religion

2. Why was the Fourteenth Amendment to the Constitution important?
 - A. It prohibited slavery within the United States.
 - B. It guaranteed equal protection under the law for every American citizen.
 - C. It prohibited any state from denying an American citizen the right to vote based on race/ethnic background, color, or having previously been a slave.
 - D. It provided Congress with the power to establish and collect income taxes.
 - E. It prohibited any state from denying women the right to vote.

3. How did President Lyndon B. Johnson and President Richard M. Nixon use the Tonkin Gulf Resolution (1964) in Vietnam?
 - A. To authorize the use of U.S. troops without a formal declaration of war
 - B. To encourage the French to remain in Southeast Asia
 - C. To punish the leaders of the Diem government in South Vietnam
 - D. To allow United Nations troops to participate in the Vietnam War

4. The group most likely to approve of the Articles of Confederation would be:
 - A. former officers in the Continental Army.
 - B. those who feared strong central government.
 - C. those who held U. S. government securities.
 - D. bankers, merchants, and financiers.
 - E. those who feared the dangers of unrestrained democracy.

5. What did Andrew Jackson's presidency emphasize?
 - A. Congressional partisan leadership
 - B. Support for the Nullification Doctrine
 - C. Strong state leadership
 - D. Strong Congressional leadership
 - E. Strong executive branch leadership

6. Which U.S. Supreme Court case overturned *Plessy v. Ferguson*?
 - A. *Marbury v. Madison*
 - B. *Tinker v. Des Moines School District*
 - C. *Brown v. Board of Education*
 - D. *Miranda v. Arizona*

7. When was California officially admitted to the Union as a state?
- A. 1847
 - B. 1848
 - C. 1849
 - D. 1850
 - E. 1851
8. In 1787, many of the delegates to the Constitutional Convention opposed ratification of the U.S. Constitution because of its failure to:
- A. institute a strong central government.
 - B. reduce states' rights.
 - C. eliminate slavery.
 - D. establish a foreign-trade policy.
 - E. include a Bill of Rights.
9. During John Marshall's years as Chief Justice (1801 - 1835), the Supreme Court increased its powers by:
- A. limiting the spread of slavery in the West.
 - B. expanding the federal supremacy clause of the Constitution.
 - C. joining the president in disputes with Congress.
 - D. staying out of disputes between the two political parties.
10. What was the key event that guaranteed Lincoln's re-election in 1864?
- A. The fall of Vicksburg to General Grant
 - B. The capture of New Orleans by Admiral Farragut
 - C. The defeat of Lee's army by General Meade at Gettysburg
 - D. The successful defense of Nashville by General Thomas
 - E. The fall of Atlanta to General Sherman
11. Which of the founding documents best describes the principle of governmental checks and balances?
- A. Declaration of Independence
 - B. Bill of Rights
 - C. Articles of Confederation
 - D. Constitution
 - E. Connecticut Blue Laws

12. Which one of the following is NOT an accomplishment of the Nixon administration?
- A. Establishing the Environmental Protection Administration
 - B. Making an official visit to China
 - C. Offering amnesty to people who fled the draft during the Vietnam War
 - D. Removing troops from Vietnam
 - E. Appointing Justice Harry Blackmun to the U.S. Supreme Court
13. What was a major weakness of the Articles of Confederation?
- A. They did not include a mechanism for their own amendment.
 - B. They made it difficult for the government to raise money through taxes & duties.
 - C. They ignored the needs of the agricultural states.
 - D. They required the ratification of only a simple majority of states.
 - E. They created an overly powerful chief executive.
14. Which statement best describes the policy adopted during the 1820s and 1830s as a solution to the “Native American problem”?
- A. The forced migration of Native Americans to territories owned by Mexico
 - B. The payment of Native Americans to migrate to Canada.
 - C. The establishment of reservations in various sections of the country
 - D. The removal of Native Americans to lands west of the Mississippi
 - E. The assimilation of Native Americans by breaking up tribes and granting American citizenship to individual members
15. The North interpreted Black Codes as:
- A. evidence that the South sought to keep freemen in an economically dependent and legally inferior status.
 - B. evidence that the South, by granting limited rights such as allowing jury service, was slowly accommodating to an improved status for former slaves.
 - C. a realistic solution by the South to the problems created by sudden emancipation of former slaves.
 - D. a dangerous experiment by the South that could lead to social equality for Blacks in the North.
16. The Progressive Movement is best described as:
- A. an anti-tariff movement led by a federation of business owners and manufacturers who wanted to promote foreign trade.
 - B. a loose coalition of groups primarily dedicated to passing a constitutional amendment prohibiting the consumption of alcohol.
 - C. a broad-based reform movement that tried to reduce the abuses that had come with modernization and industrialization.
 - D. a grass-roots movement that attempted to gather support for the establishment of the League of Nations.

17. Which of the following was NOT a reason given by President Franklin D. Roosevelt in his attempt to “pack” the U.S. Supreme Court?
- A. He had a mandate after the 1936 election.
 - B. Most Supreme Court justices were interpreting the Constitution too broadly.
 - C. He wanted to ease the workload of the U.S. Supreme Court’s older members.
 - D. Most of the U.S. Supreme Court justices were conservative.
 - E. The Supreme Court was declaring too many New Deal programs unconstitutional.
18. Andrew Jackson’s remark, “*John Marshall has made his decision; now let him enforce it,*” refers to the president’s intention to:
- A. destroy the National Bank despite the Supreme Court ruling upholding its constitutionality.
 - B. use force, if necessary, to make South Carolina obey federal law that South Carolina thought was unconstitutional.
 - C. move the Cherokees west of the Mississippi River regardless of Supreme Court rulings.
 - D. disregard Chief Justice Marshall’s ruling in *Gibbons v. Ogden*.
19. Which argument did President Abraham Lincoln use against the secession of the Southern states?
- A. Slavery was not profitable.
 - B. The government was a union of people and not of states.
 - C. The Southern States did not permit their people to vote on secession.
 - D. As the Commander in Chief, he had the duty to defend the United States against foreign invasion.
20. Most of the rationale for conservative opposition to the New Deal came from the argument that New Deal programs:
- A. raised taxes on the rich.
 - B. regulated the stock market.
 - C. favored the wealthy.
 - D. diminished the liberty of the individual.
 - E. favored agriculture over big business.
21. Which of the following is true because of the Fourth Amendment?
- A. There are legal limits on the power of police to enter your home.
 - B. You have the right to speak to a lawyer before answering police questions.
 - C. Police must be certain a crime has been committed before getting a search warrant.
 - D. You may never be tried for the same crime twice.

22. The Emancipation Proclamation issued by Lincoln stated that:
- A. slavery was abolished in the Union.
 - B. the Slave trade was illegal.
 - C. slaves who fled to Canada would be protected.
 - D. slaves were free in the Confederate states.
23. In 1890, Jacob Riis vividly portrayed life in an American urban slum in which book?
- A. The Jungle
 - B. The Octopus
 - C. Ragged John
 - D. Maggie, Girl of the Streets
 - E. How the Other Half Lives
24. Why did the U.S. Supreme Court declare that some New Deal laws were unconstitutional?
- A. New Deal laws overextended the power of the federal government.
 - B. New Deal laws forced the federal government into heavy debt.
 - C. New Deal laws ignored the rights of minority groups and women.
 - D. New Deal laws failed to solve the problems for which they were intended.
25. The Monroe Doctrine was intended to:
- A. promote United States trade with China.
 - B. help keep the peace in Europe.
 - C. discourage European involvement in the Americas.
 - D. protect United States business in Japan and Korea.
26. The Great Compromise ended the debate concerning:
- A. the extension of slavery into the Northwest Territories.
 - B. the issue of fair representation among the states.
 - C. the system of checks and balances.
 - D. the admittance of new states into the Union.
27. Frederick Jackson Turner's "frontier thesis" focused on the importance of:
- A. the traditions of western European culture.
 - B. the absence of a feudal aristocracy.
 - C. the conflict between capitalists and workers.
 - D. the existence of cheap unsettled land.

DIRECTIONS

Match each statement with the correct court case. Write the statement number next to the correct court case in the table below. **Not all of the court cases will have a matching statement.**

STATEMENTS:

28. This controversial U.S. Supreme Court case angered abolitionists by declaring that slaves were not citizens and could not claim their freedom even in Northern states.
29. This U.S. Supreme Court decision denied states the right to extend jurisdiction over Indian lands.
30. This U.S. Supreme Court decision upheld the authority of the U. S. government to confine Japanese Americans in relocation camps as a matter of national security in wartime.
31. This U.S. Supreme Court case approved of the practice of segregating public facilities provided that they were *separate but equal*.

COURT CASES:

	<i>Korematsu v. United States</i>
	<i>Takuji Yamashita v. Hinkle</i>
	<i>Hoyt v. Florida</i>
	<i>Miranda v. Arizona</i>
	<i>Worcester v. Georgia</i>
	<i>Marbury v. Madison</i>
	<i>Plessy v. Ferguson</i>
	<i>Brown v. Board of Education</i>
	<i>Dred Scott v. Sandford</i>

APPENDIX B
Teaching American History Program Evaluation
Background Information Presurvey

Thank you for participating in the Teaching American History (TAH) program evaluation! This anonymous presurvey will help us understand your background, your attitudes toward U.S. history, and your view of your students' attitudes about American history for the evaluation study of the Teaching American History project. Your totally confidential answers will only be seen by the Teaching American History program evaluator, and they will be reported as group results.

To maintain confidentiality, do not provide your name. Instead, please create an anonymous identification number that will enable the TAH program evaluator to match this presurvey with a postsurvey, which will be given to you in May 2007. Therefore, please enter two-digit numbers for your grade level (08), the last two digits of the year you began teaching (1999), and the month of your birthday (10/10/05) in the spaces below. Thank you for your cooperation!

The grade level that you teach most often: (*example: 08 for 8th grade*) _____

The last two digits of the year you began teaching: (*example: 99 for 1999*) _____

The month of your birthday: (*example: 09 for September*) _____

Part I: Please answer the following questions.

1. Today's Date _____
2. What is the name of the school district in which you teach? _____
3. Have you ever taught United States history? If so, how many full years have you taught United States history? _____
4. What was your undergraduate major? _____
5. If you have completed graduate work, what was your area of study? _____
6. How many college courses have you taken in United States History?
No Courses _____ 1 - 2 Courses _____ 3 or More Courses _____
7. In the past five years, approximately how many hours of professional development have you had on United States history topics? _____
8. What U.S. history textbook(s) have you been using? _____

Part II: Please circle the number alongside each of the following statements that best represents your current attitudes toward U.S. history. Please complete all the questions.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. I enjoy teaching American history to students.	1	2	3	4	5
2. I am interested in learning methods to teach American history to students.	1	2	3	4	5
3. I am interested in learning about American history content.	1	2	3	4	5
4. I am knowledgeable about American history.	1	2	3	4	5
5. I feel confident about teaching American history to students.	1	2	3	4	5
6. I see the relevance of American history to my own life.	1	2	3	4	5
7. I make connections between American history & the present when I teach.	1	2	3	4	5
8. I help my students realize the importance of American history.	1	2	3	4	5
9. I expect my students to perform well in my class.	1	2	3	4	5
10. I believe my students can meet my expectations .	1	2	3	4	5

Part III: Please circle the number alongside each of the following statements that best represents your general perception of your current U.S. history students' attitudes.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. Most of my students are interested in learning about American history.	1	2	3	4	5
2. Most of my students are knowledgeable about American history.	1	2	3	4	5
3. Most of my students enjoy studying American history.	1	2	3	4	5
4. Most of my students connect U.S. history to the present.	1	2	3	4	5
5. Most of my students participate in U.S. History class.	1	2	3	4	5
6. Most of my students work hard in my U.S. History class.	1	2	3	4	5
7. Most of my students think it is important to have a solid background in U.S. history.	1	2	3	4	5
8. Most of my students use higher order thinking skills in my class (analysis, synthesis, etc.).	1	2	3	4	5
9. Most of my U.S. History students have excellent writing skills .	1	2	3	4	5
10. Most of my U.S. History students make excellent presentations .	1	2	3	4	5

Part IV: Please answer all of the following questions. Circle one to three responses per question.

1. Which types of instructional materials do you use the **most** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. videos
 - b. textbooks
 - c. primary source documents
 - d. literature
 - e. Internet resources
 - f. activities from supplemental publications
 - g. Other (specify) _____

2. Which types of instructional materials do you use the **least** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. videos
 - b. textbooks
 - c. primary source documents
 - d. literature
 - e. Internet resources
 - f. activities from supplemental publications
 - g. Other (specify) _____

3. Which types of instructional methods do you use the **most** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. lecture
 - b. discussion
 - c. role playing/simulation
 - d. project-based learning
 - e. student presentations
 - f. textbook chapter questions
 - g. Other (specify) _____

4. What types of instructional methods do you use the **least** in your U.S. history class(es)? (Please circle **no more than three**.)
 - a. lecture
 - b. discussion
 - c. role playing/simulation
 - d. project-based learning
 - e. student presentations
 - f. textbook chapter questions
 - g. Other (specify) _____

APPENDIX C
PUSD/ERUSD Teaching American History Program Evaluation
Content Knowledge Posttest

Thank you for participating in the Teaching American History (TAH) program evaluation! The goal of the program evaluation is to evaluate the effectiveness of the Teaching American History program, so it is NOT intended to assess participating teachers' U.S. history knowledge. This is an anonymous posttest for the evaluation study of the Teaching American History program. Your confidential answers will only be seen by the program evaluator, and they will be reported as group results.

To maintain confidentiality, please do not provide your name. Instead, please use the same anonymous identification number that you created in February 2006 so that the TAH program evaluator can match this content knowledge posttest with your pretest. Please enter two-digit numbers for your grade level (08), the last two digits of the year you began teaching (1999), and the month of your birthday (10/10/05) in the spaces below. Thank you!

The grade level that you teach most often: _____

The last two digits of the year you began teaching: _____

The month of your birthday: _____

Please contact the TAH program evaluator, Diane H. Steinberg, Ph.D., at 310-825-2847 or steinber@ucla.edu if you have any questions about this TAH program evaluation.

DIRECTIONS

Select the best answer for each statement or question. Then circle the letter of the answer you have chosen. **Please answer all of the questions.**

1. Which of the following amendments to the Constitution was NOT part of the Bill of Rights?
 - A. The right to bear arms
 - B. Trial by jury
 - C. Protection against illegal search
 - D. Direct election of senators
 - E. Freedom of speech, press, and religion

2. Why was the Fourteenth Amendment to the Constitution important?
 - A. It prohibited slavery within the United States.
 - B. It guaranteed equal protection under the law for every American citizen.
 - C. It prohibited any state from denying an American citizen the right to vote based on race/ethnic background, color, or having previously been a slave.
 - D. It provided Congress with the power to establish and collect income taxes.
 - E. It prohibited any state from denying women the right to vote.

3. How did President Lyndon B. Johnson and President Richard M. Nixon use the Tonkin Gulf Resolution (1964) in Vietnam?
 - A. To authorize the use of U.S. troops without a formal declaration of war
 - B. To encourage the French to remain in Southeast Asia
 - C. To punish the leaders of the Diem government in South Vietnam
 - D. To allow United Nations troops to participate in the Vietnam War

4. The group most likely to approve of the Articles of Confederation would be:
 - A. former officers in the Continental Army.
 - B. those who feared strong central government.
 - C. those who held U. S. government securities.
 - D. bankers, merchants, and financiers.
 - E. those who feared the dangers of unrestrained democracy.

5. What did Andrew Jackson's presidency emphasize?
 - A. Congressional partisan leadership
 - B. Support for the Nullification Doctrine
 - C. Strong state leadership
 - D. Strong Congressional leadership
 - E. Strong executive branch leadership

6. Which U.S. Supreme Court case overturned *Plessy v. Ferguson*?
 - A. *Marbury v. Madison*
 - B. *Tinker v. Des Moines School District*
 - C. *Brown v. Board of Education*
 - D. *Miranda v. Arizona*

7. When was California officially admitted to the Union as a state?
- A. 1847
 - B. 1848
 - C. 1849
 - D. 1850
 - E. 1851
8. In 1787, many of the delegates to the Constitutional Convention opposed ratification of the U.S. Constitution because of its failure to:
- A. institute a strong central government.
 - B. reduce states' rights.
 - C. eliminate slavery.
 - D. establish a foreign-trade policy.
 - E. include a Bill of Rights.
9. During John Marshall's years as Chief Justice (1801 - 1835), the Supreme Court increased its powers by:
- A. limiting the spread of slavery in the West.
 - B. expanding the federal supremacy clause of the Constitution.
 - C. joining the president in disputes with Congress.
 - D. staying out of disputes between the two political parties.
10. What was the key event that guaranteed Lincoln's re-election in 1864?
- A. The fall of Vicksburg to General Grant
 - B. The capture of New Orleans by Admiral Farragut
 - C. The defeat of Lee's army by General Meade at Gettysburg
 - D. The successful defense of Nashville by General Thomas
 - E. The fall of Atlanta to General Sherman
11. Which of the founding documents best describes the principle of governmental checks and balances?
- A. Declaration of Independence
 - B. Bill of Rights
 - C. Articles of Confederation
 - D. Constitution
 - E. Connecticut Blue Laws

12. Which one of the following is NOT an accomplishment of the Nixon administration?
- A. Establishing the Environmental Protection Administration
 - B. Making an official visit to China
 - C. Offering amnesty to people who fled the draft during the Vietnam War
 - D. Removing troops from Vietnam
 - E. Appointing Justice Harry Blackmun to the U.S. Supreme Court
13. What was a major weakness of the Articles of Confederation?
- A. They did not include a mechanism for their own amendment.
 - B. They made it difficult for the government to raise money through taxes & duties.
 - C. They ignored the needs of the agricultural states.
 - D. They required the ratification of only a simple majority of states.
 - E. They created an overly powerful chief executive.
14. Which statement best describes the policy adopted during the 1820s and 1830s as a solution to the “Native American problem”?
- A. The forced migration of Native Americans to territories owned by Mexico
 - B. The payment of Native Americans to migrate to Canada.
 - C. The establishment of reservations in various sections of the country
 - D. The removal of Native Americans to lands west of the Mississippi
 - E. The assimilation of Native Americans by breaking up tribes and granting American citizenship to individual members
15. The North interpreted Black Codes as:
- A. evidence that the South sought to keep freemen in an economically dependent and legally inferior status.
 - B. evidence that the South, by granting limited rights such as allowing jury service, was slowly accommodating to an improved status for former slaves.
 - C. a realistic solution by the South to the problems created by sudden emancipation of former slaves.
 - D. a dangerous experiment by the South that could lead to social equality for Blacks in the North.
16. The Progressive Movement is best described as:
- A. an anti-tariff movement led by a federation of business owners and manufacturers who wanted to promote foreign trade.
 - B. a loose coalition of groups primarily dedicated to passing a constitutional amendment prohibiting the consumption of alcohol.
 - C. a broad-based reform movement that tried to reduce the abuses that had come with modernization and industrialization.
 - D. a grass-roots movement that attempted to gather support for the establishment of the League of Nations.

17. Which of the following was NOT a reason given by President Franklin D. Roosevelt in his attempt to “pack” the U.S. Supreme Court?
- A. He had a mandate after the 1936 election.
 - B. Most Supreme Court justices were interpreting the Constitution too broadly.
 - C. He wanted to ease the workload of the U.S. Supreme Court’s older members.
 - D. Most of the U.S. Supreme Court justices were conservative.
 - E. The Supreme Court was declaring too many New Deal programs unconstitutional.
18. Andrew Jackson’s remark, “*John Marshall has made his decision; now let him enforce it,*” refers to the president’s intention to:
- A. destroy the National Bank despite the Supreme Court ruling upholding its constitutionality.
 - B. use force, if necessary, to make South Carolina obey federal law that South Carolina thought was unconstitutional.
 - C. move the Cherokees west of the Mississippi River regardless of Supreme Court rulings.
 - D. disregard Chief Justice Marshall’s ruling in *Gibbons v. Ogden*.
19. Which argument did President Abraham Lincoln use against the secession of the Southern states?
- A. Slavery was not profitable.
 - B. The government was a union of people and not of states.
 - C. The Southern States did not permit their people to vote on secession.
 - D. As the Commander in Chief, he had the duty to defend the United States against foreign invasion.
20. Most of the rationale for conservative opposition to the New Deal came from the argument that New Deal programs:
- A. raised taxes on the rich.
 - B. regulated the stock market.
 - C. favored the wealthy.
 - D. diminished the liberty of the individual.
 - E. favored agriculture over big business.
21. Which of the following is true because of the Fourth Amendment?
- A. There are legal limits on the power of police to enter your home.
 - B. You have the right to speak to a lawyer before answering police questions.
 - C. Police must be certain a crime has been committed before getting a search warrant.
 - D. You may never be tried for the same crime twice.

22. The Emancipation Proclamation issued by Lincoln stated that:
- A. slavery was abolished in the Union.
 - B. the Slave trade was illegal.
 - C. slaves who fled to Canada would be protected.
 - D. slaves were free in the Confederate states.
23. In 1890, Jacob Riis vividly portrayed life in an American urban slum in which book?
- A. The Jungle
 - B. The Octopus
 - C. Ragged John
 - D. Maggie, Girl of the Streets
 - E. How the Other Half Lives
24. Why did the U.S. Supreme Court declare that some New Deal laws were unconstitutional?
- A. New Deal laws overextended the power of the federal government.
 - B. New Deal laws forced the federal government into heavy debt.
 - C. New Deal laws ignored the rights of minority groups and women.
 - D. New Deal laws failed to solve the problems for which they were intended.
25. The Monroe Doctrine was intended to:
- A. promote United States trade with China.
 - B. help keep the peace in Europe.
 - C. discourage European involvement in the Americas.
 - D. protect United States business in Japan and Korea.
26. The Great Compromise ended the debate concerning:
- A. the extension of slavery into the Northwest Territories.
 - B. the issue of fair representation among the states.
 - C. the system of checks and balances.
 - D. the admittance of new states into the Union.
27. Frederick Jackson Turner's "frontier thesis" focused on the importance of:
- A. the traditions of western European culture.
 - B. the absence of a feudal aristocracy.
 - C. the conflict between capitalists and workers.
 - D. the existence of cheap unsettled land.

DIRECTIONS

Match each statement with the correct court case. Write the statement number next to the correct court case in the table below. **Not all of the court cases will have a matching statement.**

STATEMENTS:

28. This controversial U.S. Supreme Court case angered abolitionists by declaring that slaves were not citizens and could not claim their freedom even in Northern states.
29. This U.S. Supreme Court decision denied states the right to extend jurisdiction over Indian lands.
30. This U.S. Supreme Court decision upheld the authority of the U. S. government to confine Japanese Americans in relocation camps as a matter of national security in wartime.
31. This U.S. Supreme Court case approved of the practice of segregating public facilities provided that they were *separate but equal*.

COURT CASES:

	<i>Korematsu v. United States</i>
	<i>Takuji Yamashita v. Hinkle</i>
	<i>Hoyt v. Florida</i>
	<i>Miranda v. Arizona</i>
	<i>Worcester v. Georgia</i>
	<i>Marbury v. Madison</i>
	<i>Plessy v. Ferguson</i>
	<i>Brown v. Board of Education</i>
	<i>Dred Scott v. Sandford</i>

APPENDIX D
PUSD/ERUSD Teaching American History
Program Evaluation Post-Survey

Thank you for participating in the Teaching American History (TAH) program evaluation! This anonymous post-survey will provide information about your attitudes toward U.S. history, your view of your students' attitudes, and the methods you use when you teach U.S. history for the evaluation study of the Teaching American History project. Your confidential answers will only be seen by the Teaching American History program evaluator, and they will be reported as part of group results.

Since this is a confidential survey, please do not provide your name. Instead, please use the same anonymous identification number that you created in February 2006 so that the TAH program evaluator can match this content knowledge post-survey with your pre-survey. Therefore, please enter two-digit numbers for the grade level (08) that you taught last year, the last two digits of the year you began teaching (1999), and the month of your birthday (10/10/05) in the spaces below. Thank you for your cooperation!

The grade level that you taught most often last year: (*08 for 8th grade*) _____

The last two digits of the year you began teaching: (*99 for 1999*) _____

The month of your birthday: (*09 for September*) _____

Part I: Please answer the following questions.

1. Today's Date: _____
2. What is the name of the school district in which you teach? _____
3. If you participated in Cohort 1 or Cohort 2 of the PUSD/ERUSD TAH Program, **how many full-day professional development events** did you attend? (Please refer to the list of agenda summaries and be as accurate as possible.) _____
4. If you participated in Cohort 1 or 2 of the PUSD/ERUSD TAH Program, **how many menu-item events** did you attend? (Some of the menu-item events are listed.) _____
5. **How many total hours** of professional development related to American history have you participated in since you filled out the Teaching American History program pre-surveys in February 2006? _____
6. Have you shared TAH materials with teachers who are in another cohort or who are not in the TAH program? ____yes ____no

If yes, did you share materials with teachers in:

_____ Cohort 1 _____ Cohort 2 _____ Cohort 3 _____ Others

What materials from the Teaching American History program have you shared with Cohort 3 teachers? _____

Part II: Please circle the number alongside each of the following statements that best represents your current attitudes toward U.S. history. Please complete all the questions.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. I enjoy teaching American history to students.	1	2	3	4	5
2. I am interested in learning methods to teach American history to students.	1	2	3	4	5
3. I am interested in learning about American history content.	1	2	3	4	5
4. I am knowledgeable about American history.	1	2	3	4	5
5. I feel confident about teaching American history to students.	1	2	3	4	5
6. I see the relevance of American history to my own life.	1	2	3	4	5
7. I make connections between American history & the present when I teach.	1	2	3	4	5
8. I help my students realize the importance of American history.	1	2	3	4	5
9. I expect my students to perform well in my class.	1	2	3	4	5
10. I believe my students can meet my expectations .	1	2	3	4	5

Part III: Please circle the number alongside each of the following statements that best represents your perception of your current history students' attitudes. Please complete all the questions.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. Most of my students are interested in learning about American history.	1	2	3	4	5
2. Most of my students are knowledgeable about American history.	1	2	3	4	5
3. Most of my students enjoy studying American history.	1	2	3	4	5
4. Most of my students connect U.S. history to the present.	1	2	3	4	5
5. Most of my students participate in U.S. History class.	1	2	3	4	5
6. Most of my students work hard in my U.S. History class.	1	2	3	4	5
7. Most of my students think it is important to have a solid background in U.S. history.	1	2	3	4	5
8. Most of my students use higher order thinking skills in my class (analysis, synthesis, etc.).	1	2	3	4	5
9. Most of my U.S. History students have excellent writing skills .	1	2	3	4	5
10. Most of my U.S. History students make excellent presentations .	1	2	3	4	5

Part IV: Please answer all of the following questions. Circle one to three responses per question.

1. Which types of instructional materials do you use the **most** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. videos
 - b. textbooks
 - c. primary source documents
 - d. literature
 - e. Internet resources
 - f. activities from supplemental publications
 - g. Other (specify) _____

2. Which types of instructional materials do you use the **least** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. videos
 - b. textbooks
 - c. primary source documents
 - d. literature
 - e. Internet resources
 - f. activities from supplemental publications
 - g. Other (specify) _____

3. Which types of instructional methods do you use the **most** in your U.S. History class(es)? (Please circle **no more than three**.)
 - a. lecture
 - b. discussion
 - c. role playing/simulation
 - d. project-based learning
 - e. student presentations
 - f. textbook chapter questions
 - g. Other (specify) _____

4. What types of instructional methods do you use the **least** in your U.S. history class(es)? (Please circle **no more than three**.)
 - a. lecture
 - b. discussion
 - c. role playing/simulation
 - d. project-based learning
 - e. student presentations
 - f. textbook chapter questions
 - g. Other (specify) _____

Part V: Please answer all of the following questions as thoroughly as possible.

1. **What new content knowledge have you gained through your participation in the Teaching American History program?**

2. **What additions or changes have you made to your U.S. History instruction or course content as a result of your participation in the Teaching American History program?**

Appendix E:

Recruitment Flyer

Join a Community of Scholars!

ERUSD teachers have a once-in-a-lifetime opportunity to deepen their knowledge and understanding of American History



El Rancho USD and the Pasadena Unified School District (PUSD), in partnership with The Huntington Library and Constitutional Rights Foundation, are thrilled to offer our teachers of American history a unique professional development opportunity. WE HAVE WON a Teaching American History grant for almost \$1 million — and our history teachers will be the happy recipients of its benefits!

Participating history teachers from 4th, 5th, 8th, and 11th grades will meet at the beautiful Huntington Library and Gardens for a series of two-day seminars with many of our nation's pre-eminent American History scholars. The program comprises a total of ten release days over the course of one year which will include:

- Six days of **intensive interaction with top history scholars** in three seminars
- Four additional days of **curriculum integration**, working with the Constitutional Rights Foundation and in a new History Resource Center
- **Participants will be compensated for up to sixteen hours**

This is a three-year program that will include 90 teachers (60 from PUSD and 30 from El Rancho USD) or 30 teachers per year. Teachers will be randomly assigned to Year One, Year Two, or Year Three as part of the program's experimental evaluation. After completing the program, teachers will have earned 60 hours of Professional Development Credit.

Sign up and return the attached form today to ensure your place in this amazing program!

Some background/resources on the TAH Program

The Teaching American History grant program is funded by the U.S. Department of Education and focuses on traditional American History. For detailed information on this federal program go to <http://www.ed.gov/programs/teachinghistory/index.html>.

The ERUSD/PUSD model of the TAH program, including the specific American history content to be presented in seminars, is based on teacher input, our two districts' demographic and testing data, and the expertise and experience of our partners, The Huntington Library and Constitutional Rights Foundation. Both of these institutions are currently involved with other successful TAH partnerships. **Contact Greg Smith for more specific information: 562/801-5355 ext 130 or gsmith@erusd.k12.ca.us.**

An important part of the TAH program is an independent evaluation that will assess its effectiveness. Every teacher who participates will be randomly assigned to Year One, Year Two, or Year Three. Participating teachers will then be requested to fill out two confidential and anonymous surveys in two 45 minute meetings with an independent evaluator. Either classroom substitutes or compensation for teachers' time will be provided. The other aspect of the program's independent evaluation is an aggregated analysis of students' scores on the U.S. history section of the California Standards Test. Please contact the Teaching American History program's independent evaluator, Diane H. Steinberg, with any questions about the evaluation at 310-825-2847 or steinber@ucla.edu.

Sign me up to Join a Community of Scholars!

Name _____

School _____

Grades/Class(es) taught _____

Preferred e-mail _____

Preferred telephone _____

Home Address _____



Please return to Greg Smith, Grant Coordinator / ERHS Teacher

gsmith@erusd.k12.ca.us

Send to me at the high school

Due: November 17