Teaching American History in South Carolina: A Statewide Approach
to Teacher Professional Development, Phase Two

1. Plan for Strengthening Programs to Teach Traditional American History

   Project quality (40 points)

   Teaching American History in South Carolina, Phase Two (TAHSC II) aims to provide an integrated system of professional development for American history teachers in South Carolina using the summer institute format augmented with significant post-institute support. The project is designed to: 1) link academic and public history resources at the state and local levels to deliver content instruction; and 2) provide an introduction to material culture and documentary resources available for effectively conveying content in the classroom. Successful implementation will result in partnerships with cultural institutions and mentoring networks among teachers in three geographical areas of the state that include the Pee Dee, Midlands, and Lowcountry regions. The partnerships created through grant activities will live beyond the grant period and foster continued support of teacher development and improved student achievement in American history.

   Refined through formative evaluations from South Carolina’s first Teaching American History (TAH) project, this proposal seeks to replicate the current grant’s professional development model for a new coalition of school districts, including Charleston, Clarendon 2, Dillon 3, Lexington 2, Marion 2, Richland 1, Richland 2, and surrounding regional school districts. Grant activities will improve teachers’ knowledge, understanding, and appreciation of American history, and will address the Secretary’s absolute priority of forming collaborative relationships between teachers and academic and cultural institutions. This proposal also meets the Secretary’s two invitational priorities: 1) that grant activities address the teaching of traditional American history; and 2) that the grant evaluation will include quasi-experimental
research and analysis of the project’s student-based outcomes. The following narrative describes successful project components of the current grant, which would be implemented for new teachers.

**TAHSC II Professional Development Model**

From the initial *TAH* grant competition in 2001, *Teaching American History in South Carolina: A Statewide Approach to Teacher Professional Development (TAHSC I)* developed and implemented a successful professional development model. Integral components of the model include summer institute training and post-institute support, which emphasize the following:

- content instruction taught by a master scholar with a Ph.D. in American history teaching at a regional or state college or university in South Carolina;
- collaboration with South Carolina statewide and regional cultural institutions;
- methods instruction taught by regional master teachers;
- lesson development coordinated during and after summer institutes;
- research support provided by Public History graduate students;
- participant networking; and
- project sustainability.

*TAHSC II* seeks funding to sustain and strengthen the existing model as an extant network of South Carolina academic and cultural institutions stands ready to partner with a new coalition of targeted school districts. Figure 1 illustrates service for the first two years of *TAHSC I*; figure 2 shows the proposed service areas for *TAHSC II* (Note that figure two was prepared before Clarendon 2 and Marion 2 school districts formally committed to the project).
Summer Institutes

TAHSC II professional development will include summer institutes and post-institute support for participants. Like the current model, TAHSC II summer institutes will provide intense, content-driven professional development, featuring content and methods instruction and cultural institution collaboration. TAHSC II will administer three 10-day summer institutes: one each in South Carolina’s Pee Dee, Midlands, and Lowcountry regions. Each 10-day institute will provide 60 hours of professional development activities, which include the following: 30 hours of content instruction, 15 hours of cultural institution collaboration, and 15 hours of methods instruction. Each day sessions will include two 90-minute master scholar sessions, one 90-minute cultural institution session, and one 90-minute master teacher session (see Appendix A, TAHSC I Syllabus, for course schedule). TAHSC II will serve 60 teachers per year, 20 participants in each institute. The project will directly serve 180 teachers over three years.

Content Instruction

A master scholar with a Ph.D. in American History will teach a compressed survey course of American history during summer institutes. Content will be divided as follows:
Year 1: Exploration and Settlement through the Civil War;

Year 2: Reconstruction to the Post-Cold War;

Year 3: Selected Topics or Themes in American History.

The grant will target fourth, eighth, and eleventh grade teachers for year one; fifth, eighth, and eleventh grade teachers for year two; and fourth, fifth, eighth, and eleventh grade teachers for year three.

For year three, selected topics or themes in American history will be taught during summer institutes. Each summer institute will feature a special topic or theme identified by the teachers in that region through interest surveys. For example, Pee Dee teachers might choose to study the story of African-Americans’ struggle for freedom from slavery to civil rights. Lowcountry teachers might choose to study how plantation agriculture (particularly rice and cotton) has influenced the history and culture of South Carolina and the nation. A possible Midlands special topic might be urbanization and the growth of South Carolina’s textile industry.

Master scholars with specialties in the topics or themes identified by teachers will teach content embedded within the general model used during years one and two so that cultural institutions and master teacher sessions mesh with content sessions. Great care will be taken in placing special topics and themes within large historical contexts so that participants understand how year three content relates to the larger story of American history.

For each year, a master scholar with relevant expertise in American history will be appointed to teach at the summer institutes. Compensation will reflect the responsibility of the master scholars to work with the project director and graduate assistants to plan and implement grant activities as follows:
• the master scholar will develop appropriate secondary source readings and bibliographies, and collect primary source materials for use by teachers in developing teachings materials,

• coordinate (with the assistance of the project director) with the regional and statewide cultural/historical agencies that partner with the project,

• consult with master teachers to develop appropriate teaching methodologies, and

• provide mentoring support to teachers after summer institutes, and respond to inquiries as teachers begin to present that scholar’s content material in their classrooms.

Content will align with NAEP and South Carolina history standards (see Appendix A, TAHSC I Syllabus, which includes content topics for the 2003 Lowcountry institute).

Cultural Institution Collaboration

South Carolina’s cultural institutions are dedicated to education, and have staff members who can help teachers learn the stories behind the stories, thus connecting national events to those closer to home. Each summer institute will feature four to six cultural institutions that will introduce participants to history found “in their own backyard.” In particular, cultural institutions will work with participants during and after summer institutes to identify local primary source materials that reflect broad themes in American history. Participants will learn how to teach with a variety of primary source materials including private manuscript collections, public documents, museum objects, original artwork, photographs, oral histories, and historic structures and landscapes. Participants will work with cultural institutions to integrate South Carolina primary sources and artifacts in classroom settings.

Working with participants and cultural institutions, project staff will coordinate the development of primary source replicas. Each participant will receive replica documents and selected artifacts discussed during summer institutes. Participants will share these materials with fellow teachers who did not participate in TAHSC II training, thus extending the project’s
influence on the teaching of traditional American history to students whose teachers did not participate in grant activities (see Appendix A for TAHSC I Syllabus, which includes 2003 Lowcountry cultural institution activities).

Methods Instruction

A primary goal of TAHSC II is improving history instruction for South Carolina students. To accomplish this goal, master teachers will work with participants during and after the two-week summer institutes to create standards-based history lessons. Different master teachers will be selected for each region, creating a core of local mentoring leaders in each of the three regions. Master teachers will help lead summer institutes, and will be responsible for helping participants develop effective history lessons based on master scholar instruction and cultural institution resources. Master teacher sessions will also include pedagogical discussion, which emphasize the following:

- understanding and teaching South Carolina history standards;
- curriculum pacing;
- teaching with primary historical sources from South Carolina cultural institutions;
- integrating content-grounded experiential and inquiry-based methods with historical resources;
- understanding teaching strategies that are effective in meeting the educational needs of diverse student populations (or, identifying teaching strategies that optimize student interest in and learning of traditional American history); and
- assessing students’ knowledge and understanding of American history.

Master teachers will maintain mentoring relationships with participants after summer institutes (see Appendix A for TAHSC I Syllabus, which includes 2003 Lowcountry master teacher activities).
Post-Institute Support and Project Sustainability

TAHSC II grant activities will not conclude with summer institute training. Rather, professional development cycles will include post-institute support, which features the TAHSC II lesson development project completed by participants in collaboration with master scholars, master teachers, and cultural institutions. Helping participants collect and digitize primary sources, graduate students from the University of South Carolina’s Public History program will provide research assistance during the school year. Benchmark meetings during the fall will help teachers refine their lessons. A culminating winter retreat will emphasize teacher networking and reflection of fall teaching experiences. Finally, participants will conduct in-service training to non-participants. In all, post-institute grant activities will facilitate networking between K-12 educators and partnering institutions, and promote sustainability of grant efforts.

Lesson Development Project

During and after summer institutes, participants will work with master scholars, cultural institutions, master teachers, and graduate students to create and teach original history lessons. Lessons will integrate South Carolina primary resources that relate to broad themes in American history. Participants will create standards-based history lessons according to the TAHSC II lesson format, emphasizing historical content, primary resources, and effective instructional methods. Participants will create and teach two lessons, and then reflect on their work in terms of professional growth and their students’ learning of American history (see Appendix B, Lesson Development Project, which includes a description of the project and a teacher-created lesson).

Graduate Student Research Support

The University of South Carolina Department of History, Public History Program will provide two graduate students to assist in planning and implementing grant activities, and in
supporting teachers after the summer institutes. Graduate students will assist master scholars in procuring primary and secondary sources to be used during summer institutes. After summer institutes graduate students will provide research support, and assist teachers in developing lessons.

Regional Fall Meetings and the Winter Midyear Retreat

A significant benchmark will be participants’ attendance at fall meetings. At regional fall meetings, participants from each institute will review progress of their lesson development project begun during summer institutes. Participants’ culminating experience will be a midyear retreat.

The midyear retreat will bring teachers together from all three regions to discuss their success and challenges in implementing what they learned and developed during and after the summer institutes. Master scholars, master teachers, and staff from cultural institutions will participate in the retreat. The midyear retreat will emphasize teachers’ reflection on their professional growth and their students’ learning. Specifically, teachers will share how learning new content and methods, and how collaborating with cultural institutions improved classroom practices.

Project Sustainability

Teachers will share the materials they develop with other teachers of American history in their school and associated schools. Social studies coordinators in the project’s local education agencies (LEAs) will work with teachers to schedule half-day in-service training for nonparticipants during the school year.

Teacher-created lessons will be posted at www.teachingUShistory.org. This site was developed through TAHSC I funding, and includes project information, teacher-created lessons,
and a bulletin board. Although the connection to local people, places, and events gives this web site special significance to South Carolina teachers of American history, these online resources will be available to American history teachers nationwide.

Post-institute support components will facilitate project sustainability by maintaining teacher involvement with grant activities after summer institute sessions. In-service training and the project’s website will extend the project’s impact to non-participants. Formative and summative evaluations will help refine the TAHSC II professional development model, making it more effective in meeting teachers’ needs.

2. Rationale for Selecting Partners/ Description of Partners’ Grant Activities
   Partnerships (10 points)

   Building collaborative networks between teachers and historians is a key component of the TAHSC II professional development model. The aim of the project is to connect teachers with academic historians and to increase the availability of resources found at state and local cultural institutions such as museums, libraries, archives, historic sites, and historical societies. Staff from these institutions will share materials and show how their unique cultural resources relate to broad themes in American history. Cultural institution resources will be used to improve history instruction in classrooms.

   Four statewide partners will offer resources and services for participants of all three summer institutes. These primary partners will include the University of South Carolina’s (USC) History Department, the South Carolina Department of Archives and History, the South Caroliniana Library, and the South Carolina State Museum. Additional partners for each summer institute will include local cultural institutions within the Pee Dee, Midlands, and Lowcountry service areas.
University of South Carolina History Department

The University of South Carolina (USC) has a nationally-ranked history department, with particular strengths in the history of the South, the history of race relations and civil rights, and in public history. Through one of the country’s oldest and largest graduate-level public history programs, USC offers master's degrees in Public history with concentrations in historic preservation, museums and material culture, or archives. USC’s Public History program boasts a network of alumni who work in some of the country's most prominent historic places, including Monticello and the U.S. Holocaust Museum, in addition to local cultural institutions throughout South Carolina. Partnering with TAHSC II, the USC History Department will establish graduate student research assistantships. Through these assistantships, graduate students will work closely with master scholars in developing materials for the summer institutes and will also serve as research assistants for teachers.

South Carolina Department of Archives and History

The South Carolina Department of Archives and History (SCDAH) is the repository of approximately 30 million documents that support not only the history of South Carolina, but also broad topics and themes of American history. One of the earliest documents in this repository is a 1674 agreement signed and sealed by the Lords Proprietors of Carolina, which approved the shipping of supplies to the young, struggling colony. Another significant document is the Briggs Petition. In 1949 African-American parents petitioned the Clarendon County School Board for quality education for their children. The Briggs Petition lists grievances adjudicated in Briggs v. Elliott, the first in a series of court cases culminating in the landmark U.S. Supreme Court decision, Brown v. Board of Education of Topeka.

SCDAH also coordinates National History Day for South Carolina, which has resulted in
numerous national finalists the past few years. In 2003, only three states earned more awards nationally than did the students from South Carolina. SCDAH will impact teacher knowledge by sharing resources associated with both its documentary holdings and National History Day programming.

South Caroliniana Library

The South Caroliniana Library (SCL) is located at the University of South Carolina in the oldest continuously operated library building in the nation. Historian James L. Roark has commented, “One would be hard pressed to identify a single significant book on Southern history published recently that did not exploit the resources of the South Caroliniana Library.” SCL contains private collections of books, newspapers, manuscripts, pamphlets, serials, maps, audio recordings, and visual images. Staff archivists are knowledgeable, and they are eager to help participants improve history education by connecting teachers with SCL resources that link to national themes in American history.

South Carolina State Museum

The South Carolina State Museum is the state’s largest and most comprehensive museum. The museum is housed in its “biggest artifact,” the renovated 1893 Columbia Mill. The historic mill site is listed on the National Register of Historic Places, and was the world’s first totally electric textile mill. The museum collects, preserves, and interprets the cultural and scientific heritage of the state in the disciplines of history, art, natural history, physical science, and technology.

The museum’s permanent collection covers nearly every facet of South Carolina history. Teachers involved in prior summer institutes have examined artifacts that tell stories often left out of textbooks. For example, one participant created an eleventh grade lesson, which utilized a
collection of personal items belonging to German POWs in South Carolina during World War II. By using digital images of objects from the collection and working with museum staff, past participants have learned effective ways to teach American history using material culture.

Local Cultural Institutions

In addition to the primary partners listed above, TAHSC II will partner with a variety of local cultural institutions that will change from year to year to match the particular needs and local history for each summer institute. Cultural institutions such as South Carolina Park Service, the Lexington County Museum, Historic Columbia, the Florence Museum of Art, Science, and History, the South Carolina Tobacco Museum, the South Carolina Cotton Museum, the South Carolina Historical Society, and Drayton Hall will work closely with teachers in developing classroom-based lessons (see Appendix C for letters of commitment from project partners).

3. Significance of the Proposed Project (20 points)

The significance of TAHSC is that it immerses teachers with a rich fund of sources strongly connected to major themes in American history. TAHSC grant activities emphasize themes such as the development of colonial-era American social, political and cultural traditions; the struggle for independence and national identity; the nurturing of democratic principles and active civic engagement; the growth of the American commercial and agricultural economy; the impact of sectional struggle over slavery and state’s rights; the ongoing transformation of race relations; the role of women and minorities; and the emergence of a modern society. Teaching these themes in history is important because American history taught well ought to enrich peoples’ lives and develop critical thinking skills. Further, the study of American history can be a thrilling adventure. Yet, too often teachers are ill prepared to teach American history, and therefore struggle to teach history well, resulting in poor student interest and learning.
South Carolina is consistently ranked near the bottom of the nation’s schools in performance at every pre-collegiate educational level. This assessment is as troubling for American history as it is for other subjects. Although South Carolinians are proud of their history and heritage, many students and adults in the state have only a rudimentary understanding of the larger national contexts for that history. In South Carolina, American history is taught as part of a general social studies curriculum, largely based on history standards. Under South Carolina’s current curriculum, American history is the basis for fourth, fifth, eighth, and eleventh grade social studies classes. Because certification is based on social studies rather than history, teachers throughout the state have expressed concerns about their lack of expertise in content knowledge as they attempt to implement South Carolina history standards. A brief survey of teachers in targeted districts indicates need and desire for the type of professional development offered by TAHSC. Of 109 teachers responding, 57% indicated that they have had very little or no academic coursework in history. Only six percent indicated they had a major or minor in history, with an emphasis in American history. Even more striking, 43% of teachers indicated that they had earned less than seven credit hours in American history; 71.5% reported less than 19 credit hours. The need for TAHSC is apparent. Yet, the survey also indicates that teachers are interested in the training they will receive via the TAHSC professional development model: 67% of teachers responding indicated that they were likely or highly likely to participate if the grant is funded.

Another challenge in South Carolina is to increase student achievement in American history. We must find new ways of piquing students’ interest and “hooking” them with the fascinating story that is their history. Table 1 reports student achievement data from South Carolina’s Palmetto Achievement Challenge Test (PACT), indicating percentages of fourth, fifth,
and eighth grade students from targeted districts who performed Below Basic, Basic, Proficient, and Advanced on the state’s standardized achievement test. *PACT* is not administered to eleventh grade students. These performance data indicate dire need for improved history instruction. Statewide percentages of students who scored below basic and basic are appallingly high; percentages of below basic and basic students within most target districts are higher than state percentages.

<table>
<thead>
<tr>
<th>Targeted Districts</th>
<th>Percentages of Students at Each Standard</th>
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<tbody>
<tr>
<td></td>
<td>Fourth</td>
</tr>
<tr>
<td></td>
<td>BB</td>
</tr>
<tr>
<td>Charleston</td>
<td>33.6</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>48.1</td>
</tr>
<tr>
<td>Dillon 3</td>
<td>27.1</td>
</tr>
<tr>
<td>Lexington 2</td>
<td>29.0</td>
</tr>
<tr>
<td>Marion 2</td>
<td>45.5</td>
</tr>
<tr>
<td>Richland 1</td>
<td>47.7</td>
</tr>
<tr>
<td>Richland 2</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Notes
1. While testing for achievement in economics, geography, history, and political science *PACT* emphasizes history in grades four, five, and eight: 40% of the fourth and fifth grade items and 55% of the eighth grade items test student achievement in history. Most items measure content knowledge. Some items measure process skills.

2. BB is Below Basic; B is Basic; P= Proficient; and A is Advanced. State percentages of fourth grade students scoring in these categories are 35.3% BB, 44.9% B, 12.0% P, and 7.8% Advanced. State percentages of fifth grade students scoring in these categories are 39.6% BB, 41.9% B, 11.0% P, and 7.6% Advanced. State percentages of eighth grade students scoring in these categories are 39.2% BB, 41.6% B, 11.5% P, and 7.7% Advanced.

Further, student demographics in targeted areas mark large percentages of at-risk students. Table 2 reports free and reduced lunch and minority figures of targeted districts. In
addition to these data, however, it should be noted that there are growing student populations who speak English as a second language in South Carolina schools. In particular, there are rapidly growing Asian-American and Hispanic-American student populations. In targeting districts with low-achieving, at-risk students, we hope to help teachers instill in their students a desire to understand history in and beyond the classroom.

<table>
<thead>
<tr>
<th>Targeted Districts¹</th>
<th>FRL²</th>
<th>Race³</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>AA</td>
</tr>
<tr>
<td>Charleston</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>Dillon 3</td>
<td>67%</td>
<td>46%</td>
</tr>
<tr>
<td>Lexington 2</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Marion 2</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>Richland 1</td>
<td>62%</td>
<td>78%</td>
</tr>
<tr>
<td>Richland 2</td>
<td>42%</td>
<td>54.7%</td>
</tr>
</tbody>
</table>

Notes

¹N = 101,591 total students in the targeted districts.
²FRL is free and reduced lunch. The statewide percentage of students receiving free and reduced lunch is 47.2%.
³AA is African American, W is White, and O is other. Statewide percentages for racial categories are 42.1% AA, 54.7% W, and 3.2% O.

Impact on Teacher Professional Growth

The current grant’s impact on teachers’ professional growth best demonstrates this proposal’s significance. Delivering intense content-driven professional development in the Upstate, Midlands, and Lowcountry regions of South Carolina, TAHSC I has impacted history education for 49 teachers from 36 schools in 12 school districts during the first year, and 48
teachers from 37 schools in 20 districts during year two (see figure 1, page 3). One measure of impact is teachers’ achievement on the *TAHSC Content Knowledge Assessment*, a 30 item multiple-choice test administered on days one and ten of the summer institutes. Figure 3 illustrates teacher growth in history knowledge after 10 days of instruction.

Differences in pre and post-tests according to repeated measures analysis were significant, $F_{0.05;1,44} = 146.304$, $p \leq 0.0001$. The 95% confidence interval for the contrast between pre and post-tests was significant at 0.05 alpha-level: $4.7 < \psi < 6.5$. In other words, teacher knowledge increased by about four and a half to six and a half points after summer institute sessions.

The *TAHSC Content Knowledge Assessment* was developed by the master scholar, and has adequate face validity, though more extensive validity studies should be conducted in refining the instrument. Internal consistency measures for both pre and post-tests were moderately high. Cronbach’s Alpha for each was, $\alpha \approx 0.75$.

Teachers’ content knowledge will also be evaluated through the Historical Background Notes they write for their lesson development projects (see Appendix D, *TAHSC Content*
Knowledge Assessment for test items; see Appendix B, Lesson Development Project, for an example of Historical Background Notes).

In addition to teacher growth, TAHSC evaluates the project’s impact on student achievement. Quality of history instruction will be inferred in part from student performance on South Carolina’s Palmetto Achievement Challenge Tests (PACT), comparing TAHSC classes against non-TAHSC classes. Other evaluation activities will include examination of student work submitted as part of teachers’ lesson development project. Analyses of these data are pending.

3. Quality of the Management Plan (10 points)

The lead LEA will be Richland School District 2. Other partnering LEAs include Clarendon 2, Dillon 3, and Marion 2 in the Pee Dee; Lexington 2 and Richland 1 (with Richland 2) in the Midlands; and Charleston in the Lowcountry. These districts will contract with the South Carolina Department of Archives and History (SCDAH) to implement all major components of the plan. The contract will include an agreement to provide offices and access to office furniture and use of equipment such as computers, copy machines, and telephone service. SCDAH accounting staff will administer financial transactions through established state procedures. Other major administrative components will include a project steering committee and two full-time professional staff who will coordinate grant activities carried out by master scholars, cultural institutions, master teachers, and graduate students. Planning and implementing grant activities will be carried out according to specific timelines and benchmarks.

Steering Committee

The steering committee will include representatives from participating school districts as well as academic and cultural institutions. The steering committee will meet as needed to make policy decisions. The committee will be responsible for selecting the project director and the
master scholars, and will approve staff decisions in selection of master teachers. Committee members will attend segments of each summer institute and the annual midyear retreat (see Appendix E, *TAHSC Steering Committee By-Laws* adopted for the current project).

**Project Staff**

The administrative staff will consist of a full-time project director and an assistant project director, supplemented by two part-time USC graduate assistants. Staff will also include part-time master scholars and master teachers. What follows are brief job descriptions of key personnel. State law requires equal opportunity for employment. The steering committee will make every effort to actively recruit applicants from under-represented groups.

**Project director:** Full-time position. The project director will have a graduate degree in History (M.A. or higher), Education (M.Ed. or higher in Social Studies or History), or comparable experience. The project director will have experience in coordinating educational programs; using material culture, historic sites, and documents as teaching resources; working with web-based instructional materials; and supervising personnel.

In addition to the general administration of grant activities, the project director will organize and oversee logistical and budgetary details, attend the two-week summer institutes, help to establish and coordinate mentoring networks, and supervise the process of identifying master scholars, master teachers, and teacher participants from each region. The project director will be responsible for ensuring that products created by the project are transformed into electronic resources and made available at www.teachingUShistory.org.

Besides the annual report prepared for the U.S. Department of Education, the project director will submit an annual budget report and summary of all program components to the steering committee. This summary will include but not be limited to quantitative and qualitative
findings according to the project’s evaluation plan. The objective of formative and summative evaluations will be to refine the professional development model and to provide guidance in replicating the program in other settings. The director of education at the South Carolina Department of Archives and History will supervise the project director, and will evaluate the project director’s performance with the assistance of the steering committee. The project director will be responsible for the yearly evaluation of the assistant project director.

**Assistant Project Director:** Full-time position. The assistant project director will have post-undergraduate coursework in history or education, with a preference for an M.A, in History or an M.Ed. or M.A.T. in Education. The Assistant Project Director will have experience in teaching or public history. The assistant project director will assist with clerical and communication tasks necessary to implement the goals and activities of the project. The assistant project director will help administer course logistics, and prepare materials for web publication.

**Master scholars:** Part-time positions. Master scholars will have a Ph.D. in American History with appropriate specialization, and experience in teaching basic American history content at the undergraduate level. Evidence of innovative approaches to teaching, using non-traditional materials, web-based resources, and familiarity with using historical and cultural agency resources in instructional settings is desired. Master scholars will be selected by the project steering committee. The pool of possible scholars will be developed from state college and university history departments, inviting nominations from department chairs and senior scholars in the field.

**Master Teachers:** Part-time positions. Master teachers will have graduate training and certification in American history and extensive experience as classroom teachers. Master teacher applicants will demonstrate evidence of innovative teaching (as above for master scholars).
Graduate Students: Part-time positions. USC graduate assistants will assist master scholars in identifying and preparing primary source materials, and will attend the regional summer institutes to become acquainted with the teachers, the content and the approaches they are using. In the year following the institutes, the graduate assistants will help teachers identify additional resources for classroom use, and will assist teachers in developing lessons.

Benchmarks and Time Line of Grant Activities

- **October - December 2004, Project Staffing and Year 1 Participant Recruitment**
  - Select master scholars and master teachers for Year 1 institutes
  - Appoint graduate students
  - Begin recruiting Year 1 participants

- **January - May 2005, Summer Institutes Preparation, Year 1**
  - Identify and begin collaboration with cultural institutions
  - Master scholars, master teachers, and graduate assistants plan Year 1 curriculum
  - Prepare evaluation instruments

- **June - August 2005, Summer Institutes, Year 1**
  - Conduct Year 1 summer institutes
  - Complete project evaluation for Year 1 summer institutes

- **September - December 2005, Year 1 Post-Institute Support, Begin Year 2 Preparation**
  - Provide mentoring support to Year 1 teachers
  - In-service teacher workshops carried out by Year 1 participants
  - Year 1 participants attend fall meetings
  - Prepare Year 1 instructional materials for the web site
  - Prepare for the Year 1 midyear retreat
Select master scholars and master teachers for Year 2 summer institutes

- **January - May 2006, Summer Institutes Preparation, Year 2**
  - All planning activities as above for Jan-May 2005
  - Midyear retreat for Year 1 participants

- **June - August 2006, Summer Institutes, Year 2**
  - All activities as above for June-August 2005

- **September - December 2006, Year 2 Post-Institute Support, Begin Year 3 Preparation**
  - All follow-up activities as above for September - December 2005

- **January - May 2007, Summer Institutes Preparation, Year 3**
  - All planning activities as above for Jan-May 2005 and 2006
  - Midyear retreat for Year 2 participants

- **June - August 2007, Summer Institutes, Year 3**
  - All activities as above for June-August 2005 and 2006

- **September - December 2007, Year 3 Post-Institute Support, Complete Grant Activities**
  - All follow-up activities as above for September - December 2005 and 2006
  - Midyear retreat for Year 3 participants
  - Prepare final evaluations and report
  - Complete all preparation of teaching resources for web publication

4. **Quality of the project evaluation (20 points)**

   In meeting the Secretary’s invitational priority for project evaluation, *TAHSC II* will contract with an independent evaluator to conduct a mixed-methods, quasi-experimental analysis of project outcomes for teacher growth and student achievement. An important caveat: while evaluation activities will generate data for understanding the project’s impact, the primary
purpose of this grant is *not* to conduct experimental research. Rather, the purpose of this grant is to continue serving participants through teaching American history content, and giving them appropriate primary and secondary source resources for teaching historical content to their own students. Accordingly, the primary purpose of the project’s formative *and* summative evaluation is to help improve grant activities for teachers. Evaluation will include quantitative and qualitative data, and will document the fidelity of implementation of essential program elements, linking grant activities to improved history education for teachers and students.

**Evaluation Data**

Evaluation data will come from various sources—each data source contributing to the overall validity of evaluation inferences, each source triangulating grant activities with effective teaching practices and subsequent student learning. Data collection will come from the following sources:

- pre and post multiple-choice content tests;
- pre and post surveys of teacher methods;
- pre and post measures of teacher self-efficacy and interest in teaching particular topics in traditional American history;
- participant observation during summer institutes;
- content analysis of teacher lesson development projects;
- classroom observations of teachers after summer institutes;
- teacher interviews coordinated with classroom observations;
- student focus group interviews coordinated with classroom observations; and
- student social studies PACT data.
The following narrative explains more fully the data collection instruments that will be developed and how data will be analyzed. Reports of outcomes will be reported annually according to the following descriptions.

**Teacher Content Knowledge**

- **Research Objective: Document teacher growth in content knowledge.**

  Multiple-choice items written by *TAHSC* master scholars will measure participants’ growth in content knowledge. Content knowledge will be analyzed with repeated measures of a pre-test given before summer institutes, and two post-tests—one given on Day 10 of summer institutes, and the second given at the midyear retreat to examine retention over time. Results of the pre-test and the first post-test will be made available for the fall annual reports immediately following summer activities. Results from the second post-test will be made available during the spring following the midyear retreats. Analyses will include all participants.

**Teacher Methods**

- **Research Objective: Document changes in general methods and teaching styles.**

  A methods survey will be administered on Day 1 of the summer institutes and again at the midyear retreat. This survey will examine participants’ general teaching style, the resources they use in the classroom, and the type of work they require of their students. Teaching style, resources, and student work are defined in part by the following criteria:

  - teaching style—whole class, small group, individual instruction; didactic lectures, seminar discussions, student projects, etc.;
  - resources—textbooks, secondary works, primary sources, cultural institutions; and
  - student work—lecture notes, textbook questions and answers, worksheets, student research, writing and oral presentations.
Methods surveys will be analyzed with repeated measures of pre and post-surveys. Results of pre-surveys will be made available for the fall annual reports immediately following summer activities. Results from the post-surveys will be made available during the spring following midyear retreats. Analyses will include all participants.

Self-Efficacy and Interest in Teaching American History Topics

- **Research Objective(s):** Document participants’ changes in self-efficacy and interest in teaching particular American history historic topics.

  Self-efficacy and interest surveys will include topic-specific survey questions about teachers’ self-efficacy and interest in teaching particular historical topics. Change in self-efficacy and interest will be analyzed with repeated measures surveys administered on Day 1 of summer institutes and at the midyear retreat. Results will be made available for the fall annual reports immediately following summer activities and during the spring following the midyear retreats. Analyses will include all participants.

Participant Observation of Summer Institutes

- **Research Objective(s):** Document summer activities. Identify grant activities that link essential program elements to teacher growth and to subsequent student learning.

  Evaluation will include participant observation of summer sessions. Analyses will identify the fidelity of implementation of the grant’s essential program elements. Subsequent analyses of teacher-created lessons, classroom observations, teacher interviews, and student focus groups will link summer activities to teachers’ pedagogy. Participant observation analyses will be made available for each fall’s annual report, following summer activities. Analyses will include all institute sessions.
Lesson Development Project

- **Research Objective(s):** Document participants’ growth in content knowledge; examine curriculum/instruction/assessment alignment; link project’s essential program elements to teacher practice and subsequent student learning.

Evaluation of teachers’ lesson development projects will include analyses of standards and historical content taught; resources and methods used; classroom assessment and teacher reflections; and student work. Analyses will examine teachers’ alignment of standards, instruction, and assessment within their lessons. Evaluation of lesson development projects will help infer teacher content, resources, and methods knowledge gained through TAHSC. Analyses of student work will link student learning to teachers’ lessons, and ultimately to South Carolina standards. Analyses of teacher reflections will infer teacher growth, and link teaching practices to project goals. Results of analyses will be made available during the second, third, and final annual performance reports. Analyses will include all participants’ projects.

Classroom Observations

- **Research Objective(s):** Document effective teaching practices resulting from participants’ involvement with TAHSC; observe student responses to TAHSC-influenced teaching.

Classroom observations will link the grant’s essential program elements to classroom practices observed during visits taking place during the fall. Classroom observations will be conducted for a random sample of five participants from each institute, and will be coordinated with teacher interviews and student focus group interviews. During the same visit, the evaluator will conduct semi-structured interviews with teachers and focus group interviews with students. Results will be made available during the second, third, and final annual performance reports.

Teacher Interviews

- **Research Objective(s):** Document how well lesson development projects and observations match with the reality of most class sessions; determine the extent to
which teaching practices are influenced by TAHSC activities; explore the relationship between teacher practices and student learning.

After classroom observations, the evaluator will conduct a semi-structured interview with participants. Interviews will clarify and triangulate classroom observations. Interviews will also address the lesson development project, linking teacher-created lessons from the project to overall teaching style. Results of teacher interviews will be made available during the second, third, and final annual performance reports.

Student Focus Group Interviews

- **Research Objective(s):** Triangulate classroom observation and teacher interview data with student perspectives of what makes for effective history instruction; determine how well observations match with the reality of most class sessions.

  Focus group interviews will triangulate classroom observations and teacher interviews with student perspectives of what makes for effective instruction—what is it that helps students learn American history; what is it that evokes student interest in American history; how can instruction be improved? Focus group interviews will be semi-structured to ensure continuity of data collection. Results of the student focus group interviews will be made available during the second, third, and final annual performance reports.

Student Achievement in American History

- **Research Objective (s):** Document effects of teacher-level factors on student-level achievement outcomes.

  Student *PACT* data will be analyzed with hierarchical linear modeling (*HLM*), comparing Teaching American History (*TAH*) students with matched *non-TAH* students.

**Participants**

Independent analyses of student achievement will be conducted for fourth, fifth, eighth, and eleventh grade students. Matching *TAH* classrooms to *non-TAH* classrooms within
participants’ schools will provide data that models teacher effects on student achievement, holding socio-economic effects constant within schools.

**Social Studies PACT and End of Course Exams**

Social studies *PACT* is South Carolina’s statewide assessment of student learning administered annually during late spring. *PACT* items for grades four, five, and eight grades reflect emphasis on South Carolina curriculum standards for those grades. 40% of the fourth and fifth grade test items concern history. 55% of the eighth grade *PACT* items test students’ history knowledge. *PACT* includes two types of test items: multiple-choice and constructed-response. Most items measure content standards. Some items measure process standards. South Carolina does not administer *PACT* to eleventh grade students, so analysis of eleventh grade achievement will utilize end-of-course exams.

**Design Model**

Analyses of second-level class effects on first-level student outcomes will be completed through a regression with means as outcomes model, looking at the effects of socio-economic status, teachers’ academic training, and teachers’ experience on student-level *PACT* scores.

Hierarchical linear modeling (*HLM*) analysis is a sophisticated regression technique, which will model the effects of second-level teacher factors on first-level student outcomes. *HLM* works because it models the nested structure of the data without losing information due to aggregation problems. Further, *HLM* is an effective analytic tool in unbalanced designs, which we find in intact classroom settings.

*HLM* will provide a realistic analytic framework for examining teacher effects on student outcomes. Because the research design is quasi-experimental rather than experimental, care will be taken in inferring causal relationships. Yet, the quasi-experimental design seems more
realistic for school settings, especially as recruitment of TAH participants is a self-selected process.

Dissemination of Evaluation Findings

As with the initial grant, TAHSC II will utilize formative and summative evaluations to improve grant activities, and further refine the project model. Summative evaluations will be used to justify sustainability of grant activities. Evaluation results will be shared at professional conferences and in scholarly journals. TAHSC II will actively seek venues to communicate grant success in non-technical ways to the general public, garnering support for the project, and looking for ways to sustain professional development activities, which nurture the teaching of traditional American history.