CONSTITUTIONAL RIGHTS FOUNDATION
Teaching American History

Year One Evaluation Report

Teaching American History: An Urban Schools Model

Montebello Unified School District
Constitutional Rights Foundation

Prepared by
Professor Mahtash Esfandiari, UCLA

April 2003
Table of contents

I: Introduction
II: Components of the evaluation
II.1 Objectives of the evaluation
II.2 Evaluation methodology

III: Evaluation of the four teacher training workshops

IV: Evaluation of Peer Teaching

V: Impact of the teacher training program on Year I teachers
V.1 Description of the sample:
V.2 Description of the questionnaire:
V.3 Results: Teachers’ perceptions of the potential impacts of the “Teaching American History Project” on their knowledge, attitudes, and skills in American History

VI: Evaluation of the Year I Teaching American History Program on the students
VI.1 Description of the questionnaire:
VI.2 Results: Teachers’ perceptions of the potential impacts of the “Teaching American History Project” on their knowledge, attitudes, and skills in American History
VII Focus group with Year I teachers

VIII Teachers meet groups of 3-4 to comments about the effect of the training on their knowledge of American History and their students

IX Recommendations for the future

List of tables:
Table 1. Teacher ratings of specific questions asked about the Occidental Training

Table 2. Teacher ratings of specific questions asked about the Huntington Training

Table 3. Teacher ratings of specific questions asked about the Autry training

Table 4: Percentage of responses to question 1, for all the teachers, and by teachers’ level of course work in American History

Table 5: Percentage of responses to question 2, for all the teachers, and by teachers’ level of course work in American History

Table 6: Percentage of responses to question 2, for all the teachers, and by teachers’ level of course work in American History

Table 7: Percentage of responses to question 4, for all the teachers, and by teachers’ level of course work in American History

Table 8: Percentage of responses to question 5, for all the teachers, and by teachers’ level of course work in American History

Table 9: Percentage of responses to question 6, for all the teachers, and by teachers’ level of course work in American History

Table 10: Percentage of responses to question 7, for all the teachers, and by teachers’ level of course work in American History

Table 11: Percentage of responses to question 6, for all the teachers, and by teachers’ level of course work in American History

Table 12: Percentage of responses to question 9, for all the teachers, and by teachers’ level of course work in American History

Table 13: Percentage of responses to question 10, for all the teachers, and by teachers’ level of course work in American History

Table 14: Percentage of responses to question 11, for all the teachers, and by teachers’ level of course work in American History

Table 15: Percentage of responses to question 12, for all the teachers, and by teachers’ level of course work in American History
I: Introduction

Montebello Unified School District (MUSD) in Southern California received a three-year Teaching American History grant in partnership with Constitutional Rights Foundation (CRF) and four local history institutions in Los Angeles.

During the first program year, approximately 25 U.S. History teachers participated in seven professional development events held at the Huntington Library, Occidental College, the Autry Museum of Western Heritage, and the Southwest Museum. Each was a full-day event and provided the teachers with at least one “Seminar with a Scholar” and at least one hands-on lesson or activity to apply the content of the seminar in their classrooms. In addition, CRF provided on-going support to teachers in implementing lessons, developing stronger collegial relationships among MUSD American History teachers, and accessing resources.

The following Year One evaluation provides information about content and methods the teachers gained through this project and teacher perceptions about how this program improved the way they teach American history to their students.

II:  Components of the evaluation

II.1  The objectives of this evaluation are to:
II.1.1 Evaluate the extent to which the teachers’ knowledge of American History has been enhanced through:
+ Listening to lectures by scholars,
+ Discussion and interaction with the scholars, and
+ Exposure to the CRF materials and other materials discussed by the speakers.

II.1.2 Evaluate the extent to which the teachers acquired new ideas and new methods for teaching American history to their students through:
+ Being exposed to lessons presented by the CRF staff,
+ Interaction with the CRF staff,
+ Peer teaching,
+ Interaction with teachers from different schools, and
+ Exposure to CRF materials and lessons.

II.1.3 Evaluating the teachers’ perceptions of the impact of the “Teaching American History Program” on their:
+ Interest in teaching American History,
+ Motivation toward learning about American History,
+ Knowledge of American History,
+ Attitude toward teaching American History,
+ Ability to connect the past to the present,
+ Ability to connect American History to their own lives,
+ Ability to help the students realize the importance of American History.
+ Attitude toward teaching American History effectively,
+ Confidence in teaching American History, and
+ Enjoyment of teaching American History.

II.1.4 Evaluation of the teachers’ perceptions of the impact of the “Teaching American History Program” on their students’:
+ Interest in teaching American History,
+ Motivation toward learning about American History,
+ Knowledge of American History,
+ Attitude toward relevance of American History to their own lives,
+ Ability to connect the past and the present,
+ Amount of student participation,
+ Quality of student participation,
+ Ability to make presentations in American History, and
+ Ability to write about American History.

II.2 Evaluation methodology:

The evaluation of the objectives outlined in part II.1 will be achieved through:
+ Evaluation of the four teacher training workshops that were held from March 2002 to December 2002, and
+ Evaluation of the potential impacts of the “Teaching American History Program” on teachers’ and students’ knowledge, skills, and attitudes with respect to American History.

The evaluation of the teacher training workshops includes:
1) Evaluation of teacher expectations and the extent to which they were met,
2) Evaluation of the presentations done by the history scholars,
3) Evaluation of the lessons presented by the CRF staff,
4) Evaluation of peer teaching,
5) Evaluation of interaction between the teachers with scholars, CRF staff, and teachers from other schools,
6) Overall evaluation of the trainings, and
7) Seeking teachers’ input regarding how things could be improved.

The potential impact of the “Teaching American History Program” on teachers’ and their students’ knowledge, skills, and attitudes in American History is evaluated through:

1) Surveying teachers on how their and their students’ knowledge, skills, and attitudes in American History could have changed after their participation in the “Teaching American History Program”.

2) Conducting a focus group with Year I teachers midway through the year (September 2002), and

3) Having teachers meet in groups of 3-4 and answer a few questions about the impact of the training on their knowledge of American History and their teaching methodology.

III. Evaluation of the four teacher training workshops

At the end of each workshop, the teachers were asked to respond to a number of questions. In the following the results related to the four workshops held for Year I are summarized.

III.1 Teachers’ expectations and whether they were met

Question 1: What were your expectations in attending today’s event and were they met?

In the following the teachers’ responses to this question are summarized for each of the four workshops.

Workshop I held in Occidental College on 3-14-02
+ Prior to this training, I was involved with one of the CRF programs and I found it impressive. So, my expectations were high.
+ I expected to gain knowledge of American History. My expectation was met by listening to R. Villa.
+ I really did not know. I felt the morning was a little too practical.
+ Getting new ideas to take back. Yes, my expectations were met.
+ Receiving training in new ways of presenting history. Raising students’ curiosity. Yes, my expectations were met.
+ Learning something new. I enjoyed the lecture on Mexican History in Los Angels “Borders”. Yes, my expectations were met.
+ I expected this event to be very educational and it turned out to be even better than what I expected.
+ I am new at this. It was wonderful.
+ I was expecting to be given educational resources and new historical information and you certainly delivered.
+ To gain more information on teaching strategies
+ Application Vs. theory is always better. This event was great because we were given practical applications along with theory.
+ I was not sure what to expect. But, I was very pleased with what I learned.
+ I had no real expectations.
+ I expected to have my knowledge broadened and I would get some ideas to take back to my room. It met all my expectations.
+ To learn historical content and practical application. Expectations were exceeded. Thank you.
+ I was expecting to learn history teaching strategies. I was impressed by the River lesson.
+ Academic history and I got it.
+ Opening my vision of history and the different levels. Yes, it was a pleasure and my expectations were met.
+ I did not have any expectations. I thought the day was great.
+ I was informed and entertained.

Workshop II held in Huntington Library on 4-3-03
+ To learn more information and techniques that I can use in my classroom. I really appreciate the George Washington lessons.
+ I was expecting to learn how to use the Huntington as an additional resource. The expectation was met.
+ Based on the first session at Occidental, I expected this session to be just as good. Today’s session was the best.
+ Lots of great information. I am looking forward to going through the lessons for my own education before using them with my students.
+ I expected to get a new approach to teaching content in social studies. My expectations were met, but they were beyond what social studies is in the classroom. I was very surprised at the in-depth presentations and speakers.
+ I expected to learn more about historical simulations. I could use and learn more about historical events in a more interesting way than text.
+ Everything was excellent.
+ To get ideas and material to use in my classrooms.
+ I was hoping to hear more scholars. Both Mr. Vigilante and Mr. Ritchie were excellent.
+ Increase my personal knowledge through historian presentations. Learn practical ways to incorporate content into creative lessons. My expectations were met.
+ I had no expectations. I was very happy with the events of the two days.
+ My expectations were to continue what we started from our last meeting. They were met.
+ I was hoping for hands-on help developing curriculum. I am surprised. Great ideas, history day, awesome.
+ To acquire hands-on material to use in my classroom. Yes, they were met.
+ Yes, I received practical application ideas particularly on the second day.
+ I expected to get some insight into content and pedagogy and my expectations were met.
+ I expected to learn teaching strategies on US History and my expectations were met. I learned a lot.
+ Basically my expectations were met. Although, I wanted to learn more history from the scholar.

Workshop III held in Autry Museum on 7-31-02
+ I was looking forward to whatever would come.
+ I expected another day of speakers and very interesting activities to enhance teaching and learning in the social studies content are. Yes, my expectations were met. The presenters were great and well prepared.
+ Expected to get materials related to teaching social studies. Yes, my expectations were met.
+ Everything CRF has presented has been excellent. I was expecting good information and
useful materials and my expectations were met.
+ My expectations were that we were going to be learning about “cowboys and Indians”.
+ I got more than what I expected.
+ I did not know what to expect.
+ A tour of the museum. An expert talking about the museum and time period. This was excellent.
+ We wanted to see the museum. It was so different than what I expected. It is absolutely terrific.
+ I expected to be informed and entertained. It was great and surpassed by my expectations.
+ I learn more that I can share with my students. Also, to visit the Autry Museum for the first time. As always my expectations were met.

Workshop IV held in Autry Museum on 12-9-02
+ As always I expected a very informative day about an aspect of history presented by an excellent presenter. The expectations were met with a rewarding speaker person and presentations by CRF level I people.
+ Listen to the speaker to add ideas for my class.
+ More information on aspects of American History.
+ My expectations were to be informed and to have my imagination encouraged. They were met.
+ I thought the topic was westward expansion.
+ More ideas on the Jewish experience, more ideas for our class.
+ I expected to get more valuable information that can help me improve my knowledge with and influence my students with and as usual my expectations were met.
+ My expectations were met in that I have been so involved in standards that I have lost sight of student involvement. Today helped me refocus.
+ My expectations were to have a lecture on Westward expansion. I am not sure that they were met.
+ More ideas for our class. The professor was very good. I learned so much. The sharing was outstanding. My expectations were met.

Conclusions that can be drawn from what the teachers expected to get from the workshops and whether they expectations were met.

Although question 1 is an open-ended question and teachers could offer any comment they wanted, however I will try to present you with an overall picture of whether the teachers’major expectations were met by:
+ Counting the total number of comments offered by the teachers, and
+ Classifying the comments into the major categories that have emerged as a result of the responses to question 1.

There were a total of 64 comments regarding the question on teacher expectations and whether they were met. Four major categories emerged from the analysis of the teachers’ responses to this question. The results are summarized below:

Category I: The teachers expected to gain knowledge of American History, more theory, a better vision of American History.

25 out of 64 or 39% of the comments fit in this category indicating that as a result of
participation in the “Teaching American History Program”, teachers acquired more information about American History and expanded their knowledge of this discipline.

Category II: The teachers expected to gain new ideas that they could take back to the classroom and learn strategies that they could use to teach American History.

22 out of the 64 or 34.4% of the comments fit in this category indicating that as a result of participating in the “Teaching American History Program”, teachers acquired new ideas to take back to the classroom and learned new teaching strategies that they could use to teach American History.

Category IV: The teachers expected to learn how to use the resources available to them in Huntington Library and the Autry Museum in their teaching.

4 out of 64 or 6.25% of the comments fit in this category indicating that the teachers learned more about the library and the museum and how they could use the resources in their teaching.

Category V The teachers expected to enjoy the day and learn something new.

13 out of 64 or 20.3% of the comments fit in this category indicating that the workshops were a great experience and they learned a lot from them.

100% of the teachers indicated that their expectations were met.

III.2 The most interesting feature of the teacher training workshops

Question 2: What was the most interesting todayo

In the following the teachers’ responses to this question are summarized for each of the four workshops.

Workshop I held in Occidental College on 3-14-02 (most interesting feature)
+ The lessons, the interactive nature of it, great for the kids.
+ The two practical lessons
+ Professor Villa and Los Angeles development
+ I loved the speaker. It is great to have a lecturer. The showing with colleges was great.
+ Application to classroom (afternoon)
+ The lecture of professor Villa
+ All of it
+ The presentations by presenters and guest speakers
+ Dr. Villa’s presentation
+ Definitely professor Villa’s lecture and the discussion that followed
+ Dr. Villa’s lecture
+ I loved the professor’s discussion.
+ The whole session
+ The Borderline lecture was fascinating.
+ Lecture and introduction to CRF.
+ The lecture
+ Wonderful scholar discussion. The interaction lesson on “River” was great.

Workshop II held in Huntington Library on 4-3-03 (most interesting feature)
+ I found the “behind the scenes” tour of the Huntington very interesting. Until you experience it, you have no idea of the amount of knowledge a museum has.
+ I was inspired by the student day works.
+ Less is more (day 2 was a bit too long)
+ I learned that American History can be taught with a very entertaining approach so that students will learn history and not consider it boring facts to remember.
+ The great experiment. Enjoyed the student presentations.
+ I enjoyed the archives.
+ Everything.
+ The insider’s tour.
+ Information about Huntington.
+ George Washington activity and the tired king.
+ History day.
+ History day was awesome, what an inspiration.
+ History day, tired king, George Washington life.
+ The resources available in Huntington.
+ George Washington lessons were extremely interesting.
+ Day I tour.
+ Really liked the history day presentations

Workshop III held in Autry Museum on 7-31-02 (most interesting feature)
+ The tour to see the different Chinese art through history.
+ The opportunities offered by the museum. The lesson in the afternoon.
+ Going to the family exhibit hall.
+ Chinese Americans in the West. Sue Ellen was great. Also, the Chinese shoe lesson was outstanding.
+ Sue Ellen Cheng’s talk about the Chinese history in Los Angeles was the most interesting part of today’s training. I also liked the information about El Pueblo de Los Angeles.
+ I do not know what to expect. I enjoyed the day.
+ Discovery tour of the museum and lecture from Sue Ellen.
+ I had high expectations based on our last two events. Yes, my expectations were met.
+ To see the family exhibit.
+ The kits are outstanding. They can be expanded into many areas.
+ The outreach kits – I cannot wait to use them for our immigration unit. The staff was so prepared.
+ Outreach kit.
+ The tour of the galleries, the speakers, the hands-on approach were all equally interesting.
+ I loved the great speaker.
+ I haven’t been to the museum for a long time. Sue Ellen was great.

Workshop IV held in Autry Museum on 12-9-02 (Most interesting feature)
+ The presentations were outstanding and inspirational for me
+ Darlene Rivas was an excellent speaker today.
+ I loved the presentation of Darlene Rivas and Michael (peer teacher). How fascinating.
+ Teacher sharing.
+ Everything
+ Good background for me.
+ The peer sharing, it was great.
+ I loved the peer teaching experience.
+ The teacher presentations.
+ The teacher presentations.

Conclusions that can be drawn about the most interesting feature of the workshop from the perspective of the teachers.

Although question 2 is an open-ended question and teachers could offer any comment they wanted, however I will try to present you with an overall picture of the most interesting feature of the workshops by:
+ Counting the total number of comments offered by the teachers, and
+ Classifying the comments into the major categories that have emerged as a result of the responses to question 2.

There were a total of 61 comments regarding the question on the most interesting feature of the workshop. Four major categories emerged from the analysis of the teachers’ responses to questions 2. The results are summarized below:

Category I: The teachers found the presentation by the scholars to be the most interesting feature of the workshops.

20 out of 61 or 32.8% of the comments fit in this category indicating that the teachers found the presentations by the scholars to be the most interesting feature of the teacher training workshops. They thought that these presentations expanded their knowledge of American History.

Category II: The teachers found the CRF lessons, the teaching kits, and the peer presentations to be the most interesting feature of the workshops.

23 out of the 61 or 37.7% of the comments fit in this category indicating that the teachers found the CRF lessons, the teaching kits, and the peer presentations to be the most interesting feature of the workshops. They indicated that these presentations enabled them to learn strategies that they could use with their students.

Category IV: The teachers found the museum, the resources, and the archives to be the most interesting part of the workshops.

12 out of 61 or 19.7% of the comments fit in this category indicating the teachers found the museum, the resources, and the archives to be the most interesting part of the workshops.

Category V The teachers found the whole workshop to be very enjoyable

6 out of 61 or 9.8% of the comments fit in this category indicating the teachers thought that the workshops were a great experience and they did not identify any specific part as the most enjoyable feature.
III.3 In this part of the evaluation the teachers were asked to rate the workshop with respect to the presentation of the scholar, the lessons, and the other features specific to each workshop. The results are summarized below:

III.3.1 Teacher ratings of specific questions asked about the Occidental Training (held on 3-14-02)

Table 1. Teacher ratings of specific questions asked about the Occidental Training

<table>
<thead>
<tr>
<th>Question asked</th>
<th>Not at all enjoyable/valuable</th>
<th>A little enjoyable/valuable</th>
<th>Somewhat enjoyable/valuable</th>
<th>Very enjoyable/valuable</th>
<th>Extremely enjoyable/valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program overview</td>
<td>0</td>
<td>0</td>
<td>28.6%</td>
<td>71.4%</td>
<td></td>
</tr>
<tr>
<td>Content of the seminar by scholar</td>
<td>4.5%</td>
<td>0</td>
<td>9.1%</td>
<td>18.2%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Discussion/interaction of the seminar by scholar</td>
<td>0</td>
<td>4.8%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>The River lesson</td>
<td>0</td>
<td>4.5%</td>
<td>31.8%</td>
<td>63.6%</td>
<td></td>
</tr>
<tr>
<td>Afternoon breakout sessions</td>
<td>0</td>
<td>0</td>
<td>5.6%</td>
<td>11.1%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Interaction with teachers from different grade levels</td>
<td>0</td>
<td>0</td>
<td>4.5%</td>
<td>22.7%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Interaction with teachers from different schools</td>
<td>0</td>
<td>0</td>
<td>14.3%</td>
<td>19%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Interaction with CRF staff</td>
<td>0</td>
<td>0</td>
<td>19%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

+ 100% of the teachers found the overview of the program very enjoyable/valuable (28.6%) or extremely enjoyable/valuable (71.4%).
+ 86.4% of the teachers found the content of the seminar by the scholar very enjoyable/valuable (18.2%) or extremely enjoyable/valuable (68.2%).
+ 81% of the teachers found the discussion and the interaction of the seminar by the scholar very enjoyable/valuable (14.3%) or extremely enjoyable/valuable (66.7%).
+ 95.5% of the teachers found the “River” lesson very enjoyable/valuable (31.8%) or extremely enjoyable/valuable (63.6%).
+ 94.4% of the teachers found the “afternoon breakout sessions” very enjoyable/valuable (11.1%) or extremely enjoyable/valuable (83.3%).
+ 72.7% of the teachers found the interaction with the teachers from other grades very enjoyable/valuable (18.2%) or extremely enjoyable/valuable (54.5%).
+ 95.7% of the teachers found the interaction with the teachers from different schools very enjoyable/valuable (19%) or extremely enjoyable/valuable (66.7%).
+ 100% of the teachers found the interaction with CRF staff very enjoyable/valuable (19%) or extremely enjoyable/valuable (81%).

III.3.2 Teacher ratings on specific questions asked (Huntington training – held on 4-3-03)

Table 2: Teacher ratings on specific questions asked (Huntington training)
II.5 Teacher ratings on specific questions asked continued: (Huntington training)
+ 90.5% of the teachers found the “Tired King” lesson very enjoyable/valuable or extremely enjoyable/valuable.
+ With respect to day one seminar/discussion: (Huntington training)
o 45.5% of the teachers found the seminar/discussion at the Huntington not at all enjoyable/valuable.
o 9.1% of the teachers found the seminar/discussion at the Huntington a little enjoyable/valuable.
o 21.7% of the teachers found the seminar/discussion at the Huntington somewhat enjoyable/valuable.
o 4.5% of the teachers found the seminar/discussion at the Huntington very enjoyable/valuable.
o 18.2% of the teachers found the seminar discussion at the Huntington extremely enjoyable/valuable.
+ 76.4% of the teachers found the “first congress activity” very enjoyable/valuable or extremely valuable/valuable.
+ 82.6% of the teachers found the “day one Huntington tour” very enjoyable/valuable or extremely valuable/valuable.

+ With respect to the “day one afternoon resource/cross-grade challenge (Huntington training)
o 40.9% of the teachers found “day one afternoon resource/cross-grade challenge” somewhat enjoyable/valuable.
o 22.7% of the teachers found “day one afternoon resource/cross-grade challenge” very enjoyable/valuable.
o 31.8% of the teachers found “day one afternoon resource/cross-grade challenge” extremely enjoyable/valuable.
+ 86.9% of the teachers found the “George Washington” activity very enjoyable/valuable or extremely enjoyable/valuable.
+ 68.1% of the teachers found learning about the educational resources at Huntington very enjoyable/valuable or extremely enjoyable/valuable.
+ 76.2% found the day two seminar/discussion very enjoyable/valuable or extremely enjoyable/valuable.
+ 72.7% found the day two Huntington tour very enjoyable/valuable or extremely enjoyable/valuable.
+ 95.5% found the history day student lesson very enjoyable/valuable or extremely enjoyable/valuable.

III.3.3 Teacher ratings on specific questions asked about the Autry museum training (held on 7-31-03)

Table 3. Teacher ratings of specific questions asked about the Autry Training

<table>
<thead>
<tr>
<th>Question asked</th>
<th>Not at all enjoyable/valuable</th>
<th>A little enjoyable/valuable</th>
<th>Somewhat enjoyable/valuable</th>
<th>Very enjoyable/valuable</th>
<th>Extremely enjoyable/valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of the seminar with the scholar</td>
<td>0</td>
<td>0</td>
<td>6.7%</td>
<td>20%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Discussion/interaction with the scholar</td>
<td>0</td>
<td>0</td>
<td>13.3%</td>
<td>26.7%</td>
<td>60%</td>
</tr>
<tr>
<td>Mini Museum lesson</td>
<td>0</td>
<td>0</td>
<td>28.6%</td>
<td>71.4%</td>
<td></td>
</tr>
<tr>
<td>Outreach kit lesson</td>
<td>0</td>
<td>0</td>
<td>20%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Tour of the family discovery gallery</td>
<td>0</td>
<td>0</td>
<td>6.7%</td>
<td>13.3%</td>
<td>80%</td>
</tr>
</tbody>
</table>

+ 93.3% of the teachers found the content of the seminar by the scholar very enjoyable/valuable or extremely enjoyable/valuable.
+ 84.7% of the teachers found the discussion/interaction with the scholar very enjoyable/valuable or extremely enjoyable/valuable.
+ 100% of the teachers found the mini museum lesson very enjoyable/valuable or extremely enjoyable/valuable.
+ 100% of the teachers found the outreach kit lesson very enjoyable/valuable or extremely enjoyable/valuable.
+ 93.3% of the teachers found the tour of the family discovery gallery very enjoyable/valuable or extremely enjoyable/valuable.

III.3.4 Rating the different parts of the Autry training held on 12-13-2002

1) How enjoyable or valuable did you find the content seminar presented by the scholar (Darlene Rivas) o

+ 46.2% indicated that they found the content of the seminar extremely enjoyable and
valuable.
+ 23.1% indicated that they found the content of the seminar enjoyable and valuable.
+ 23.1% indicated that they found the content of the seminar somewhat enjoyable and valuable.
+ 7.7% indicated that they found the content of the seminar a little enjoyable and valuable.

2) How enjoyable or valuable did you find the discussion/interaction of the seminar by the scholar (Darlene Rivas)?

+ 46.2% indicated that they found the discussion/interaction of the seminar extremely enjoyable and valuable.
+ 23.1% indicated that they found the discussion/interaction of the seminar enjoyable and valuable.
+ 23.1% indicated that they found the discussion/interaction of the seminar somewhat enjoyable and valuable.
+ 7.7% indicated that they found the discussion/interaction of the seminar a little enjoyable and valuable.

3) How enjoyable or valuable did you find the lesson presented on “How Welfare Began”?

+ 55.6% indicated that they found the lesson presented on “How Welfare Began” extremely enjoyable and valuable.
+ 11.1% indicated that they found the “How Welfare Began” enjoyable and valuable.
+ 22.2% indicated that they found the “How Welfare Began” somewhat enjoyable and valuable.
+ 11.1% indicated that they found the “How Welfare Began” a little enjoyable and valuable.

4) How valuable and enjoyable do you find choosing the CRF material?

+ 92.3% indicated that they found choosing the CRF material extremely enjoyable and valuable.
+ 7.7% indicated that they found choosing the CRF material enjoyable and valuable.

III.4 The overall grade given to the training

III.4.1 Overall grade given to the Occidental training held on 3-14-2002

+ 14.3% gave the training a grade of “B”.
+ 19% gave the training a grade of “B+”
+ 66.6% gave the training a grade of “A” or “A+”

66.6% give this training a rating of A or A+.

III.4.2 Overall grade given to the Huntington training held on 4-3-2002

+ 4.5% gave the Huntington training a grade of “C+”.
+ 4.5% gave the Huntington training a grade of “B-”
+ 18% gave the Huntington training a grade of “B”
+ 9.1% gave the Huntington training a grade of “B+”
+ 13.6% gave the Huntington training a grade of “A-”.
+ 50% gave the Huntington training a grade of “A” or “A+”.

63.6% give this training a rating of A-, A, or A+.
III.4.3  Overall grade given to the Autry training held on 7-31-2002

+ 8.7% of the teachers gave the Autry Museum training a grade of B+.
+ 8.7% of the teachers gave the Autry Museum training a grade of B.
+ 86.7% of the teachers gave the Autry Museum training a grade of A.

86.7% of the teachers gave the Autry Museum training a grade of A.

III.4.4  Overall grade given to the Autry training held on 12-13-2002

+ 25% gave the workshop a grade of B.
+ 16.7% gave the workshop a grade of A+
+ 50% gave the workshop a grade of A.

75% give this training a rating of A or A+

These ratings indicate that on the average the workshops have been an absolute success. Detailed answers to specific questions indicate which attributes of the workshops were more successful, please see the responses to questions under part III.3.

III.5  How could the trainings be improved

Question 5: How could we have improved the day?

The teachers’ responses to the above question are summarized below:

III.5.1  Comments on Occidental training held on 3-14-02

How could things be improved
+ Well-paced.
+ More breakfast sessions, shorter lecture
+ Do not move us around so much
+ A little less time with Professor Villa
+ I do not care for things that are redundant
+ It was great
+ Everything was great.
+ Nothing
+ Excellent presentation of program. More detail on what is going to happen
+ Not so much moving overhead

III.5.2  Comments on Huntington training held on 4-03-02

How could things be improved
+ You are doing a great job of relating what you are showing to our curriculum and to our students.
+ I would like to learn about a few more hands-on type activities.
+ Do the same.
+ Continue with informative personalities.
+ More information on out of text activities, simulations, web sites.
+ Keep up the great work.
+ Continue interactive primary source activities.
+ Have speakers that are prepared.
+ Again hands-on. It is reality.
+ More activity-based sessions.
+ More practical ideas to implement.
+ More topics related to 11th grade US history.
+ Seminar discussion that can be implemented in the classroom.

III.5.3 Comments on Autry training held on 7-13-02
How could things be improved
+ Community outreach kits.
+ More interactive.
+ More time to tour.
+ I cannot imagine.
+ Today was great. The best day so far.
+ Wish we had more time in the museum itself.
+ Have water in the beginning.
+ This was an excellent day. May be more time exploring the museum.
+ Do it again.
+ I think that you did a great job.
+ It was perfect.

III.5.4 Comments on Autry training held on 12-9-02
How could things be improved
+ Food
+ Better lunch
+ Better lunch
+ Nothing.
+ Maybe, more teacher presentations.
+ Thanks for the many wonderful days.

There were a total of 34 comments on how to improve the day.
+ 16 out of 34 or 47% indicated to keep up the good work and do not change anything.
+ 8 out of 18 or 23.5% ask for more hands on activities.
+ 5 out of 34 or 14.7% ask for better food.
+ 5 out of 34 or 14.7% are other miscellaneous comments that do not fit into a specific category.

III.6 Other suggestions or concerns
Question 6: Discuss any other comments, suggestions, or concerns that you may have

III.5.1 The Occidental training held on 3-14-02
Suggestions or concerns
+ Do not start earlier
+ Thanks, I am glad I came. Started out confused, but ended great.
+ Loved lunch also
+ I do not like exercises for warm-ups that do not teach me anything. For example, what do we want our kids to learn. I am tired of that question.
+ Presenters were very accommodating and clear
+ Enjoyable/valuable day and beautiful campus
+ I am so enthusiastic about being part of this. I love history. But, other than my own reading I have not had classes in years.
+ Loved the book and the lesson on “River” and the challenge of diversity.

III.5.2 The Huntington training held on 4-03-02
Suggestions or concerns
+ Thanks for all the hard work. I am so glad to be part of this.
+ I want to commend you for such great planning and continual recognition of teachers need to be best give history a chance in the classroom.
+ I am just having a good time. Great materials. Meeting author and professor is always great.
+ Thanks.

III.5.3 The Autry training held on 7-13-02
Suggestions or concerns
+ Well paced interesting.
+ None, great job.
+ Excellent day, the activities were great and easy to do in the classroom.
+ You are doing a great job. Thanks!
+ Today’s event did not have much practical use for my 5th grade curriculum. We don’t usually cover the 1800s. I will probably use the family history part.
+ This was absolutely dynamite!
+ We look forward to bringing our class to the Autry museum.

III.5.4 The Autry training held on 12-9-02
Suggestions or concerns
+ Continue with Year I people. Do not let us go.
+ Thanks for the wonderful experiences.
+ Thanks,

There were a total of 22 comments or suggestions or concerns, 21 of which were absolutely positive and commended the work done on training. There was one suggestion that some of the activities do not have much use for fifth grade curriculum. This is another indication of the absolute success of the teacher training workshops held for the training of Year I teachers to teach American History.

III.6 Other miscellaneous questions

In the Occidental training, the teachers were asked to respond to the following questions:

III.6.1 What are you most looking forward to in terms of this programo
Occidental training
+ To use these great ideas with my students.
+ Get materials for hands on teaching
+ More practical ideas and activities
+ New units to inspire my students
+ Different perspectives
+ Expanding my preparation and knowledge of history
+ Application to classroom for students
+ Taking to my classroom lessons that are ready to be used.
+ More of the same
+ Everything
+ Ideas for more strategies that are less traditional for teaching history
+ Standards applicability
+ Strengthening my social studies program
+ Various strategies that I can learn to help my students.
+ The knowledge I can acquire
+ Both scholar presentations and lesson plans
+ Ways to make history more interesting for my students.
+ Strengthening my own knowledge of American history.
+ Working with the different grade levels
+ Scholar scenarios and lessons

There were a total of 21 comments with respect to what the teachers most look forward to in terms of this program. 12 out of 21 or 57% of the comments related to looking forward to using the material to teach their students, to inspire them about American History, or to improve their program. 5 out of 21 or 23.8% of the comments related to looking forward to improve their knowledge of American History. 4 out of 21 or 19% related to looking forward to use the material to enhance standard applicability and improve things in general. It is very interesting to notice that the teachers’ highest priority is to enhance the learning of American History among their students.

III.6.2 What else was of value to you either as a learner or as a teacher (Autry training held on 12-13-02)
+ The continued level of expertise and professionalism of CRF.
+ Oral Histories.
+ Everything was full of applicable ideas.
+ Teacher – choosing CRF material
+ Free material, learned about field trips and what teachers are doing.
+ I enjoyed the enthusiastic presentations from my colleagues.
+ I would love to see/hear more peer discussions.
+ Darlene Rivas is an outstanding educator. I really enjoyed the knowledge she passed on the video vignettes.
+ The chance to interact with other teachers.
+ Michael Brook’s presentation.
+ I just really liked this.

There are a total of 12 comments with respect to what was of value to the participants as a learner or as a teacher.
+ Five out of 12 comments or 41.7% indicate that the lessons presented by CRF are of value to them as learners and teachers.
+ Five out of 12 comments or 41.7% indicate that the peer presentations or the lessons presented by their colleagues are of value to them as learners or teacher.
Two out of 12 of the comments or 16.7% indicate that the presentations by scholars are of value to them as learners or teachers.

III.6.2 Do you anticipate using today’s materials in your classroom so Why yes, or why not Which content or plans are you planning to use (Autry training held on 12-13-02)

+ Yes
+ Yes, Oral Histories, more GPERSIA, etc.
+ Yes, thank for the material. I love the LS.
+ Yes, the Santa Fe Trail.
+ Of course, my students already attend the Oral History Interviews. I can’t wait to use the PERSA worksheets.
+ Yes, History Poster Boards.
+ Yes
+ Yes, I would really like to visit Brenda and Liz and see them in action.

There are a total of 8 comments in this category indicating that the teachers plan to use the CRF material, the lessons presented by the CRF trainers, and the lessons presented by their peers in their teaching.

IV: Evaluation of Peer Teaching

In the fourth workshop held on December 13, 2002, two of the teachers presented sample lessons that they had successfully implemented in their classrooms to the rest of the group. As part of the evaluation of the workshop, the teachers were asked to respond to a number of the questions regarding the lessons presented by their peers. The results are presented below.

IV.1 Evaluation of peer teaching by the teachers:

Question 1: How enjoyable and valuable did you find the lesson presented on “Modifying the Trail (Santa Fe Trail)”

+ 53.8% indicated that they found the lesson presented on “Modifying the Trail (Santa Fe Trail)” extremely enjoyable and valuable.
+ 15.4% indicated that they found the “Modifying the Trail (Santa Fe Trail)” enjoyable and valuable.
+ 30.8% indicated that they found the “Modifying the Trail (Santa Fe Trail)” somewhat enjoyable and valuable.

Question 2: How enjoyable and valuable did you find the lesson presented on “Doing Oral Histories”

+ 76.9% indicated that they found the lesson presented on “Doing Oral Histories” extremely enjoyable and valuable.
+ 15.4% indicated that they found the “Doing Oral Histories” enjoyable and valuable.
+ 7.7% indicated that they found the “Doing Oral Histories” somewhat enjoyable and valuable.

Thus, it can be concluded that:

+ 69.2% of the teachers found the Santa Fe lesson presented by their colleague extremely
useful and valuable or useful and valuable.

+ 92.7% of the teachers found the Doing Oral Histories lesson presented by their colleague extremely useful and valuable or useful and valuable.

Question 3: The teachers were also asked to respond to the following question: “What was most interesting today”. A total of 10 teachers responded to this question. Their responses were as follows:
+ The presentations by the scholar and teachers were outstanding and inspirational for me
+ Darlene Rivas was an excellent speaker today.
+ I loved the presentation of Darlene Rivas and Michael (peer teacher). How fascinating.
+ Teacher sharing.
+ Everything
+ Good background for me.
+ The peer sharing, it was great.
+ I loved the peer teaching experience.
+ The teacher presentations.
+ The teacher presentations.

It is interesting to notice that out of the ten comments given by the teachers, seven comments or 70% indicate that peer presentations were the most interesting part of the workshop. This finding leads us to conclude that teachers are ranking the peer presentations as the best part of the workshop.

Effective peer presentations are very crucial and inspirational because successful implementation of a program by the peers entices the teachers to try the program and helps to raise their level of confidence with relation to trying the lessons in the proposed curricula.

VI.2 Evaluation of peer teaching from the viewpoint of the evaluator:
I observed both teachers while they were presenting their lessons. They were extremely well prepared and had an excellent knowledge of the subject matter. Their presentations were very well organized. They were very enthusiastic about presenting their lessons. The presenters were extremely well received by their colleagues. There was a lot of discussion and interaction among the teachers and the presenters.

After the presentations were over, the teachers stayed and asked the presenters a lot of questions about the lessons, the teacher role the student role, the success of the lesson, if they could use it at a different grade level, etc. The teachers who had presented the lessons answered all the questions asked by their colleagues with a lot of patience and enthusiasm and elaborated how the lessons could be implemented at different grade levels.

Altogether, based on my first hand observation of the two teachers who presented the lessons as well as the teachers in the audience, I concluded that peer teaching was the most successful part of the workshop. It is recommended to continue to include teachers in the training and as time goes by involve them more and give them a more active role in training. It is
recommended to make peer presentations a critical part of the teacher training workshops.

V:  Impact of the teacher training program on Year I teachers

In order to evaluate the potential impacts of the “American History Teaching Project” on the knowledge, skills, and attitude of Year I teachers, in January 2003 (exactly one year after Year I had started), the teachers were asked to respond to a survey.

The survey was mailed to the teachers. A total of 16 out of 21 teachers responded to the survey (a return rate of almost 80%). The survey was totally anonymous and no name or any other kind of identification was required. The teachers were told that their responses were totally confidential and their inputs would be used to improve the design and the delivery of the program activities.

V.1  Description of the sample:

Of the 16 teachers, seven (43.8%) taught at the fifth grade level, 6(35.3%) taught at the eighth grade level, and 3(17.6%) taught at the 11th grade level. Only one out of 16 teachers had emergency credentials and the rest had elementary, intermediate, secondary, or multiple subject credential. Of the 16 teachers 3(18.8%) had majored in history or American History and the rest had majored in fields such as political science, English, social studies, journalism, and liberal studies. There were 3(18.8%) males and 13(81.3%) females. With regards to the amount of course work in history, 4(23.5%) mentioned that they had none, 5(29.4%) mentioned that they had a little, and 7(41.2%) mentioned that they had a lot.

V.2  Description of the questionnaire:

The survey followed a Likert scale format and each of the questions had four options of which the teachers were asked to select one. The teachers were asked to respond to 12 questions regarding their perception of how their knowledge, attitudes, and skills in American History might have changed after their participation in the “Teaching American History Project”. The teachers were asked to compare their knowledge, attitude, and skills in American History after and before participation in the program. The questions were developed as a result of a “focus group” that was held with the Year I lead teachers. In this focus group the potential impact of the program on teachers and students were discussed. The responses of the teachers to each of the twelve questions will be discussed below.

V.3  Results:

Teachers’ perceptions of the potential impacts of the “Teaching American History Project” on their knowledge, attitudes, and skills in American History
In the following the percentage of the answers to each of the questions is presented for three groups of teachers including all the teachers, the teachers with none or a little course work in American history and the teachers with a lot of course work in American history. The logic behind looking at the responses by level of course work is to find out if the program had a similar effect on the teachers with different levels of prior knowledge in American History.

Question 1: After participation in the American History program, how has your interest in American History changed?

Table 1: Percentage of responses to question 1, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Lower than before</th>
<th>Same as before</th>
<th>Higher than before</th>
<th>Much higher than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>31.3</td>
<td>62.5</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or</td>
<td>0</td>
<td>22.2</td>
<td>77.8</td>
<td>0</td>
</tr>
<tr>
<td>no course work in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with a lot of</td>
<td>0</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
</tr>
<tr>
<td>course work in American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 68.8% of all the teachers indicated that their interest in American History is higher or much higher then before.

+ 77.8% of the teachers with little or no course work in American History indicated that their interest American History is higher then before.

+ 57.2% of the teachers with a lot of course work in American History indicated that their interest American History is higher or much higher then before.

After participation in the “American History Teaching Project”, the interest in American History of the teachers with none or a little course work has increased more compared to those with a lot of course work in this subject (77.8 Vs. 57.2%).

Question 2: After participation in the American History program, has your motivation toward learning about American History changed?

Table 2: Percentage of responses to question 2, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Lower than before</th>
<th>Same as before</th>
<th>Higher than before</th>
<th>Much higher than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>37.5</td>
<td>56.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>no course work in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with a lot of</td>
<td>0</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
</tr>
<tr>
<td>course work in American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 62.6% of all the teachers indicated that their motivation toward learning about American History is higher or much higher then before.

+ 66.7% of the teachers with little or no course work in American History indicated that their
motivation toward learning about American History is higher than before.

+ 57.2% of the teachers with a lot of course work in American History indicated that their motivation toward learning about American History is higher or much higher than before.

After participation in the “American History Teaching Project”, the motivation toward learning about American History of the teachers with none or a little course work has increased more compared to those with a lot of course work in this subject (66.7% Vs. 57.2%).

Question 3: After participation in the American History program, has your knowledge of American History changed?

Table 3: Percentage of responses to question 2, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Lowe then before</th>
<th>Same as before</th>
<th>Higher than before</th>
<th>Much higher than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>18.8</td>
<td>75</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>11.1</td>
<td>88.9</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>28.6</td>
<td>57.1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 80.3% of all the teachers indicated that their knowledge of American History is higher or much higher than before.

+ 88.9% of the teachers with little or no course work in American History indicated that their knowledge of American History is higher than before.

+ 71.4% of the teachers with a lot of course work in American History indicated that their knowledge of American History is higher or much higher than before.

After participation in the “American History Teaching Project”, the knowledge of American History of the teachers with none or a little course work has increased more compared to those with a lot of course work in this subject (88.9% vs. 71.4%).

Question 4: After participation in the American History program, how has your attitude toward teaching American History changed?

Table 4: Percentage of responses to question 4, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Less positive then before</th>
<th>Same as before</th>
<th>More positive than before</th>
<th>Much more positive than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>31.3</td>
<td>62.5</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>22.2</td>
<td>77.8</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 68.7% of all the teachers indicated that their attitude toward teaching American History is
more positive or much more positive than before.

+ 77.8% of the teachers with little or no course work in American History indicated that their attitude toward teaching American History is more positive than before.

+ 57.1% of the teachers with a lot of course work in American History indicated that their interest American History is more positive or much more positive than before.

After participation in the “American History Teaching Project”, the attitude toward teaching American history of the teachers with none or a little course work has become more positive compared to those with a lot of course work in this subject (77.8% Vs 57.1%).

Question 5: After participation in the American History program, how well can you connect the past with the present

Table 5: Percentage of responses to question 5, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>As well as before</th>
<th>A little better than before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>43.8</td>
<td>18.9</td>
<td>31.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>44.4</td>
<td>33.3</td>
<td>22.2</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>42.9</td>
<td>0</td>
<td>42.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 56.2% of all the teachers indicated that their ability to connect the past with the present is a little better, better or much better than before.

+ 55.6% of the teachers with little or no course work in American History indicated that their ability to connect the past with the present a little better or better than before.

+ 57.1% of the teachers with a lot of course work in American History indicated that their ability to connect the past with the present is better or much better than before.

It is interesting to notice that an almost equal percentage of both the teachers with little or no course work and those with a lot of course work indicated that after participation in the American History Program their ability to connect the past to the present improved. However the level of improvement was a little better or better than before for those with little or no course work in American history and better or a lot better for those with a lot of course work. So, the program impacted both groups, but the depth of this impact was more for teachers with more course work in American History.

Question 6: After participation in the American History program, how well can you connect American History to your own life?

Table 6: Percentage of responses to question 6, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
</table>
All teachers

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>31.3</td>
<td>43.8</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Teachers with little or no course work in American History

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>44.4</td>
<td>33.3</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Teachers with a lot of course work in American History

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.3</td>
<td>14.3</td>
<td>57.1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 68.7 % of all the teachers indicated that they could connect American History to their own life a little better, better, or much better than before.

+ 77.8% of the teachers with little or no course work in American History indicated that they could connect American History to their own life a little better, better, than before.

+ 57.1% of the teachers with a lot of course work in American History indicated that they could connect American History to their own life a little better, better, or much better than before.

After participation in the “American History Teaching Project”, the ability to connect the American history to one’s own life of the teachers with none or a little course work has improved more compared to those with a lot of course work in this subject (77.8% Vs 57.1%).

Question 7: After participation in the American History program, how well can you help the students realize the importance of American History?

Table 7: Percentage of responses to question 7, for all the teachers, and by teachers’ level of course work in American History

As well as before A little better before Better than before Much better than before

All teachers

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>31.3</td>
<td>43.8</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Teachers with little or no course work in American History

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>44.4</td>
<td>33.3</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Teachers with a lot of course work in American History

<table>
<thead>
<tr>
<th>As well as before</th>
<th>A little better before</th>
<th>Better than before</th>
<th>Much better than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.3</td>
<td>14.3</td>
<td>57.1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 87.5% of all the teachers indicated that they could help their students realize the importance of American History a little better, better, or much better than before.

+ 88.9% of the teachers with little or no course work in American History indicated that they could help their students realize the importance of American History a little better, better, or much better than before.

+ 85.7% of the teachers with a lot of course work in American History indicated that they could help their students realize the importance of American History a little better, better, or much better than before.

It is interesting to notice that an almost equal percentage of teachers with little or no course work in American History and those with a lot of course work indicated after participation in the American History Program their ability to help their students realize the importance of American history became a little better, better, or much better than before. However the level of improvement was a little better or better than before for those with little or no course work in history and better or a lot better for those with a lot of course work. So,
the program impacted both groups, but the depth of this impact was more for teachers with more course work in American History.

Question 8: After participation in the American History program, how important do you think it is to teach American History effectively to your students?

Table 1: Percentage of responses to question 6, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>As important as before</th>
<th>A little more important than before</th>
<th>More important than before</th>
<th>Much more important than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>25</td>
<td>18.8</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>22.2</td>
<td>22.2</td>
<td>11.1</td>
<td>44.4</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>28.6</td>
<td>14.3</td>
<td>42.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 75% of all the teachers indicated that compared to before (i.e., prior to participation in this program) they now believe that it is more important or much more important to teach American History effectively to their students.

+ 77.8% of the teachers with little or no course work in American history indicated that compared to before (i.e., prior to participation in this program) they now believe that it is more important or much more important to teach American History effectively to their students.

+ 71.4% of the teachers with a lot of course work in American History indicated that compared to before (i.e., prior to participation in this program) they now believe that it is more important or much more important to teach American History effectively to their students.

Question 9: After participation in the American History program, how confident do you feel about teaching American History?

Table 9: Percentage of responses to question 9, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Same as before</th>
<th>A little more than before</th>
<th>More than before</th>
<th>Much more than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>37.5</td>
<td>12.5</td>
<td>43.8</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>33.3</td>
<td>11.1</td>
<td>55.6</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>42.9</td>
<td>14.3</td>
<td>28.6</td>
<td>14.3</td>
</tr>
</tbody>
</table>

After participation in the “American History Teaching Project”….

+ 62.5% of all the teachers indicated their confidence in teaching American history was a
little more, more, or much more than before.

+ 66.7% of the teachers with little or no course work in American History their confidence in teaching American history was a little more or more than before.

+ 57.1% of the teachers with a lot of course work in American History indicated that their confidence in teaching American history was a little more, more, or much more than before.

After participation in the “American History Teaching Project”, the level of confidence in teaching American History of the teachers with no or a little course work was higher compared to those with a lot of course work in this subject (66.7% Vs 57.1%).

Question 10: I have gained new methods of teaching American History through this program.

Table 10: Percentage of responses to question 10, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>31.3</td>
<td>68.8</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>28.6</td>
<td>71.4</td>
<td>0</td>
</tr>
</tbody>
</table>

+ 100% of all the teachers agreed or strongly agreed that they have gained new methods of teaching American history through this program.

+ 100% of the teachers with no or little course work agreed or strongly agreed that they have gained new methods of teaching American history through this program.

+ 100% of the teachers with a lot of course work agreed or strongly agreed that they have gained new methods of teaching American history through this program.

Question 11. I find that I enjoy teaching history more.

Table 11: Percentage of responses to question 11, for all the teachers, and by teachers’ level of course work in American History
Strongly Agree    Agree     Disagree    Strongly Disagree
All teachers
   26.7   46.7   26.7   0
Teachers with little or no course work in American History  22.2   55.6   22.2   0
Teachers with a lot of course work in American History  33.3   33.3   33.3   0

After participation in the “Teaching American History Program”….

+ 73.3% of all the teachers agreed or strongly agreed that they enjoy teaching history more.

+ 77.8% of the teachers with little or no course work agreed or strongly agreed that they enjoy teaching history more.

+ 64.7% of the teachers with a lot of course work agreed or strongly agreed that they enjoy teaching history more.

Question 12. I have been more thoughtful about how I teach American history since my involvement in this program.

Table 12: Percentage of responses to question 12, for all the teachers, and by teachers’ level of course work in American History

Strongly Agree    Agree     Disagree    Strongly Disagree
All teachers
   31.3   62.5   6.3   0
Teachers with little or no course work in American History  33.3   66.7   0   0
Teachers with a lot of course work in American History  28.6   57.1  14.3   0

+ 68.7% of all the teachers agreed or strongly agreed that they have been more thoughtful about how they teach American history after their involvement in this program.

+ 64.7% of the teachers with no or little course work agreed or strongly agreed that they have been more thoughtful about how they teach American history after their involvement in this program.

+ 71.4% of all the teachers with a lot of course work agreed or strongly agreed that they have been more thoughtful about how they teach American history after their involvement in this program.

VI: Evaluation of the Year I Teaching American History Program on the students

In order to evaluate the potential impacts of the “American History Teaching Project” on the knowledge, skills, and attitude of the students taught by Year I teachers, in January 2003 (exactly one year after Year I had started), the teachers were asked to respond to a survey.

VI.1 Description of the survey
The survey followed a Likert scale format and each of the questions had four options of which the teachers were asked to select one. The teachers were asked to respond to nine questions.
regarding their perception of how their students’ knowledge, attitudes, and skills in American History might have changed after they participated in the program. The questions were worded in such a way that the teachers could compare the students that they taught after their participation in the “American History Teaching Project” with the students that they taught prior to participating in this program. The responses of the teachers to each of these questions will be discussed below.

VI.2 Results:

Teachers’ perceptions of the potential impacts of the “Teaching American History Project” on their students’ knowledge, attitudes, and skills in American History

In the following the percentage of the answers to each of the questions is presented for three groups of teachers including all the teachers, the teachers with none or a little course work in history and the teachers with a lot of course work in history. The logic behind looking at the responses by level of course work in history is to find out if the program had a similar effect on the students taught by teachers with different levels of knowledge in American History.

Question 1. Since participation in this program how has your students’ interest in learning about American history changed?

Table 13: Percentage of responses to question 1, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Less</th>
<th>About the same</th>
<th>More</th>
<th>Much more</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>62.5</td>
<td>31.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>55.6</td>
<td>44.4</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>71.4</td>
<td>14.3</td>
<td>14.3</td>
</tr>
</tbody>
</table>

+ 37.5% of all the teachers indicated that since their participation in this program, their students’ interest in learning about American History is more or much more than before.
+ 44.4% of the teachers with no or little course work indicated that since their participation in this program, their students’ interest in learning about American History is more than before.
+ 28.5% of the teachers with a lot of course work indicated that since their participation in this program, their students’ interest in learning about American History is more or much more than before.

After participation in the “American History Teaching Project”, level of student interest in learning about American history for the teachers with no or a little course work has become more positive compared to those with a lot of course work in this subject (44.4% Vs 28.5%).

Question 2: How does the motivation of the students to learn about American History compare?

Table 14: Percentage of responses to question 2, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Lower</th>
<th>About the same</th>
<th>Higher</th>
<th>Much higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>56.3</td>
<td>37.5</td>
<td>6.3</td>
</tr>
</tbody>
</table>

+ 37.5% of all the teachers indicated that since their participation in this program, their students’ interest in learning about American History is more or much more than before.
+ 44.4% of the teachers with no or little course work indicated that since their participation in this program, their students’ interest in learning about American History is more than before.
+ 28.5% of the teachers with a lot of course work indicated that since their participation in this program, their students’ interest in learning about American History is more or much more than before.

After participation in the “American History Teaching Project”, level of student interest in learning about American history for the teachers with no or a little course work has become more positive compared to those with a lot of course work in this subject (44.4% Vs 28.5%).
After participation in the “American History Teaching Project” …..

+ 43.8% of all the teachers indicated that”, their students’ motivation to learn about American History is higher or much higher than before.

+ 43.4% of the teachers with little or no course work indicated that their students’ motivation to learn about American History is higher than before.

+ 42.9% of the teachers with a lot of course work indicated that their students’ motivation to learn about American History is higher or much higher than before.

Question 3: How does the students’ knowledge about American History compare?

Table 15: Percentage of responses to question 3, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Lower</th>
<th>About the same</th>
<th>Higher</th>
<th>Much higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>56.3</td>
<td>37.5</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>55.6</td>
<td>44.4</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>57.1</td>
<td>28.6</td>
<td>14.3</td>
</tr>
</tbody>
</table>

+ 43.8% of all the teachers indicated that”, their students’ knowledge of American History is higher or much higher than before.

+ 44.4% of the teachers with little or no course work indicated that their students’ knowledge of American History is higher than before.

+ 42.9% of the teachers with a lot of course work indicated that their students’ knowledge of American History is higher or much higher than before.

Question 4: How does the students’ attitude about the relevance of American History to their own lives compare?

Table 16: Percentage of responses to question 4, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>More negative</th>
<th>About the same</th>
<th>More positive</th>
<th>Much more positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>37.5</td>
<td>56.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

+ 62.5% of all the teachers indicated that after their participation in the “American History Teaching Project” their students’ attitudes toward the relevance of American History to their own lives has become more positive or much more positive.
+ 66.7% of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project” their students’ attitudes toward the relevance of American History to their own lives has become more positive.

+ 57.1% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project” their students’ attitudes toward the relevance of American History to their own lives has become more positive or much more positive.

Question 5: How does the students’ abilities to make connection between the past and the present compare?

Table 17: Percentage of responses to question 5, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Equally well</th>
<th>Better</th>
<th>Much better</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>37.5</td>
<td>56.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
</tr>
</tbody>
</table>

+ 62.5% of all the teachers indicated that after their participation in the “American History Teaching Project” their students’ abilities to make connections between the past and the present has become better or much better than before.

+ 66.7% of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project” their students’ abilities to make connections between the past and the present has become better than before.

+ 57.2% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project” their students’ abilities to make connections between the past and the present has become better or much better than before.

Question 6: How does the amount of student participation in American History class compare?

Table 18: Percentage of responses to question 6, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Not as good</th>
<th>Equal</th>
<th>More</th>
<th>Much more</th>
</tr>
</thead>
</table>

+ 66.7% of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project” their students’ abilities to make connections between the past and the present has become better than before.
All teachers
0 46.7 40 13.3
Teachers with little or no course work in American History 0 44.4 55.6 0
Teachers with a lot of course work in American History 0 50 16.7 33.3

+ 53.3% of all the teachers indicated that after their participation in the “American History Teaching Project” the amount of student participation in their American History class has become more or much more than before.

+ 55.6 % of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project ” the amount of student participation in their American History class has become more than before.

+ 50% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project” the amount of student participation in their American History class has become more or much more than before.

Question 7: How does the quality (higher order thinking, reasoning, questioning, etc.) of student participation in American History class compare?

Table 19: Percentage of responses to question 7, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th>Category</th>
<th>Not as good</th>
<th>Equal</th>
<th>Higher</th>
<th>Much higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>46.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>44.4</td>
<td>33.3</td>
<td>22.2</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>50</td>
<td>16.7</td>
<td>33.3</td>
</tr>
</tbody>
</table>

+ 53.3% of all the teachers indicated that after their participation in the “American History Teaching Project” the quality of student participation in their American History class has become higher or much higher than before.

+ 55.6 % of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project ” the quality of student participation in their American History class has become higher or much higher than before.

+ 50% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project” the quality of student participation in their American History class has become higher or much higher than before.

Question 8. How does the students’ ability to make presentations in American History class compare?

Table 20: Percentage of responses to question 8, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th>Category</th>
<th>Not as well</th>
<th>Equal</th>
<th>Better</th>
<th>Much better</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ 53.3% of all the teachers indicated that after their participation in the “American History Teaching Project” the quality of student participation in their American History class has become higher or much higher than before.

+ 55.6 % of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project ” the quality of student participation in their American History class has become higher or much higher than before.

+ 50% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project” the quality of student participation in their American History class has become higher or much higher than before.
Teachers with little or no course work in American History 0 37.5 37.5 25
Teachers with a lot of course work in American History 0 50 16.7 33.3

+ 57.2% of all the teachers indicated that after their participation in the “American History Teaching Project” the students’ ability to make presentations in American History class has become better or much better than before.

+ 62.5 % of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project ”, the students’ ability to make presentations in American History class has become better or much better than before.

+ 50% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project”, the students’ ability to make presentations in American History class has become better or much better than before.

Question 9. How does the students’ writing (in American History class) compare?

Table 21: Percentage of responses to question 9, for all the teachers, and by teachers’ level of course work in American History

<table>
<thead>
<tr>
<th></th>
<th>Not as good</th>
<th>Equal</th>
<th>Better</th>
<th>Much better</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>0</td>
<td>57.1</td>
<td>35.7</td>
<td>7.1</td>
</tr>
<tr>
<td>Teachers with little or no course work in American History</td>
<td>0</td>
<td>62.5</td>
<td>37.5</td>
<td>0</td>
</tr>
<tr>
<td>Teachers with a lot of course work in American History</td>
<td>0</td>
<td>50</td>
<td>33.3</td>
<td>16.7</td>
</tr>
</tbody>
</table>

+ 42.8% of all the teachers indicated that after their participation in the “American History Teaching Project”, their students’ writing in the American History class has become better or much than before.

+ 37.5 % of the teachers with no or little course work indicated that that after their participation in the “American History Teaching Project ”, their students’ writing in the American History class has become better than before.

50% of the teachers with a lot of course work indicated that that after their participation in the “American History Teaching Project”, their students’ writing in the American History class has become better or much than before.

VII Focus group with Year I teachers

A summary of the focus group with Year I teachers: Cadre Team: September 10, 2002

The second focus group was held with the Cadre Team of Year I American History Teachers on September 10, 2002. This focus group was led by Keri Doggett and Karen Hirsch from CRF, and Mahtash Esfandiari, the project evaluator, who took notes. The following is a summary of the focus group discussion. Seven teachers from Montebello Unified School District were the focus group participants. There was one fifth grade teacher, five 7th and 8th grade teachers, and one high school teacher. There were two males and five females. A summary of the focus group discussions is presented below:
Prior to starting the focus group, Karen gave the teachers an overview of the program goals. She also explained how the results of the first focus group held with the American History teachers and what they wished to get out of this program was used as a guide to plan Year I. She explained that the objective is to have this program be used as a model in other districts. She pointed out that it is very important for the American History project to use teacher input because it is important to have the voice from the classroom so that thing can be planned realistically for the teachers and the students. It was pointed out that we want to know what were the bells and whistles that worked for Year I teachers and how things can be improved. It was mentioned that we want Year I teachers to share their experiences with Year II teachers because it is much more effective for Year II teachers to hear from their peers than from any other source.

In the following the questions asked by the CRF members as well as the answers by the participating teachers have been summarized:

Question 1: What new knowledge, methodologies, or resources have you acquired through the program so far?

Teacher responses to Question 1:

+ It was an outstanding day at the Autry Museum. It is a different world. The resources are exciting. I have planned a visit with fifth grade students at our school. We are all very excited about this.

+ I am going to use the idea of the box lesson and get my students involved.

+ I liked the role-playing and the letters on the wall with the “Tired King” simulation.

+ The lesson on “River and City” is in my mind. It is a good approach to history. I plan to do it with my eighth graders. I liked the day at the Occidental. I was a political science major. Professor Villa could cover the subject with more depth. We have heard some of this before.

+ For me, Professor Villa pulled it together. I liked the activities. I like how they were modeled for us. We can take them to the classroom and use it with our students.

+ I liked how the activities were modeled. We were part of it. They did not tell us here is the activity, go and do it in your class.

+ The lesson on King Lewis gave us different ideas for teaching.

+ I enjoyed the Autry and Occidental a little more than Huntington. The speech by the scholar at Huntington was not well organized. He knew his material very well though. The tour we took was good. It was great to see the background stuff. However, it was not usable for me. As teachers we like concrete things that we can use.

+ Huntington is not a good place to take students for a tour.

+ The tour of Huntington was fine. However the material are not teacher or student friendly. It is a struggle to take a tour to Huntington. The material are at a high level and the students do not understand them.
+ They have a wealth of information at Huntington. They need to make it in the form or simulations. Scholarly is good. But, students like to be interactive.

+ Presentation on the Bill of Rights was really great. It catches one’s attention and it is teacher and student friendly. It would be good to develop something similar for other content areas. Keri suggested that they could have a workshop for the teachers to learn how to do this.

+ The materials allow the students to develop their thinking skills especially for their GATE kids. Lessons not only draw the students with limited skills, but also they are appealing to the students at the other end.

Keri: Huntington wants to work with us to improve their offerings to the students and teachers. So, these comments are very helpful. We will work with them to transform the content into methodology that we can take into the classroom.

Question 2: Have you had an opportunity to apply any of the knowledge, methods, or resources in your classroom?

Teacher responses to question 2:
+ We have done this. I did the piece with branches of government and the tired king. It was almost like review. Those who had missed it the first time seemed to follow it completely this time.

+ We are setting up to do the lesson on “River”.

+ We are ready to go next week. We took the staff from Autry. Next year we will start earlier.

+ We went through standards, wrote them down, put it up on the wall, decided which lessons and activities plug into the standards. Since this information is on the wall, the students also get to see the standards and the lessons that fit them. We will provide CRF with copies.

+ We are breaking the standards at all levels so that they could be understood.

Keri: Once you are ready to teach these lessons, we would like to come and observe.

Question 3: Has this program had any impact on the way you teach?

Teacher responses to question 3:
+ We like hands on and animated stuff. US History is hard for kids. Kids relate to new ways. We like more modern history ourselves. It is inspiring for us. We liked the “Tired King” simulation. We have developed some new simulations along the same line. Simulations are very interesting and they do not take long. We have come to realize that we have enough time to teach the required content in history and use the simulations to enhance what we teach and
involve the students.

+ Simulations are memorable. They help the students develop a basic knowledge. The students remember these simulations.

+ Hands on activities help special education students focus a bit better.

+ Our classes are a mix. We have special education students as well as students at the other end of the spectrum. Simulations help both groups. Both groups enjoy the concrete and the fun part of it. The more advanced students enjoy thinking about and answering the thinking questions that are asked with each simulation.

Question 4: Has this program had any impact on your students?

+ I like hands on activities. But, students need a balance of hands on activities along with written skills and getting ready for high school. For the new language arts we do not have enough time. So, a question that we can try to answer is how we can take the history text and make a connection to the language arts.

Keri: It would help if you could provide us with a copy of the language art texts. We will try to see how it fits with history. When we plan for year II, we will see how we can connect history with language arts.

Keri: We will try to integrate things so that the teachers will see the tie. For example, we could take a lesson like “Tired King” and show:
+ How it addresses specific standards,
+ How it helps to enhance language arts,
+ How the questions asked can enhance upper level thinking skills, and
+ Show other teachers how to integrate American History to language arts.

Cadre teaches from Year I could participate in this activity. For next year’s training Karen and Keri can start with the “Tired King” and the teachers can follow with showing how to integrate the lesson on “Tired King” with language arts.

Keri: We will add a link to the CRF Web site and add lessons for the teachers to use.

Question 5: How has the program changed your perception of American History and how it ought to be taught?

Teacher responses to question 5:
+ The program entices me to make American History more interesting for the students. I want to be able to bring to my students what you brought to us through simulations.

+ I want to go out and experience the Autry. I want to take my students there and they are very excited. We cannot normally do this.

+ The training that you planned was great. We were fresh in the morning. Trainings that are held after school are not as effective.

+ I can do a lot with the training that I received. This was the way that I learned best when I
was a student. That is why I can use the training that I received in many different ways. I
know where to get the information and I know what to do with it.
+ The Autry museum sparked my interest. When I heard the speakers it sparked an interest in
me. I dragged my whole family to the museum. I went back to school and told my colleagues
about it. I want to bring the same spark to my students.

+ The museum was good for all of us. Within a week we had planned a trip. I want to go
back.

+ The speaker at the Autry museum was great. How she related the speech to her personal life
was interesting. We are doing something similar in the school. My students are doing a family
tree. They are also going to interview someone who was born before 1960.

+ If you had a list of people who were willing to come to the classroom and talk to the
students and inspire them about American History, that would be very helpful.

+ We have many ELL (English Language Learners formerly referred to as LEP) in our
classrooms. The simulations and the CRF lessons are very appealing to them.

Major comments of the teachers in the focus group:
+ They appreciate the talks by the scholars.
+ They appreciate how the CRF lessons and simulations were modeled, how they were an
active part of it, how they can directly take it to the classroom. They comment on the
effectiveness of different trainings and how they could be improved.
+ They want to integrate the language arts with CRF simulations and hands on activities.
+ They find the presentation by scholars as well as the CRF lessons presented through
simulations and hands on activities very valuable and useful for teaching.
+ They find the hands-on activities inspiring, they are learning about modern history. They
are using the simulations with their students and they are developing simulations themselves.
Transfer of learning to novel situations.
+ A few teachers have tried CRF lessons and find them very effective.
+ Teachers are making an effort to tie the CRF lessons to the standards. They will share this
information with CRF. Students are also becoming aware of standards, what they are, and
how CRF lessons relate to the standards.
+ Teachers are planning to visit the museums with their students.
+ We plan to observe the teachers who will be teaching CRF lessons.
+ They have realized that not only the CRF simulations are not a waste of their time, but also
they are memorable and help to enhance the knowledge of content required in history.
+ Simulations and hands on activities are useful for special education kids as well as GATE
kids. The concrete nature of these activities is appealing for the special education students.
The upper level thinking questions entice the more advanced students.
+ I want to have my students experience American History in the same way that you helped
me enjoy it through simulations and hands on activities.
+ They want to create a balance between theoretical knowledge and preparing students for
high school and using hands on activities. Hands on activities can be used to enhance
theoretical knowledge.
+ The training sparked my interest in American History and I want to bring the same spark to
my students.
+ They are using some of the ideas used or proposed by the speakers in their teaching.
The hands-on activities and simulations make learning American History easier. Many students, especially the ELL students, find American History difficult, and these simulations help to make it easier.

VIII. Year I teachers meet in groups of three to four to comment about the effect of training on their knowledge of American History and their students.

Midway through the program, in a meeting with first-year teachers, they were asked to discuss the following questions as a group and then write their responses on an individual basis.

Question 1: Which components of the training have you used with your students? This would include knowledge gained from scholars, lessons and activities from CRF and museums, methodologies or other resources from the program. If you used the lessons, how did it go and was it effective?

An examination of teacher comments indicated that the answers to this question can be broken into three categories:

Category I: Hands-on activities that the teachers are planning to use or have already used:
+ I plan to use the River simulation and the Chinese shoe simulation.
+ I will be using the lesson on immigration this year. I did not teach history last year.
+ I used the “Tired King” lesson. It went fine and was effective.
+ I used the “Tired King” lesson. It helped the kids see the separation of power.

Category II: Using the resources
I am very excited about incorporating the George Washington book into my lecture on George Washington.

Category III: Teachers are thinking about creating or are already creating their own resources including simulations, kits, etc.
+ After I do the River and the Chinese shoe simulation, I will be inspired to write some of my own.
+ We want to make our own “kits” for traveling museum exhibits. Also, we want to produce history re-enchantment day (8th graders present to 5th graders).
+ We are beginning to develop resources for our kits. We are still in the research stage. The students are gathering information for presentations.

Conclusions drawn from part I:
+ The teachers feel comfortable to use the hands-on activities and simulations that were role-played for them and in which they participated.
+ They plan to use the hands-on activities and simulations that were role-played for them and in which they participated.
+ The simulations and the kits that were inspiring to the teachers have enticed them to start thinking about or actually begin to develop their own simulations and kits. Thus, it can be concluded that if we want the teachers to take an idea and implement it in the classroom, it is most effective to role-play it for them in an engaging manner and it is even more effective to have them participate in the simulation or activity.

Question II: Has this program impacted your knowledge of American History? If so, how? If not, why?
+ The Asian contribution to California was very enlightening.
+ Yes, but I am not sure how.
+ Yes, more information is always helpful.
+ Exposure to different institutions has been an eye opener.
+ It has validated my feelings and personal beliefs of a history that is more representative of people of color and/or marginalized groups in the United States.
+ This program has impacted my knowledge of American history by presenting me to research areas before presenting the ideas to the students. This is making me enjoy research and want to know more.

Conclusions based on answers given to question 2
The teachers ascertain that the program has provided them with a lot of useful information and research. They think that this information and research has enticed them about history and has been an enlightening. However, It seems that they need more time to digest this information and use it in order to see in what ways the information that they have acquired has been helpful to them. They seem to need more time to implement the program in the classroom and then they will have a more concise answer to the above question. We plan to observe the teachers who will be using the methods and lessons presented to them sometimes in November. By then we should be able to get more specific answers to the above question.

Question 3: What would you like to see us do this semester to make this program better for youo

+ Incorporate more geography into lessons
+ Ideas for older students to teach the younger students
+ I would like the handy-dandy “City Youth: binder. I feel that would give me a lot of confidence in re-creating and presenting these activities and ideas.
+ More on Californian history.
+ Are there community resources one could use as guest visitors to speak or demonstrate the revolutionary war. Example, dressing like revolutionary war soldier.
+ Continue along the same line. I have learned from and enjoyed everything. How can we incorporate geography moreo
+ Provide us with the folder of the creative hands-on lessons we were going to receive.
+ I would like more lessons like the “Tired King” that I could take back and use.
+ Have “kits” available to check out for different periods.

Conclusions based on the answers to question 3:
The teachers are mostly interested in hands-on lessons that they can take back to the classroom. That is what four out of nine teachers recommend. This suggestion is completely aligned with the results of teacher evaluations of the Occidental, Huntington, and Autry training. They also want to incorporate more geography and have the lessons relate to the state of Californian

IX: Recommendations for the future
Evaluation of Year I focused on assessing the impact of the “Teaching American History”
program on the teachers’ perceptions of their knowledge of American History as well as their skills in using the new strategies discussed in teaching this discipline. It also addressed the teachers’ perceptions of the impact of the training that they received on their students’ knowledge, skills, and attitudes in American History.

In Year II and III, we plan to conduct an in-depth evaluation of:

+ The extent to which the teachers use the knowledge, methodologies, and ideas acquired through participation in the “Teaching American History program” in their classroom.
+ The extent to which the training received by the teachers is reflected in their students’ knowledge, attitudes, and skills in American history.

IX.1 Recommendations for evaluating the impact of the program on teachers.

+ This will be done by having the teachers do a lesson plan on a topic that will be selected prior to their participation in the training. We will have them do the same lesson plan after their participation in the training. The comparison of the pre and post lesson plan will reflect the impact of the program on teachers’ knowledge of American History as well as their approach to teaching this subject.

+ In May 2004 we will conduct focus groups with Year I teachers and have them discuss the extent to which they have used the knowledge as well as the strategies that were discussed in the training in their teaching.

+ Conduct classroom observations with Year I and Year II teachers to see to what extent and how successfully the teachers are using the knowledge and skills that they acquired in the training.

IX.2 Recommendations for evaluating the impact of the program on the students

+ We will develop a survey that measures students’ perceptions of their ability and confidence with relation to knowledge, skills, and attitude in American History. We will identify two fifth, two eighth, and two eleventh grade teachers who are not presently part of Year II training in the “American History Teaching Program” but will be part of the Year III training. In May 2003 we will survey the students that they are teaching right now (i.e. prior to their participation in the training) and we will also survey the students that they will be teach next year in May 2004 (i.e. after their participation in the training). The 2003 data will serve as the control data. Given that the teacher effect, the school effect, and the student effect will be almost constant, the comparison of the data collected in 2003 and 2004 will enable us to measure the impact of the “American History Teaching Program” on the students.

+ Make a specific question on “American History”. Give this question to teachers who have been trained and a comparable group of teachers who did not go through the training. The two groups of teachers will be from the same district with similar educational backgrounds. We will ask them to respond to the following question:
If you were to assign this question on an exam, what do you expect an “A” student to discuss. The comparison of the responses of teachers who have been trained and those who have not, will allow us to examine the effects of the program on their expectations of the students. This will be done in 2003 and 2004 in late May.

+ Have the students who have been taught by trained teachers and those who have been taught by teachers who did not go through training respond to a specific question. Have a blind reader with experience in American History read the papers and evaluate them according to a rubric. This will help us see the differences between how the students taught by trained and untrained teachers approach content. This will be a reflection of what their teachers emphasize. The blind reader will not know which papers belong to which teacher. This can be done in May 2003 and 2004.

+ We will compare the standardized social studies scores of the students taught by trained teachers with the rest of the students in the school. The rest of the students in the school will serve as the control group. This will be done in 2004. By comparison of 2003 and 2004 standardized scores in Social studies we will be able to compare the gain for the control and the experimental groups.

+ We can design a survey and have the students (8th graders and 11th graders) who are being taught by trained teachers compare their present experience in American History with their prior experience in 5th grade and 8th grade. We could pick a specific topic that was discussed before and ask a number of questions that would enable the students to compare their perceptions of their knowledge, attitudes, and skills. We could also ask them to respond to a number of open-ended questions which will enable us to learn more about their interaction with American History. Could be done in May 2003.

IX.3 Other general recommendations:

+ Post the simulations or hands-on approaches that the teachers create on the CRF Web page. This will show other teachers how the CRF training has inspired their colleagues to create their own lesson and transfer of learning has taken place to new domains.

+ Have the teachers and the students write their reaction to the lessons used and post the comments on the Web so that the future teachers can see the reactions of teachers and their students toward the lessons implemented.

+ In the next training after CRF staff present a simulation, have Year I teachers tell Year II teacher how the simulation worked in their class. You can include student comments about the lesson in the training.

+ In the next training have Year I teachers present some of the lessons or the kits that they have created to the Year II teachers.