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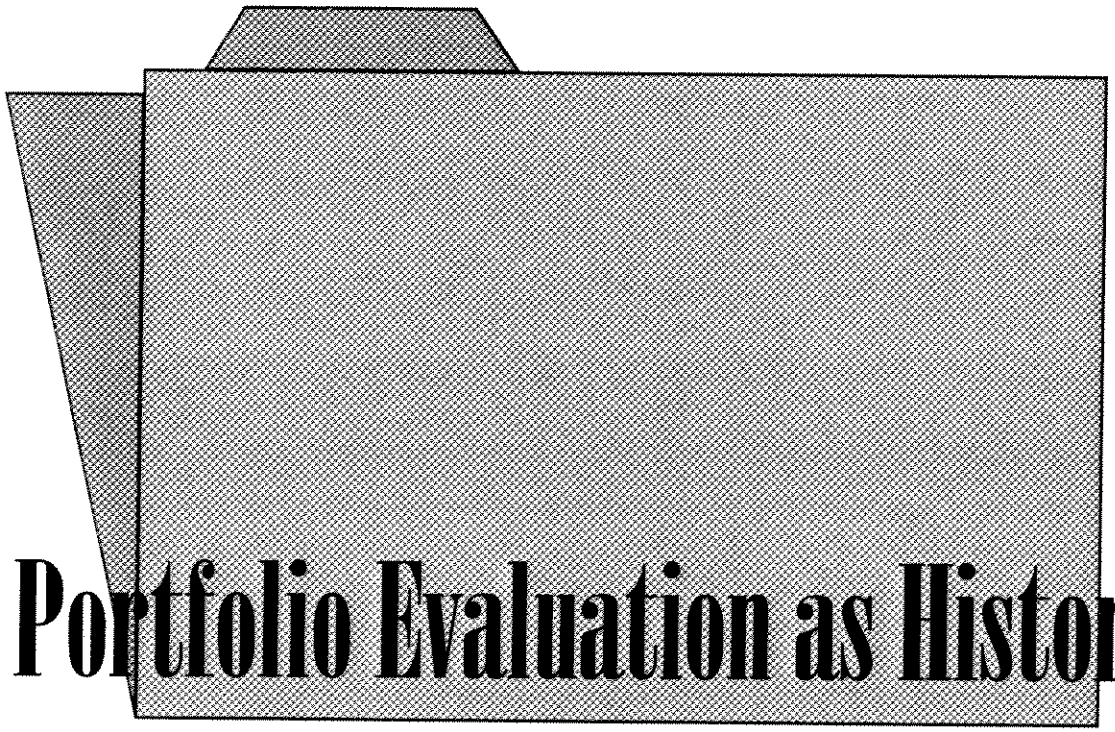

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A Report on the Evaluation of the History Academy for Ohio Teachers

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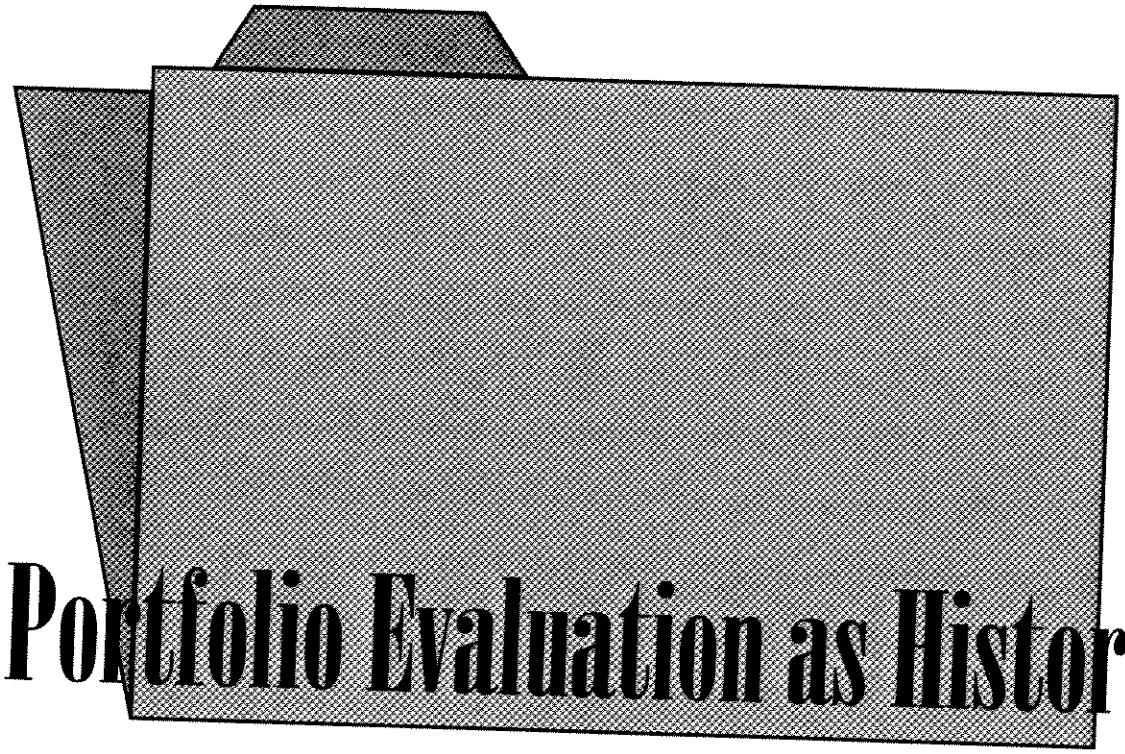

Portfolio Evaluation as History:

A Report on the Evaluation of the History Academy for Ohio Teachers

Robert J. Tierney, James M. Wile, Antonia Gale Moss, Elaine Wrisley Reed, Joseph P. Ribar, and Arthur Zilversmit

This paper represents a summary of a report, Robert J. Tierney, James M. Wile, Antonia Gale Moss (June, 1993), *Report on the Evaluation of the History Academy for Ohio Teachers June 1992 - May 1993*, The Ohio State University for the National Council for History Education, Inc. and The United States Department of Education, The Secretary's Fund for Innovation in Education, CDFA:84215S.

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INTRODUCTION

If doing history requires the careful examination of primary sources from multiple perspectives, then doing an evaluation of histories should not be based upon any lesser standards. The present report is written with three purposes in mind: first, to present procedures for evaluating the history of teachers consistent with the standards expected of doing history; second, to present the results of an evaluation of an academy intended to improve history teaching; third, to invite interested parties to invest in reviewing the lengthier report upon which all of this is based.

As a report of evaluation procedures, this report is unique on a number of fronts. It reflects the use of portfolio evaluation procedures as a way of pursuing a grounded evaluation of the influence of a project upon the intellectual journey and practice of teachers. The data emerging from these portfolios are complex and varied providing a rich and detailed picture of individual teacher's changes, as well as the factors or elements which contributed to those changes. Without compromising the integrity of the assessment, these data and data collection procedures were pursued collaboratively and examined on their own terms. In general, these data seem more trustworthy and richer than more traditional means of assessment. Rather than rely upon secondary data, these data appear primary; instead of pursuing objectives and uniform interpretations based upon standardized sampling procedures, these data have been clearly grounded in events, experiences and over time. Moreover, these data are treated on their own terms en route to affording a complex assessment across individuals using graphic ways to depict and quantify data without compromising the nature of these data.

As a report of the effectiveness of the Ohio History Academy, this report should not be viewed as a description of the Academy but as a report of the Academy's effectiveness -- especially the different elements. For a more detailed description of the Academy see **Doing History: A Model for Helping Teachers**, 1993, National Council for History Education, Westlake, Ohio.

Background on the Academy and Evaluation Plan

The History Academy for Ohio Teachers had as its goals:

- to bring classroom teachers to a firmer grasp of the discipline of history, of changes in history instruction, and of the most effective methods of teaching history (including technology);
- to help teachers feel confident of their own abilities to pursue further self-education;
- to enable teachers to act as mentors to their colleagues;
- to enable teachers to become equal participants with university scholars in collaborative efforts.

Key features of the Academy were:

- An integrated curriculum which presented courses in World and United States history, as well as courses in historical theory and methodology consistent with the report by the Bradley Commission;
- An emphasis upon certain historical processes such as the use of primary sources and multiple perspective-taking;
- Participants drawn from elementary, middle school, and secondary classrooms;
- First-hand experiences with nationally known historians throughout the Academy and in conjunction with a mentoring program involving historians throughout Ohio;
- The exploration of a rich array of topics, teaching ideas, resources, and alternative ways of engaging with these ideas;
- An intensive residential experience across four weeks in the summer;
- Follow-up on site with the teachers as they pursued changes in practice tied to shifts in their thinking over the summer;
- Outcome products combined research (research papers) and practice (teaching units). Opportunities for teachers to develop customized teaching units pertaining to specific topics or historical periods. Other tasks, included writing personal journals, and the maintenance of personal portfolios.

The structure of the Academy curriculum and these tasks were intended to do more than provide teachers with more information about their subject content. One important objective of the Academy was to shift the teachers' beliefs and orientation to history, their practices of teaching history, and their views about themselves as historians and teachers. From an evaluation standpoint, three questions help frame the assessment:

- What kinds of shifts in beliefs and values resulted from teachers' participation in the History Academy?
- How has the academy experience affected the participants in terms of their classroom practice, their relationships with colleagues, and their general professional decision-making?
- Which aspects of the History Academy can be linked to these shifts?

These issues were researched through procedures which were intended to document and recover the participants' reflections about the Academy experience. To this end, teachers were engaged in a process which relied upon a grounded data collection and analysis using portfolios and interviews as the primary vehicles. This approach seemed appropriate for several reasons.

We wanted the participants to share in the evaluation procedures. For example, staff and teachers worked in partnership with the evaluation team to develop and implement overall procedures, co-develop data collection techniques, and collaborate in the interpretation of results. We feel this approach increased the likelihood that we were fully informed with respect to the experience of the staff and participant rather than operating solely on a priori notions about effectiveness and outcomes. In addition, by engaging participants in this assessment, we expected that these procedures would eventually be adopted as on-going, self-evaluation.

We wanted to ground the evaluation in the actual experiences of the participants. That is, we wanted to determine the effects of the Academy by examining direct evidence of such effects (e.g. artifacts from the Academy participants' portfolios, projects, etc.). We also wanted to be able to codify the shifts in teacher beliefs, attitudes and actions and the elements which contribute to such shifts. We wanted an approach that would sensitive to such shifts revealed from the participants' perspective.

Finally, consistent with the Academy's aim to have an effect on classroom practice we wanted to present teachers with a model of alternative evaluation. Teachers were informed of portfolio techniques and encouraged to explore alternative assessment techniques in their own classrooms.

In addition, the procedures used in this evaluation were intended to be consonant with the dominant themes, standards, and approaches of historical investigations. In this sense, both investigations are parallel in that:

- Accounts of events are grounded in primary rather than secondary sources;
- Interpretations are explained, as well as grounded in the primary source material;
- Interpretations are always put in the context of the sources used and what these sources are purported to represent;
- Primary source material is sought which allows an examination of patterns over time, in different settings, and from different perspectives;
- The primary source material is not predefined or limited, nor is the same material expected to be viewed the same way by all persons;
- The emerging accounts may be revisited, revised or extended based upon additional evidence or by applying a different perspective to the data;
- The interpretations themselves remain open to different interpretations.

The evaluation plan which emerged not only assessed learning and evaluated the role of certain elements, it contributed to the support of some of the key elements of the History Academy's program. Attempts to highlight these parallels were frequent. Through formal and informal discussions with Academy participants and staff explicit observations were made regarding the fit between the instructional plan and the evaluation plan.

Procedures

The major data source for the evaluation were portfolio-based interviews conducted at the end of the summer workshop and then during then again during the school year. More specifically, teachers who participated in the History Academy were responsible for creating and maintaining personal portfolios The purpose of the portfolio, as originally presented, was to serve as a mechanism for evaluating the teachers' development as historians and as history educators. Additionally, the evaluation team used these portfolios as the primary vehicles for assessing the impact of the Academy on the participants, that is, how features at the academy contributed to

changes in teachers' knowledge and practice as well as how the Academy and its various elements were viewed.

At the end of the four-week summer session, teachers were scheduled for individual portfolio conferences during which an Academy faculty member "debriefed" the participant regarding his or her Academy experience. A member of the evaluation team was also present to record the interview using handwritten field notes, audio tapes and video.

A subset of twelve teachers were selected for intensive study. In general, the characteristics of the twelve teachers in the study group possessed a range of educational backgrounds similar to the general group. Teachers in the subset had each agreed to have their interviews either audio taped or video taped. A second set of interviews took place in February, March, and April of the follow-up year. The follow-up conferences were similar to the summer interviews. Participants were given an advance organizer as a way to prepare for the interview. Teachers were again encouraged to use their portfolios to represent experiences which had occurred since the summer session. Teachers in the subsample were again the subjects of intense study which utilized the same procedures as the summer interviews. The follow up interviews differed from the summer interviews in that they were held at the teacher's school, members of the Academy faculty were not present during the interviews, and the interviews were conducted by members of the evaluation team. Field notes, audio tape and videos were made of the interviews.

Following the interviews, the members of the evaluation team met to discuss emergent patterns observed and apparent from reviews of the tapes and transcripts made of interviews. Over several review sessions several renditions of a coding system emerged and were revised. The coding system was applied across the two interviews, perspectives (historian, teacher, individual), in terms of impact (resources, teaching strategies, curriculum issues, content knowledge base, historical processes, collegiality, and technology), shifts in knowledge (new ideas, shift in beliefs, reinforcement of beliefs, and no effect), and levels of utility (rejection, citation, understanding, appropriating, and imparting). Figure 1 depicts the coding system in terms of the broad categories and the overall relationship to one another.

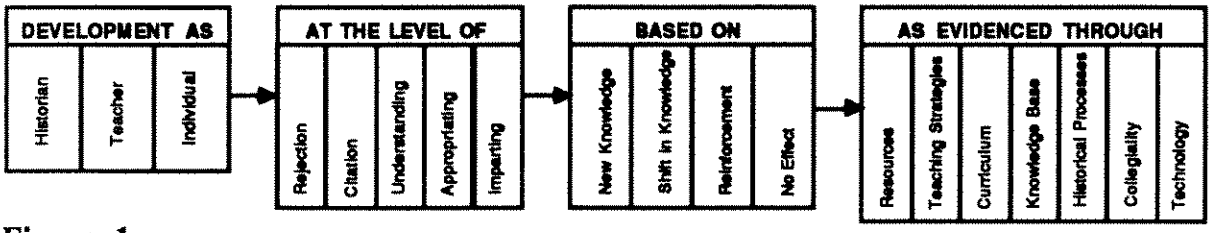


Figure 1

The data acquired from these interviews and portfolio artifacts amassed by each teacher were recorded and these transcribed records served as the basis for the development and implementation of analysis procedures. Below (see Figure 2) is a portion of a teacher's transcribed response to our interview. In the first two columns are the codes that were assigned this portion. These codes coincide with the aforementioned layers--perspectives (H for history, T for teaching, I for Individual), level of use (1,2,3,4,5), shifts in understanding (n for new knowledge, etc.) and the specific elements which was connected with these features.

		AGM:	Have your students' approach to history changed as a result of your academy experience?
07a 07b 07c 07d	H / 4 / S / TS / C01 T / 4 / S / TS / C01 H / 4 / S / HP / C01 T / 4 / S / HP / C01	Rachael:	You saw them there. They love Ohio history. They really do. I think I have a real enthusiasm for Ohio history because it is my favorite but I think they like it and they're seeing - I find them coming to me and saying things like now is that a primary source? And it's really funny. For a while there I used that word for the first several times I used it and then I would come back to it like the day or something and I would say what was that word I was always using? What would this be called? And they couldn't quite remember it. And now they're remembering it and saying it. Yes, I think they really seem to enjoy it more. I'm hoping - we had a speaker in yesterday from the Ohio Historical society on Ohio in the Civil War. And a little bit above where we're at right now. But he came in in full dress and one of the kids asked - I was so proud of him - they said are those authentic? Where did you get your information for. It was cute. So I think yes. They're approaching it (inaudible).

Figure 2

Teachers generally grounded their responses or presentations by referring to specific items in their portfolios. These items became the focus for parsing the interview into topical blocks. In fact, teachers had been instructed in ways to cluster or stack artifacts into topical categories. The parsing procedure continued until the entire transcript was segmented.

Next, at the level of specific blocks, the participant's interpretation was analyzed using a method of constant comparison to describe and label the characteristic features of each reference. As the analysis continued through several participants, coding categories emerged, developed, expanded and collapsed until some general patterns appeared. This ultimately led to a system in which each reference a participant made during the course of the interview was given four different coding decisions. While most descriptors were mutually exclusive, some coding decisions attributed multiple descriptors to a single reference. This coding procedure and the descriptive categories which follow were developed in collaboration with the Academy director and staff.

Because the portfolio conferences were constructed to encourage participants to cite evidence of their experiences, references tended to be fairly specific and easily identified. The interview transcripts were coded until we felt comfortable organizing responses into meaningful clusters. We view these clusters as categorical and not hierarchical.

Topics

On a first pass through the transcripts responses generally could be grouped in one or more of the following topic categories:

RESOURCES	These tended to be sources of information about a variety of pedagogical and conceptual issues and contained references to printed matter, including textbooks provided by the Academy, content specific materials, lecture notes, and handouts; places, including the Ohio Historical Society, the Ohio State library, Ohio Arts Council; and people, including mentor teachers, professional historians, and colleagues.
TEACHING STRATEGIES	These tended to be references to specific classroom activities or ways of organizing the classroom such as involving students in research projects using primary source documents, taking field trips, dramatizations, read aloud, and writing a personal journal.
CURRICULUM	These tended to be references to larger issues of pedagogy, scope and sequence of instruction, educational policy, and the focus of instruction at particular grade levels or on specific guidelines or texts which shape what is taught. For example, one teacher (Olivia) commented, "I tagged the list of participants who are putting together the state model curriculum, because they're obviously going to have a profound impact on what I'm doing in the classroom."
CONTENT KNOWLEDGE BASE	These tended to be references to specific information pertaining to the teacher's research topic and/or model unit. For example, a teacher (Wanda) interested in the Underground Railroad stated, "Talking about white abolitionists, I also learned that Quakers as a whole, were not anti-slavery. They were very pacifist. They owned slaves but didn't go and seek out fugitives."
HISTORICAL PROCESSES	This term describes the concepts and issues which reflect an historian's approach to learning and teaching history and includes references to critical evaluation, influence of culture, multiple perspectives, the post-hole approach, and primary source documents.
COLLEGIALITY	These were references to interactions with the Academy personnel and other Academy participants, other teachers in their schools, and with other teachers through professional meetings or courses.
TECHNOLOGY	These were references to the computer software demonstration, the computer-aided library research system, and the use of word processors to prepare research projects.

Perspectives

A second pattern to emerge from the analyses was that participants could not interpret the significance of a piece of evidence without adopting a particular perspective. The evaluation team may have helped shape the process of "making visible" such perspective-taking by modeling an organizational procedure. In general, then, participants tended to be explicit about the perspectives they were using as they interpreted each reference. Participants fluctuated in the perspectives they adopted, however three perspectives were clearly dominant — namely their development as historians, as teachers, and as individuals.

These perspectives, while distinct from each other, were not mutually-exclusive. That is, a teacher might respond to a particular portfolio item or an element of the Academy experience from the perspective of a teacher and from the perspective of an historian. For example, one teacher (Harriet) commented about a classroom practice which reflects both an historian and a teacher perspective. "Sometimes I'll let them debate or argue or try to come to a conclusion about something that happened in history and I try to let them know that everything you read is not always actually what happened. For instance, when we write in our journals, we're writing about the same experiences but everyone has a little bit different attack on it or approach to what we do in school so they seem to understand that."

Shifts in Understanding

A fundamental concern was the ability of the program to shift teachers' understandings and attitudes about the discipline of history, themselves as historians and as teachers of history. On a third pass through the transcripts, references were analyzed based on occurrence and direction of those shifts. Here again, the labels used to code these shifts were drawn directly from the interpretations and comments participants used to describe them. These labels quickly merged into four distinct categories: New knowledge, shift in knowledge, and reinforcement of knowledge, and rejection. These categories were mutually-exclusive and were generally explicitly stated by the participants. For example, Denise commenting about the topics contained in her model unit observed, "You could get history in all these. I think that's something I would not have done before this Academy. I would not have looked at how history affects literature and how history affects geography. I think that's a definite area as a teacher that I've grown." Other participants noted that some aspects of the Academy reinforced their own beliefs and practice. For example, Steve noted, "I know that some of the elementary teachers said they never heard of them, but, you know, course working with high school kids I've used primary sources to some extent. Again, this reinforced what I was doing but also I can see how much more I can use it." Some participants noticed that the Academy experience caused them to reconsider some ideas. For

example, Paige commented on the impact of discussions about primary source documents and the presence of bias on the way she developed a teaching unit on the Holocaust. "One of my plans was to do a day in the life of different people in the Holocaust because I had a lot of those people on tape. So I was going to use that tape as my primary source. And then when I started thinking about it, one of the reasons I changed was I realized how probably biased -- I'm sure it was biased, their reactions were." Finally, some teachers rejected particular features simply commenting that the features had no value or application.

Intensity/Utility of Experience

A fourth pass through the transcript attempted to focus attention on the intensity/utility of the experience. That is, interpretations were compared for the purpose of determining how useful an element was deemed to be or how strong a particular shift seemed to be. In general, participants' responses appeared to evidence four critical landmarks. These landmarks were given the codes of "citing", "understanding", "appropriating", "imparting", or "no effect".

References were coded as "citing" generally when they were list-like and unelaborated. Rachael, for example, described artifacts in her portfolio in the following manner, "This one has been a great book too and it's called an Ohio Reader. And this is a newspaper article from the Heritage, which is a Mid-Ohio valley newspaper. And this is something from the Marietta Times." While these items pertain to her model unit and research project, it isn't clear how the materials might be used.

References were coded as "understanding" when the teacher's comments reflected any depth of knowledge about the item or artifact. Most often, these tended to be bits of topic specific content information. However, Gloria noticed an increase in understanding of historical concepts after reading *Building a History Curriculum*. "When we got here we got this nice easy to carry version of the Bradley Commission and I started using it and so the History Academy has made me more aware of the organizational ways of doing this. I taught the same things but it kind of gave you a condensed way to look at it."

As teachers began to consider ways they might use the concepts and content acquired through the Academy experience, their references were coded as "appropriation". For example, Steve commented about a dramatization strategy modeled by one of the mentor teachers. "And so I came down here wondering if that was an area that I might get some more information on Well then Nancy Taylor, she does this at the Ohio Village. Soon as I heard about that I got to thinking that I ought to ask her, you know, what she does. And I guess I came down here thinking that in the uh — when they do those characters I think it's got to be someone like Will Rogers or Abraham Lincoln or Franklin Delano Roosevelt. I never, I don't know why, but I never thought of creating a character. And that just hit me. You know, to just personify a person, a fictional person from the time period, build it from a primary source So I asked her about it and she gave me outlines and examples of ways that it's done at Ohio Village and other people she knows."

Finally, during the school year teachers found ways to implement or "impart" the concepts as well as the content they developed through the History Academy. Donald, for example, adapted the notion of a personal portfolio to meet the needs of his world history class. "In the world history class I used to do what I called the personal history project. I've always had the students do a genealogy of their family and try to collect in order to write a paper on their own personal history. But I got to thinking after this academy that it might be interesting to try developing kind of a portfolio package. And so we have portfolio days in history class and we're talking, for example, this Friday will be a portfolio day and we'll ask each student to tell how far they've gone on which parts of their project and put together an assessment sheet where we can each time we interview the students we can talk about where are you now, how far have you gone, and so forth."

Unit of Analysis

For purposes of coding transcripts, each interview was separated into idea units. (Refer to Figure 1.) A single idea corresponded to the discussion of a topic in terms of its perspective, impact, and source. If a topic were subjected to a discussion which extended to other sources or other impacts, or a change in perspective, then more than one coding would be applied. With each new topic new codings were also pursued.

Reliability

Meetings were held almost weekly during the months of development and implementation of coding procedures. During preliminary coding development, evaluators examined the interview data separately before meeting to discuss findings. Similar coding categories were found by individual evaluators leaving only a common designation to be determined for those codes. When a common coding scheme had been agreed upon, codes were applied by two independent raters to the transcribed Summer Interviews. Upon discussion of the procedure, the raters independently arrived at almost identical findings. One interview was compared line by line with over 90% agreement in assigned codes. Several other Summer Interviews were spot checked with similar agreement. When all twenty-four interviews were transcribed and coded a second rater checked and verified codes with the same percentage of agreement.

Graphic Representations

For each of the twelve participants in the close-up group, the responses were then reorganized by categories and perspectives, and incremented by direction and intensity. Each response was then assembled to represent a visual tally. These visual tallies help reveal important themes of the Academy experience.

For each individual, patterns emerged regarding the types of items presented in the portfolio as well as the perspectives the participant was able to adopt. In this way, an image began to form in terms of the ideas, strategies, and resources participants were taking away from this

experience and how they viewed those ideas, strategies, and resources. Three graphics -- Historian, Teacher, and Individual-- were constructed for each teacher in our in-depth study group. Within each graphic (Historian, Teacher, Individual) the categories of the items to which the participant refers, (i.e., Resources, Teaching Strategies, Historical Processes, etc.) are identified.

The visual representation helps identify the intensity/utility of the Academy experience overall, as well as the nature of the ideas. Examining these visual representations, patterns emerge which suggest how individuals acquire and integrate certain ideas or strategies through the Academy experience. Also, the visual representation also permits the identification of key elements which tended to facilitate knowledge shifts. After analyzing the transcripts a list of specific elements, events, and concepts emerged. These specific features were designated "hot spots". Below is the graph (see Figure 3) for Brenda as Historian at the time of her Summer Interview and immediately following in Figure 4 is the graph as Historian at the time of her Follow-Up Interview.

In the Summer Interview graph, Brenda has three codable statements from the perspective of Historian. Under Resources from the perspective of Historian, she has commented at the level of Understanding regarding New Knowledge about Primary Resources (C01). There were no comments applicable to Teaching Strategies or Curriculum. Under Knowledge Base from the perspective of Historian she has commented at the level of Understanding regarding a Shift in Knowledge. She has also made reference to Historical Processes at the level of Understanding regarding a Reinforcement of her own knowledge respective to Primary Sources (C01).

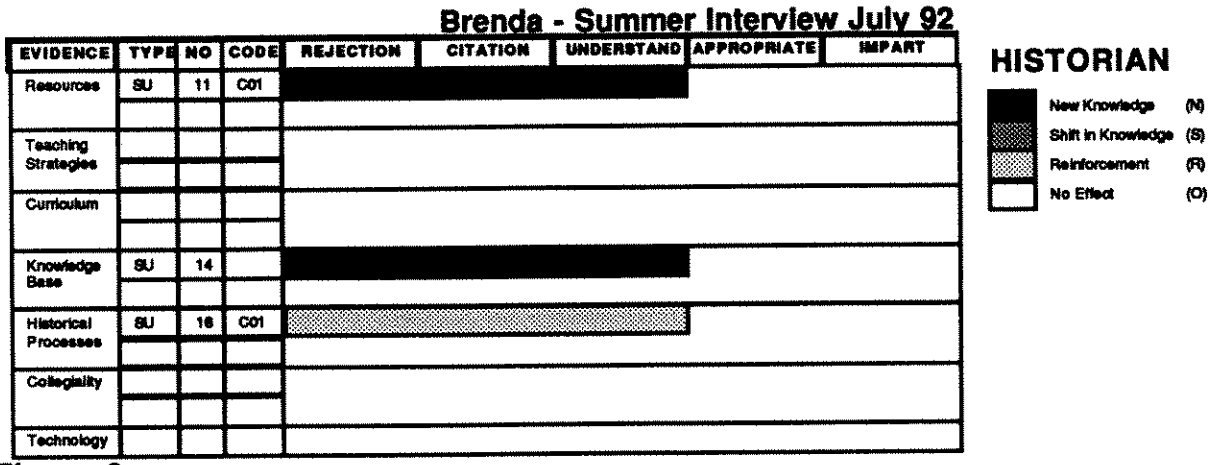


Figure 3

At the time of her Follow-Up Interview, Brenda had twelve codable comments from the perspective of Historian. Under Resources she has three codable items which are at the level of Appropriation which is indicative of her movement from Understanding to actually using information on Primary Resources (C01), *Building a History Curriculum* (R01), and Critical Evaluation (C02). The first two codings are expressed as New Knowledge and the statement regarding Critical Evaluation (C02) as a Reinforcement of her prior knowledge.

Again there are no codable items under Teaching Strategies. Perhaps as a result of having been in the classroom she now has four comments regarding Curriculum. One regarding New Knowledge, one regarding Reinforcement of prior knowledge, and two indicating a Shift in Knowledge. There were no codable comments from the perspective of Historian regarding Knowledge Base or Technology. Under Collegiality she has made a comment indicating that there was No Effect at the level of Rejection regarding her Historian (R13). Generally, comments which were coded like this indicated that the Historian was not a particularly useful aspect of the Academy for the participant for reasons such as the Historian was not very accessible or the Historian was not especially helpful, in which case, the participant Rejected further pursuit of possible Resource of Historian (R13).

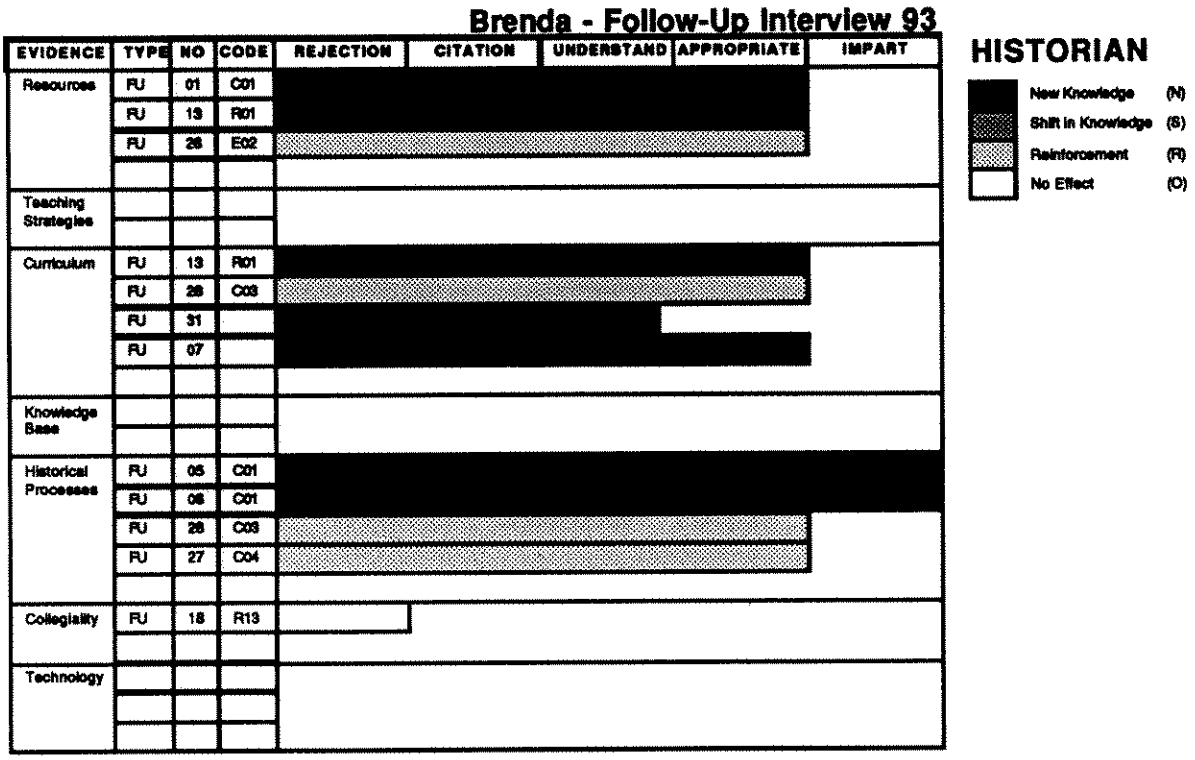


Figure 4

Similar comparisons for Brenda can be made with the charts from the perspectives of Teacher and Individual. Graphic representations for all of the teachers are included in the fuller report. In the Appendix is a detailed listing of the codes used and a single sample case study.

In an attempt to summarize the data acquired from the twelve case studies, several analyses were pursued in which we pursued the following: 1) graphically displayed the shifts in understanding and the utility of the academy for each of the teacher; and 2) collapsed the data across the subsample of twelve teachers by the following: Interview (summer or final follow-up); Perspective (teacher, historian, individual); Shift in understanding (new knowledge, shift in knowledge, reinforcement of knowledge, or no effect); intensity of experience (citation, understanding, appropriation, imparting, or rejection).

FINDINGS

From an examination of the data from each teacher's portfolio it was apparent that across all of the teachers, an array of changes occurred in their knowledge and practice over the summer workshop and into the school year. Moreover, these changes occurred in terms of shifts in their understandings, as well as new ideas which were appropriated, used and imparted to others. Most notable were the changes which occurred in terms of understandings and the extent to which ideas were appropriated as well as improved. Each of the teachers changed in terms of themselves as historians, teachers, or individuals, relative to knowledge shifts and the extent to which ideas were used. Predictably, it should be noted that the teacher perspective was dominant — in particular, the participants were about twice as likely to view and evaluate an experience in terms of its classroom application as they were in terms of its relationship to themselves as historians or in relationship to their own personal interests. Along these same lines, while the participants generally appeared to understand ideas they had acquired through the Academy experience, in the "teacher" perspective, they were more likely to act on these ideas, appropriate these experiences, and adapt them to suit their needs.

Participants make frequent references to how ideas gleaned from the Academy were new. For example, participants were about five times as likely to refer to an item as "new" as they were to view it as a "change" or as "reinforcement".

Tables 1-2 represent a summary of the impact of the Academy across all twelve teachers based upon a compilation of the data from each teacher's portfolio.

Table 1: Utility of Experience By Perspective for Twelve Case Study Academy Participants During Summer Interview

	SUMMER INTERVIEW				
	Citation (1)	Understanding (2)	Appropriating (3)	Imparting (4)	Rejection (5)
Teacher	138	160	98	0	1
Historian	46	94	70	0	1
Individual	51	91	31	0	1

Table 2: General Knowledge Shifts by Perspective for Twelve Case Study Academy Participants During Summer Interview

	SUMMER INTERVIEW			
	New Knowledge (N)	Shift in Knowledge (S)	Reinforcement of Knowledge (R)	No Effect (O)
Teacher	271	42	80	4
Historian	143	38	29	1
Individual	114	35	23	2

These data indicate that different Academy participants found different elements of the Academy more or less useful and significant (i.e., there was considerable variation across participants in terms of which elements contributed to changes in knowledge and usefulness). However. there were a number of elements to which different participants made repeated references. The following (referred to as "Hot Spots") are among the twenty-nine elements which comprised the list of critical items to which repeated references were made:

RESOURCES
R01 Building a History Curriculum
R02 History Matters
R03 American History Textbook
R04 World History Textbook
R05 After the Fact
R06 Historical Literacy
R07 Narrative of Frederick Douglass
R08 Lecture notes
R09 Model units - Betty, Nancy, et al.
R10 Handouts
R11 Topic specific printed matter
R12 Topic specific other media
R13 Historian
R14 Portfolios
R15 Journal
R16 World history course
R17 American history course
R18 Theory and methods course

EVENTS
E01 Guest lectures
E02 Ohio Historical Society
E03 Ohio State Library
E04 Computer Demonstration
E05 Grade Level Small Group
E06 Discussion Group

CONCEPTS
C01 Primary Sources
C02 Critical Evaluation
C03 Multicultural Perspective
C04 Posthole Approach
C05 Significant Individual

Over half the participants' responses referred to these elements.

Tables 3 and 4 depict these data in more detail (by perspectives, shifts in understanding and utility).

Table 3: The Relation of Utilization of Critical Items by Perspective During Summer Interview

		CITATION (1)			UNDERSTAND (2)			APPROPRIATE (3)			IMPART (4)			REJECT (5)		
		(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)
R01	Building a History Curriculum	5	1	0	9	4	3	6	3	0	0	0	0	0	0	0
R02	History Matters	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R03	American History Textbook	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
R04	World History Textbook	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R05	After the Fact	0	0	0	3	3	6	0	0	0	0	0	0	0	0	0
R06	Historical Literacy	3	0	0	2	0	0	0	0	0	0	0	0	0	0	0
R07	Narrative of Frederick Douglass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R08	Lecture notes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R09	Model units - Betty, Nancy, et al.	5	2	0	3	0	0	2	1	0	0	0	0	0	0	0
R10	Handouts	2	0	1	5	4	1	0	0	0	0	0	0	0	0	0
R11	Topic specific printed matter	30	11	11	18	8	13	8	6	3	0	0	0	0	0	0
R12	Topic specific other media	8	0	0	2	2	2	15	13	9	0	0	0	0	0	0
R13	Historian	3	3	3	6	3	6	0	0	0	0	0	0	1	1	1
R14	Portfolios	2	0	2	1	0	0	2	0	1	0	0	0	0	0	0
R15	Journal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R16	World history course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R17	American history course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R18	Theory and methods course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E01	Guest lectures	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
E02	Ohio Historical Society	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0
E03	Ohio State Library	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E04	Computer Demonstration	3	0	0	7	0	0	0	0	0	0	0	0	0	0	0
E05	Grade Level Small Group	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
E06	Discussion Group	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0
C01	Primary Sources	4	6	3	1	13	7	4	10	5	9	0	0	0	0	0
C02	Critical Evaluation	0	0	2	2	9	6	0	4	6	0	0	0	0	0	0
C03	Multicultural Perspective	3	3	0	9	8	6	19	15	1	0	0	0	0	0	0
C04	Posthole Approach	2	2	0	2	1	0	2	2	0	0	0	0	0	0	0
C05	Significant Individual	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0

Table 4: The Relation of Knowledge Shift to Critical Items by Perspective During Summer Interview

		NEW KNOWLEDGE (N)			SHIFT IN KNOWLEDGE (S)			REINFORCE KNOWLEDGE (R)			NO EFFECT (O)		
		(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)
R01	Building a History Curriculum	18	8	3	1	0	0	1	0	0	0	0	0
R02	History Matters	1	0	0	0	0	0	0	0	0	0	0	0
R03	American History Textbook	1	1	1	0	0	0	0	0	0	0	0	0
R04	World History Textbook	1	0	0	0	0	0	0	0	0	0	0	0
R05	After the Fact	3	1	4	0	2	2	0	0	0	0	0	0
R06	Historical Literacy	3	0	0	0	0	0	2	0	0	0	0	0
R07	Narrative of Frederick Douglass	0	0	0	0	0	0	0	0	0	0	0	0
R08	Lecture notes	0	0	0	0	0	0	0	0	0	0	0	0
R09	Model units - Betty, Nancy, et al.	6	2	0	3	1	0	1	0	0	0	0	0
R10	Handouts	7	3	2	0	1	0	0	0	0	0	0	0
R11	Topic specific printed matter	49	23	25	1	0	0	6	2	1	0	0	1
R12	Topic specific other media	22	13	9	0	0	0	3	2	2	0	0	0
R13	Historian	8	5	6	0	0	2	1	1	1	1	1	1
R14	Portfolios	2	0	2	0	0	0	3	0	1	0	0	0
R15	Journal	0	0	0	0	0	0	0	0	0	0	0	0
R16	World history course	0	0	0	0	0	0	0	0	0	0	0	0
R17	American history course	0	0	0	0	0	0	0	0	0	0	0	0
R18	Theory and methods course	0	0	0	0	0	0	0	0	0	0	0	0
E01	Guest lectures	1	0	0	0	0	0	0	0	0	0	0	0
E02	Ohio Historical Society	2	2	2	0	0	0	0	0	0	0	0	0
E03	Ohio State Library	0	0	0	0	0	0	0	0	0	0	0	0
E04	Computer Demonstration	10	0	0	0	0	0	0	0	0	0	0	0
E05	Grade Level Small Group	2	0	0	0	0	0	2	0	0	0	0	0
E06	Discussion Group	0	1	1	0	0	1	2	0	0	0	0	0
C01	Primary Sources	21	24	14	3	1	0	3	4	1	0	0	0
C02	Critical Evaluation	2	7	2	0	5	12	0	1	0	0	0	0
C03	Multicultural Perspective	18	11	6	7	8	0	6	7	1	0	0	0
C04	Posthole Approach	2	2	0	0	0	0	4	3	0	0	0	0
C05	Significant Individual	1	0	0	0	0	0	0	0	0	0	0	0

As illustrated in Table 4, in addition to differing frequencies of response, teachers also reported different levels of utilization for the each of the critical items. About a third of the responses (159) referred to print (e.g., library books, newspapers, journals) and nonprint (e.g., photographs, maps, realia) materials teachers had collected as resources for the research papers they were writing or for the teaching units they were developing. Other features of the Academy experience which received emphasis were history concepts relating to primary sources (71), multicultural perspectives (64), and critical evaluation (29). Teachers also made frequent references to the booklet "Building a History Curriculum" (31). While many items were deemed as contributing to new understanding, only specific topical knowledge and selected historical processes were aligned with changes in use.

While the interviews conducted at the end of the Academy's summer session provided information about the immediate impact of the program, information obtained from the follow up interviews contributed to our ability to assess how well the teachers would be able to sustain and extend the effects from the summer sessions.

Those data suggested that the impact of the Academy was sustained, enriched and expanded. Academy participants were still actively engaged with the ideas presented and had appropriated many as well as imparted some.

As before, Academy participants approached their experience generally from the perspective of "teacher". In particular, participants were about four times as likely to view and evaluate an experience in terms of its classroom application (414) as they were in terms of its relationship to historian scholarship (122) and about ten times more likely than to relate it to their own personal interests (48). In contrast to the summer interviews, however, about half as many responses reflected an "historian" perspective(211/122). Tables 5 & 6 represent a summary of the impact of the Academy during the following school year.

Table 5: Utility of Academy by Perspective for Twelve Case Study Participants During Follow-Up Interview

	FOLLOW-UP INTERVIEW				
	Citation (1)	Understanding (2)	Appropriating (3)	Imparting (4)	Rejection (5)
Teacher	69	108	109	81	47
Historian	11	16	48	38	9
Individual	6	9	17	7	9

Table 6: General Knowledge Shifts by Perspective for Twelve Case Study Participants During Follow-Up Interview

	FOLLOW-UP INTERVIEW			
	New Knowledge (N)	Shift in Knowledge (S)	Reinforcement of Knowledge (R)	No Effect (O)
Teacher	204	76	90	44
Historian	48	31	34	9
Individual	17	11	12	8

Again, in an effort to examine the various hot spots, various analyses detailing the impact of each element in terms of level of utilization and knowledge shift were carried out. These are presented in Tables 7 and 8 respectively.

Table 7: Relation of Utilization to Critical Items by Perspective During Follow-Up Interview

		CITATION (1)			UNDERSTAND (2)			APPROPRIATE (3)			IMPART (4)			REJECT (5)		
		(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)
R01	Building a History Curriculum	2	2	0	9	3	0	7	3	0	3	1	0	1	0	0
R02	History Matters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R03	American History Textbook	5	0	0	1	0	0	1	0	0	0	0	0	1	0	0
R04	World History Textbook	4	0	0	5	0	0	0	0	0	0	0	0	0	0	0
R05	After the Fact	2	1	0	1	0	0	0	0	0	1	0	0	2	0	0
R06	Historical Literacy	2	0	0	4	0	0	0	0	0	0	00	0	1	0	0
R07	Narrative of Frederick Douglass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R08	Lecture notes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R09	Model units - Betty, Nancy, et al.	1	0	0	4	0	0	6	0	2	2	0	0	2	0	0
R10	Handouts	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0
R11	Topic specific printed matter	6	0	1	1	1	0	6	1	1	0	0	0	0	0	0
R12	Topic specific other media	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0
R13	Historian	1	1	0	1	1	1	1	3	1	0	0	0	5	5	5
R14	Portfolios	2	0	0	4	0	0	6	1	6	7	0	1	2	1	1
R15	Journal	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
R16	World history course	2	0	0	0	0	0	0	0	0	0	0	0	3	0	1
R17	American history course	3	0	0	1	0	1	0	0	0	0	0	0	0	0	0
R18	Theory and methods course	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E01	Guest lectures	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
E02	Ohio Historical Society	4	0	1	0	0	0	6	2	0	0	0	0	1	0	0
E03	Ohio State Library	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
E04	Computer Demonstration	1	0	0	0	0	0	0	0	0	0	0	0	4	0	0
E05	Grade Level Small Group	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E06	Discussion Group	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1
C01	Primary Sources	3	2	0	5	2	0	11	7	0	15	12	0	0	0	0
C02	Critical Evaluation	2	2	0	4	2	1	2	1	1	9	6	0	1	1	0
C03	Multicultural Perspective	1	0	0	4	1	0	11	7	0	4	4	0	0	0	0
C04	Posthole Approach	1	0	0	4	1	0	4	4	0	0	0	0	2	0	0
C05	Significant Individual	0	0	0	1	1	0	0	0	0	6	6	0	0	0	0

Table 8: The Relation of Knowledge Shift to Critical Item By Perspective During Follow-Up Interview

		NEW KNOWLEDGE (N)			SHIFT IN KNOWLEDGE (S)			REINFORCE KNOWLEDGE (R)			NO EFFECT (O)		
		(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)	(T)	(H)	(I)
R01	Building a History Curriculum	9	5	0	7	2	0	5	2	0	1	0	0
R02	History Matters	0	0	0	0	0	0	0	0	0	0	0	0
R03	American History Textbook	7	0	0	0	0	0	0	0	0	1	0	0
R04	World History Textbook	9	0	0	0	0	0	0	0	0	0	0	0
R05	After the Fact	4	1	0	0	0	0	0	0	0	2	0	0
R06	Historical Literacy	4	0	0	0	0	0	2	0	0	1	0	0
R07	Narrative of Frederick Douglass	0	0	0	0	0	0	0	0	0	0	0	0
R08	Lecture notes	0	0	0	0	0	0	0	0	0	0	0	0
R09	Model units - Betty, Nancy, et al.	10	0	0	0	0	0	3	0	2	2	0	0
R10	Handouts	2	0	0	0	0	0	1	0	0	1	0	0
R11	Topic specific printed matter	9	1	1	2	0	0	2	1	1	0	0	0
R12	Topic specific other media	4	1	0	0	0	0	0	0	0	0	0	0
R13	Historian	0	0	0	0	3	1	2	2	1	5	5	5
R14	Portfolios	9	0	3	1	0	0	6	1	4	2	1	1
R15	Journal	0	0	0	4	0	0	1	0	0	1	0	0
R16	World history course	4	0	1	0	0	0	0	0	0	1	0	0
R17	American history course	2	0	0	0	0	0	1	0	1	0	0	0
R18	Theory and methods course	1	0	0	1	0	0	0	0	0	0	0	0
E01	Guest lectures	1	0	0	0	0	0	0	0	0	1	0	0
E02	Ohio Historical Society	8	1	1	0	0	0	2	1	0	1	0	0
E03	Ohio State Library	1	0	0	1	0	1	0	0	0	0	0	0
E04	Computer Demonstration	1	0	0	0	0	0	0	0	0	4	0	0
E05	Grade Level Small Group	2	0	0	0	0	0	0	0	0	0	0	0
E06	Discussion Group	0	0	0	1	0	0	0	0	0	1	1	1
C01	Primary Sources	20	13	0	2	1	0	12	9	0	0	0	0
C02	Critical Evaluation	8	4	0	7	6	0	2	6	1	1	1	0
C03	Multicultural Perspective	7	5	0	3	3	0	10	3	0	0	0	0
C04	Posthole Approach	1	0	0	0	0	0	8	0	0	2	0	0
C05	Significant Individual	7	7	0	0	0	0	0	0	0	0	0	0

As our analysis of the follow up interview indicates, participants were more likely to refer to ideas, resources, and strategies (attributed to the summer academy) they had "appropriated" and "imparted" (174,126) than they were during the earlier interview (199,0). Similar to the earlier interviews, participants continue to refer to information and ideas they had acquired since the summer session as "new". Participants were about twice as likely to consider an item as "new" (269) as they were to view it as a "change" (118) or as "reinforcement" (136) to their thinking. In comparison with the impact on knowledge associated with the summer session (528, 115, 132) the amount of information perceived as "new" fell by half, while the other descriptions remained constant. In contrast to the summer, the type of ideas that the participants deemed salient did shift/, participants were about as likely to refer to curriculum (165) issues as they were to resources they

had collected (164). Additionally, teachers' responses suggested they emphasized issues of historical processes (134) over specific content knowledge (58).

In terms of whether the effects of specific elements of the Academy were still active, the responses to the previously listed critical elements appears to have remained stable, except for references to print and nonprint content materials which decreased (159) (22). Consistent with the earlier interview, the participants' responses emphasized items and events which related to history concepts such as "primary source documents" (57), "critical evaluation" (31), and "multicultural perspectives" (32) in describing their experiences since the summer Academy. Further, their responses suggest that participants were more likely to have "imparted" ideas about these concepts (especially "primary source documents") than they were other critical elements. The text, "Building a History Curriculum" (31) was also emphasized during these follow up conferences. Participants also frequently referred to their personal historian (8), particularly when adopting an "individual" perspective.

Cross Validation

As a means of cross-validating the trends emerging from the analyses of the 12 case studies, a short follow-up survey was distributed to all Academy teachers. Of the forty questionnaires mailed, eighteen were returned. The respondents included eight elementary school teachers, eight middle school teachers, and two high school teachers. The items on the survey corresponded to the tenets and coding emerging from the one to one interview with our subsample of twelve teachers.

For the survey, teachers were asked to comment on 25 separate features of the Academy. Each feature received two responses —

- one aimed at describing the feature's <u>effect</u> on the respondent's thinking (response choices were "no effect on my thinking", "new idea", "reinforced my own ideas", "changed my thinking") and
- one aimed at describing the feature's <u>utility</u> (response choices were "not useful", "interesting, but not useful", "will use", "using or have used").

Table 9: Frequency of teacher responses to cross-validation survey items

World history lectures

1	NO EFFECT ON MY THINKING	10	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	3	CHANGED MY THINKING
2	NOT USEFUL	4	INTERESTING, BUT NOT USEFUL	3	WILL USE	8	USING OR HAVE USED

World history text book

2	NO EFFECT ON MY THINKING	7	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	0	CHANGED MY THINKING
2	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	5	WILL USE	8	USING OR HAVE USED

American history lectures

0	NO EFFECT ON MY THINKING	5	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	9	CHANGED MY THINKING
0	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	7	WILL USE	8	USING OR HAVE USED

American history text book

2	NO EFFECT ON MY THINKING	7	NEW IDEA OR INFORMATION	7	REINFORCED MY OWN IDEAS	2	CHANGED MY THINKING
1	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	7	WILL USE	7	USING OR HAVE USED

Guest lectures

1	NO EFFECT ON MY THINKING	5	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
0	NOT USEFUL	4	INTERESTING, BUT NOT USEFUL	5	WILL USE	7	USING OR HAVE USED

After the Fact

1	NO EFFECT ON MY THINKING	7	NEW IDEA OR INFORMATION	1	REINFORCED MY OWN IDEAS	8	CHANGED MY THINKING
1	NOT USEFUL	5	INTERESTING, BUT NOT USEFUL	7	WILL USE	5	USING OR HAVE USED

Historical Literacy

2	NO EFFECT ON MY THINKING	5	NEW IDEA OR INFORMATION	1	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
1	NOT USEFUL	5	INTERESTING, BUT NOT USEFUL	7	WILL USE	5	USING OR HAVE USED

Narrative of the Life of Frederick Douglass

2	NO EFFECT ON MY THINKING	2	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	10	CHANGED MY THINKING
0	NOT USEFUL	3	INTERESTING, BUT NOT USEFUL	7	WILL USE	7	USING OR HAVE USED

Building a History Curriculum

1	NO EFFECT ON MY THINKING	6	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	6	CHANGED MY THINKING
1	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	8	WILL USE	7	USING OR HAVE USED

Theory and methods course

1	NO EFFECT ON MY THINKING	5	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	6	CHANGED MY THINKING
1	NOT USEFUL	0	INTERESTING, BUT NOT USEFUL	7	WILL USE	7	USING OR HAVE USED

Your historian

5	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	1	REINFORCED MY OWN IDEAS	4	CHANGED MY THINKING
4	NOT USEFUL	3	INTERESTING, BUT NOT USEFUL	6	WILL USE	2	USING OR HAVE USED

Small group discussions

2	NO EFFECT ON MY THINKING	3	NEW IDEA OR INFORMATION	2	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
1	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	4	WILL USE	7	USING OR HAVE USED

Grade level discussions

1	NO EFFECT ON MY THINKING	3	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	8	CHANGED MY THINKING
1	NOT USEFUL	0	INTERESTING, BUT NOT USEFUL	4	WILL USE	9	USING OR HAVE USED

Informal discussions with other teachers

0	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	5	REINFORCED MY OWN IDEAS	8	CHANGED MY THINKING
0	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	5	WILL USE	10	USING OR HAVE USED

Table 9: (continued)

Informal discussions with mentor teachers and others

0	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
0	NOT USEFUL	3	INTERESTING, BUT NOT USEFUL	4	WILL USE	10	USING OR HAVE USED

Ohio Historical Society

3	NO EFFECT ON MY THINKING	6	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	3	CHANGED MY THINKING
3	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	7	WILL USE	5	USING OR HAVE USED

Your research project

1	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	4	REINFORCED MY OWN IDEAS	8	CHANGED MY THINKING
0	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	2	WILL USE	15	USING OR HAVE USED

Your teaching unit(s)

1	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	6	REINFORCED MY OWN IDEAS	6	CHANGED MY THINKING
0	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	3	WILL USE	14	USING OR HAVE USED

Your portfolio

4	NO EFFECT ON MY THINKING	6	NEW IDEA OR INFORMATION	2	REINFORCED MY OWN IDEAS	5	CHANGED MY THINKING
3	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	4	WILL USE	8	USING OR HAVE USED

Your journal

4	NO EFFECT ON MY THINKING	3	NEW IDEA OR INFORMATION	5	REINFORCED MY OWN IDEAS	5	CHANGED MY THINKING
4	NOT USEFUL	6	INTERESTING, BUT NOT USEFUL	3	WILL USE	5	USING OR HAVE USED

"Post Hole" approach

22	NO EFFECT ON MY THINKING	3	NEW IDEA OR INFORMATION	2	REINFORCED MY OWN IDEAS	4	CHANGED MY THINKING
0	NOT USEFUL	2	INTERESTING, BUT NOT USEFUL	3	WILL USE	7	USING OR HAVE USED

Primary sources

0	NO EFFECT ON MY THINKING	5	NEW IDEA OR INFORMATION	3	REINFORCED MY OWN IDEAS	9	CHANGED MY THINKING
0	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	5	WILL USE	12	USING OR HAVE USED

Multicultural perspective

0	NO EFFECT ON MY THINKING	0	NEW IDEA OR INFORMATION	10	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
0	NOT USEFUL	0	INTERESTING, BUT NOT USEFUL	4	WILL USE	14	USING OR HAVE USED

Multiple perspectives

1	NO EFFECT ON MY THINKING	4	NEW IDEA OR INFORMATION	5	REINFORCED MY OWN IDEAS	7	CHANGED MY THINKING
1	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	6	WILL USE	10	USING OR HAVE USED

Critical thinker

1	NO EFFECT ON MY THINKING	2	NEW IDEA OR INFORMATION	8	REINFORCED MY OWN IDEAS	6	CHANGED MY THINKING
1	NOT USEFUL	1	INTERESTING, BUT NOT USEFUL	2	WILL USE	14	USING OR HAVE USED

Table 9 includes the results for all the teachers item by item.

In general, the data from the survey was consistent with the interview data from the subsample of twelve teachers. As with the case study findings, nearly all the features were perceived by teachers as having an effect on their thinking and also having some degree of usefulness. Some items drew distinct responses (that is, teachers seemed to cluster at the same response) while other items drew responses which were less distinct (responses were varied).

Among specific features, the idea of "primary sources" appeared to be most powerful. This was also the case with the interview data. Nearly all teachers felt this concept was useful, and about have the respondents reported that this idea changed their thinking in some way. The notion of "multiple perspectives" received a similarly strong response. Teachers also generally viewed the research project and the teaching unit as a powerful aspect to the Academy experience. Nearly all respondents reported that these projects affected their thinking in some way. The majority of teachers also reported that they were using or had already used these projects in some way.

Other highly-effective features included less structured aspects of the Academy, in particular formal and informal small group "grade level & small group discussions", as well as "informal discussions with mentor teachers". The portfolio feature was generally viewed as useful, and nearly a third of the teachers stated that ideas about portfolios were new to them.

Some features viewed as highly-effective were also perceived as reinforcing (rather than informing or changing) teachers' thinking. These features included "critical thinking" and "multicultural perspectives."

However, not all features were perceived as having great utility. For example, teachers were evenly divided in the ways they viewed their relationship with a professional historian. with the most frequent response being "no effect, not useful." Other features simply lacked definite impact. For example, teachers were split in the way they viewed journal-writing. The concept of the "post hole" approach to history curriculum appeared to lack definition. Nearly half the teachers failed to respond to this feature in any way.

Teachers differed in their responses to the three courses presented in the Academy --World History, American History, and Theory and Methods. While they generally viewed all three courses as useful, the American History lectures seemed to be perceived as the most useful, followed by the Theory and Methods activities. The World History course, while viewed as having introduced more new ideas, seemed less applicable to their classroom practice.

Taken together and consistent with our interview data, the survey suggests that teachers are motivated by practicality and that features which were perceived as having changed their thinking were also generally those which they were able to use. For example, teachers commented that while the information they were learning may be new, and even interesting, they could not find a way to incorporate this experience into their curricula. In contrast, the experience of assembling research projects and teaching units may have been regarded as highly effective (at changing their thinking) because these experiences were easily adapted to their practice.

SUMMARY AND DISCUSSION

Overall, the Academy appears to have achieved its purpose of creating a momentum for history education. The data clearly illustrates ways in which the Academy experience has become on-going and generative. The Academy affected changes in teachers' views of themselves (as professionals, historians and history teachers), their knowledge and practice. Moreover, these changes went beyond reinforcement of existing ideas and improvements upon existing practices. It led to a process of achieving new understandings and shifts and extended to the imparting of these ideas to others. The transfer that occurred was quite extensive. The data presents patterns in which ideas were effectively introduced and adopted by Academy participants who in turn imparted many of their ideas to their students and to their colleagues. Further, teachers were able to transfer certain concepts from the discipline of history and apply those to other areas of their curriculum.

The Academy successfully customized its approach to meet the diverse backgrounds, needs, assumptions, and individual differences of the participants. The overall collaborative and collegial context of the Academy provided a model learning structure. Within this structure

teachers were assisted in defining and designing investigations and teaching materials that fit the requirements of their classroom needs and satisfied their individual curiosities. In addition, the organizers of the Academy chose a multifaceted and collaborative approach. They connected history or being an historian with teaching history or history education. The convergence of the discipline of history with practice appears to have been responsible for achieving some of the aforementioned goals. Teachers were treated with integrity. They were assisted in becoming historians and history educators by historians and history educators. Multiple resources gave teachers access to new ideas, as well as mobilized or equipped them to implement new practices. Multiple formats of presentation afforded the critically engagement with ideas, consider multiple perspectives and explore new possibilities. These included lectures, formal group discussions, and informal talks with mentors and colleagues. Also, the Academy was organized around powerful and recurring organizing themes. These themes were tied to historical processes and were generally accessible to the teachers, who in turn, appeared to have appropriated these themes as the framework for their own classrooms.

This evaluation procedures were also unique — especially, the use of portfolio evaluation procedures as a way of pursuing a grounded evaluation of the influence of a project upon the intellectual journey and practice of teachers. The data emerging from these portfolios were complex and varied providing a rich and detailed picture of individual teachers changes as well as the factors or elements which contributed to those changes. Without compromising the integrity of the assessment, these data and data collection procedures were pursued collaboratively. Without diminishing the information or feedback that was needed, these data were examined on their own terms. Indeed, these data seem more trustworthy and richer than more traditional means of assessment.

In closing, the Academy was remarkably successful in an attempt to change participants' perspectives about the discipline of history and about themselves as teachers. This success can be traced to the Academy's concerted effort to transform teachers into historians by enabling them to do history. This aspect of the Academy was clearly, highly effective. Teachers used bonafide

methods of historical inquiry to collect data and to conduct original research. This was also an effective means to refocus teachers' perceptions of themselves (as teachers, historians, and individual learners). And, to a great extent, after "doing history" most participants changed their view of the discipline and the materials and methods they typically used to teach it.

This opportunity to become historians had a powerful effect on teacher's classroom strategies. This is particularly well-supported in the number of references made to "primary source documents" and "critical evaluation" in the context of classroom applications. Teachers explained that a main reason for applying to the History Academy was to learn ways to make history come alive for their students. By appropriating and adapting ideas learned during the Academy, it appears they have found these perspectives and tools as effective ways to do just that.

The evaluation procedures should also be heralded. They represent a shift in evaluation toward practices which begin to live up to how history is done and should be evaluated.

APPENDIX A

Summary of Key Terms

In looking at the graphs and data for any of the participants, the following summary of terms and their definitions may be helpful.

PERSPECTIVE

Teacher:	References to themes commonly attributed to teachers-- instruction, teaching resources, management of children, etc.
Historian:	References to themes commonly attributed to historians -- research processes, interpretative techniques, resources, etc.
Individual:	References to themes commonly attributed to individuals -- personal values and goals, opinions and behaviors, etc.

UNDERSTANDING

New Knowledge:	New information regarding topics or procedures
Shifts in Knowledge:	Information conflicting with previous understandings and resulting in shifts, clarifications, or elaborations
Reinforcement:	Information supporting previously-held beliefs and behaviors
No Effect:	Information having no effect on thinking

INTENSITY/UTILITY

Rejection:	Information individual either ignored or perceived as inapplicable
Citing:	Information listed without elaboration
Understanding:	Information explained and interpreted
Appropriating:	Information adapted to individual needs
Imparting:	Information transferred to students or colleagues

TOPICS

Resources:	Printed matter, key places, and people perceived as sources of pedagogical or historical information
Teaching Strategies:	Specific classroom activities, teaching methods
Curriculum:	Pedagogical issues pertaining to scope and sequence of instruction, assessment, educational policy
Knowledge Base:	Historical information pertaining to specific units of research or instruction,
Historical Processes:	Epistemological issues pertaining to trends in the research and interpretation of historical phenomena.
Collegiality:	Professional interaction with Academy participants, school colleagues, and historians
Technology:	Use of computers and other implements of technology to assist research, instruction, or personal development.

KEY ELEMENTS (HOT SPOTS)

RESOURCES

R01	Building a History Curriculum	Booklet prepared by the Bradley Commission containing the Habits of the Mind and guidelines for teaching history in schools
R02	History Matters	Publication prepared by the National Council for History Education which contains ideas, notes, and news about history.
R03	American History Textbook	Selections from this book were assigned as lead-ins for lectures and was meant to also serve as a reference for further study.
R04	World History Textbook	Selections from this book were assigned as lead-ins for lectures and was meant to also serve as a reference for further study.
R05	After the Fact	Selections from this book were assigned as lead-ins for lectures and as an introduction to the art of historical detection.
R06	Historical Literacy	Selections from this book were assigned as lead-ins for lectures.
R07	Narrative of Frederick Douglass	Selections of this book were assigned as a lead-in to lecture.
R08	Lecture notes	Participants' recording of information from lectures
R09	Model units - Betty, Nancy, et al.	Mentor teachers presented model units in the theory and methods course demonstrating practical application.
R10	Handouts	Copies of materials distributed to participants as lead-ins for lectures to come, units presented in class, information presented by guest speakers.
R11	Topic specific printed matter	Books, articles, units, newspapers, magazines which pertained to the participants' research project or unit.
R12	Topic specific other media	Records, tapes, videotapes, artifacts, or persons relating to their research project or unit.
R13	Historian	Participants were to choose an historian from a list. This historian was to help them with their project topic and unit by providing information, bibliographies, etc.
R14	Portfolios	Alternative method of evaluation presented to the participants, as well as the physical materials gathered by the participants to represent their experience in the Academy.
R15	Journal	Participants were to reflect in writing daily during the Academy and periodically during the following school year.
R16	World history course	Books, lectures, speakers, and other materials used in presenting information on countries other than the US.
R17	American history course	Books, lectures, speakers, and other materials used in presenting information on the US and its development.
R18	Theory and methods course	Books lectures, speakers and other materials used in presenting pedagogy and practical application of historical education concepts.

EVENTS

E01	Guest lectures	Individuals speaking to the participants other than the Academy personnel.
E02	Ohio Historical Society	A trip to the Ohio Village and Ohio Historical Society which introduced participants to their library and resources
E03	Ohio State Library	A trip to The Ohio State University main library in which they were introduced and tutored in computer system and how to locate topics, books and related materials.
E04	Computer Demonstration	Presentations of various software and hardware for educational use.
E05	Grade Level Small Group	Participants were assigned to meet with one member of Academy personnel and other participants with similar teaching assignments for the purpose of more in depth discussion of presented materials, as well as sharing of methods and materials that have worked for them in the past.
E06	Discussion Group	Participants were assigned to meet with one member of Academy personnel and other participants regardless of grade level for the purpose of more in depth discussion of topics.

CONCEPTS

C01	Primary Sources	Information purporting to be first-hand, eye-witness accounts of historical events. Written documents, oral histories, paintings, photographs, etc.
C02	Critical Evaluation	Question information source validity, circumstances, and interpretations. Read widely and critically, ask probing questions.
C03	Multicultural Perspective	Accepts the proposition that interpretation of historical events and trends is influenced by the presenting dominant culture.
C04	Posthole Approach	A method of organizing instruction or exploration around key aspects of period.
C05	Significant Individual	Reference to the importance of individuals who have made a difference in history and the significance of personal character for both good and ill.

APPENDIX B

A sample case study

Rachael

General Background

Rachael is a seventeen-year veteran, currently assigned to grade four at a suburban elementary school. She described her background in history as two courses on the teaching of social studies and history. At the time of this Academy, educational level was Bachelor of Arts plus thirty hours. Rachael attended the Academy with her teaching partner, another grade four teacher from her school.

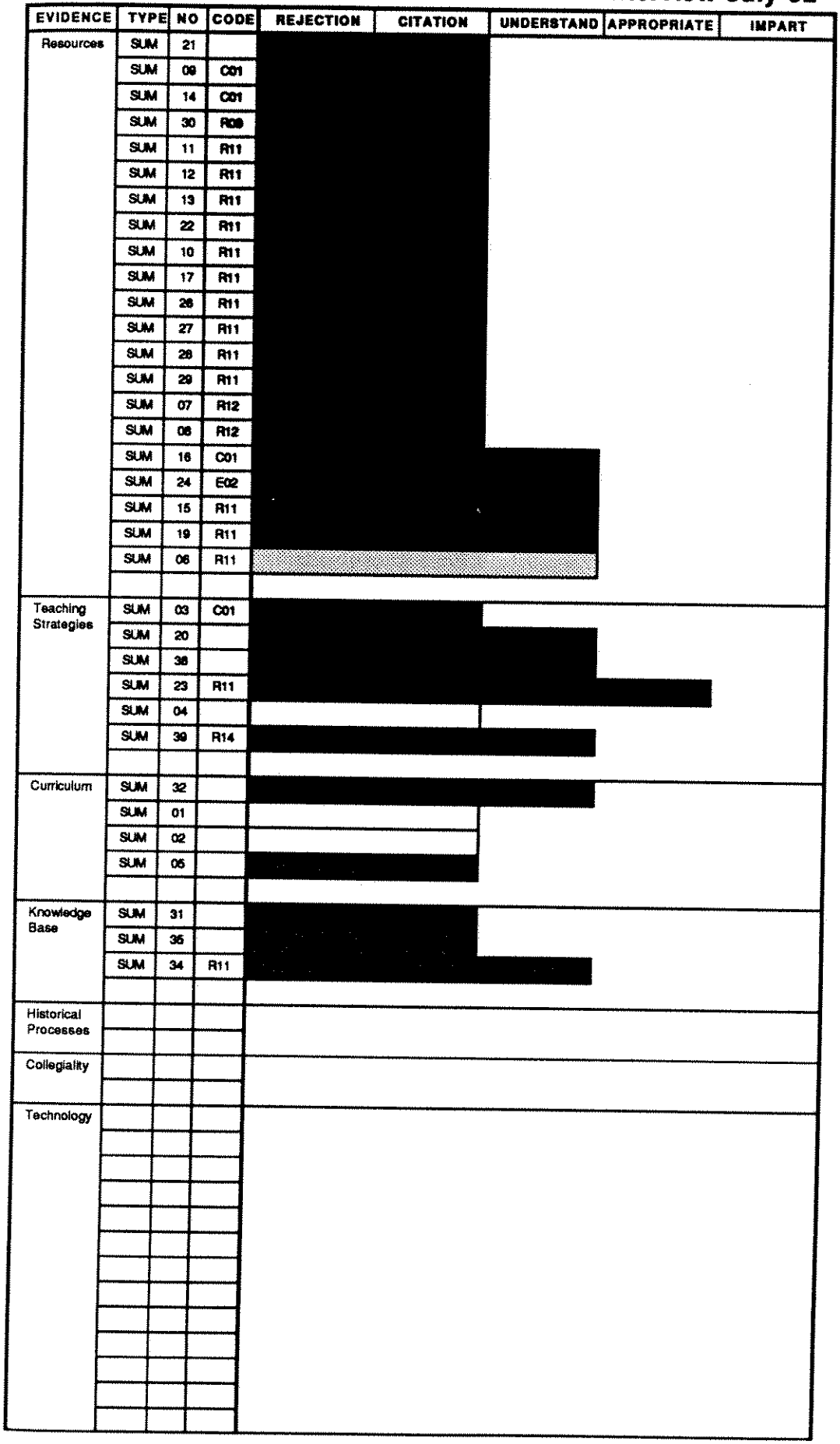
In her application letter, Rachael identified her expectations and goals for the History Academy as enabling her to "develop a teaching area for my fourth graders that would bring to life a history of Ohio that most of the children's grandparents and even some of their parents lived through. Rachael attributed her interest in history to her parents, two teachers and self-appointed history buffs."

The Academy Experience

As indicated by the first three graphs for the summer exit interview, the majority of Rachael's responses reflected a teacher perspective. In only two responses did Rachael refer to ways in which the Academy influenced her as an individual. The majority of responses, regardless of perspective, were reference to specific resources and instructional materials. These resources tended to be described as "new" to Rachael and she appeared to have incorporated these resources into her own repertoire at the level of citation or understanding. Nearly half the elements referred to topic specific printed matter. Among historical concepts, Rachael cited primary sources as an influential concept.

As indicated by the second three graphs for the final follow-up interview, Rachael's comments during the follow-up conference were dominated again by responses which characterized a teacher perspective. Her interpretations tended to describe the utility of various resource materials, teaching strategies, curriculum, and the acquisition of new knowledge about her content topic — Ohio history. However, Rachael increased the amount of references which reflected the perspective of historian. The influence on Rachael as an individual appears minimal from these comments. Rachael comments centered around resources, curricular issues, teaching strategies, and on expanding her knowledge base of topical information. Comments on historical concepts and processes were almost as frequent as references which suggested a teacher perspective. Most of Rachael's comments during the follow-up conference referred to knowledge shifts. These new or shifting ideas were generally appropriated and imparted to students. Critical features of the Academy appeared to be portfolios, the model lessons presented by the Academy faculty, and the resource *Building a History Curriculum*. Rachael had also taken on administrative duties in addition to her grade four assignment. During the follow-up interview, Rachael spoke enthusiastically and explicitly about the impact of the Academy experience on her teaching and her students' learning. Rachael explains that "because we are kind of limited with Ohio history I've always before just kind of focused right on Ohio. Now I find I'm talking more about European history and history that happened before Ohio. Now I find that I'm looking more at relationships. So I think it was really a good experience."

Rachael - Summer Interview July 92



TEACHER

- New Knowledge (N)
- Shift in Knowledge (S)
- Reinforcement (R)
- No Effect (O)

Teacher	T = 34
Historian	H = 06
Individual	I = 02
	TOTAL = 42

Citation	1 = 25
Understanding	2 = 16
Appropriation	3 = 01
Imparting	4 = --
Rejection	5 = --
	TOTAL = 42

New Knowledge	N = 33
Shift in Knowledge	S = 04
Reinforcement	R = 02
No Effect	O = 03
	TOTAL = 42

Resources	RE = 26
Teaching Strategies	TS = 06
Curriculum	CU = 04
Knowledge Base	KB = 05
Historical Processes	HP = 01
Collegiality	CO = --
Technology	TE = --
	TOTAL = 42

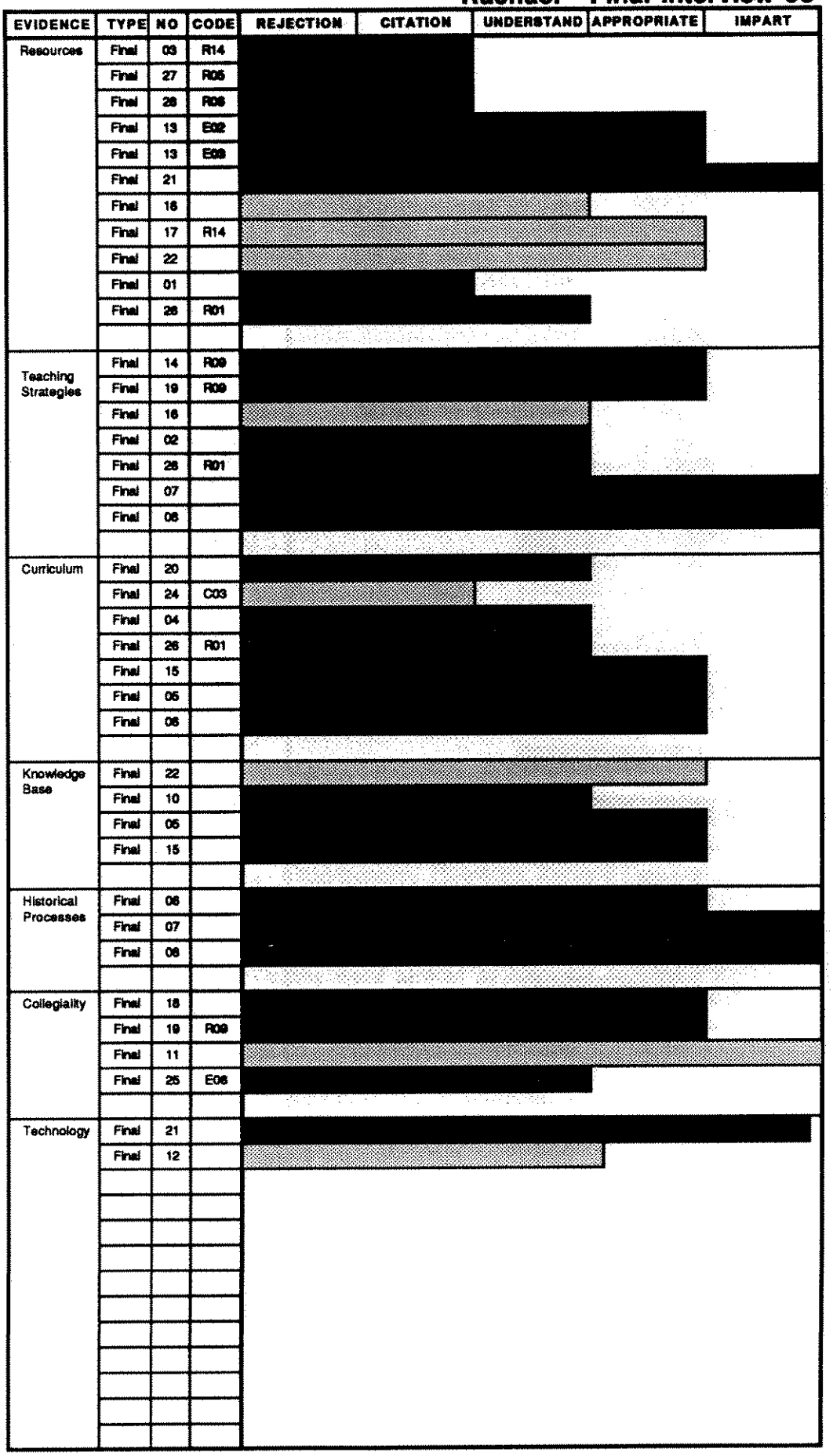
Building a History Curriculum	R01 = 01
History Matters	R02 =
American History Textbook	R03 =
World History Textbook	R04 =
After the Fact	R05 =
Historical Literacy	R06 =
Narrative of Frederick Douglass	R07 =
Lecture notes	R08 =
Model units - Betty, Nancy, et al.	R09 = 01
Handouts	R10 =
Topic specific printed matter	R11 = 17
Topic specific other media	R12 = 02
Historian	R13 =
Portfolios	R14 = 01
Journal	R15 =
World history course	R16 =
American history course	R17 =
Theory and methods course	R18 =

Guest lectures	E01 =
Ohio Historical Society	E02 = 01
Ohio State Library	E03 =
Computer Demonstration	E04 =
Grade Level Small Group	E05 =
Discussion Group	E06 =

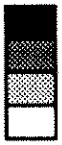
Primary Sources	C01 = 06
Critical Evaluation	C02 =
Multicultural Perspective	C03 =
Posthole Approach	C04 =
Significant Individual	C05 =

Rachael - Final Interview 93

EVIDENCE	TYPE	NO	CODE
Resources	Final	03	R14
	Final	27	R05
	Final	28	R08
	Final	13	E02
	Final	13	E03
	Final	21	
	Final	16	
	Final	17	R14
	Final	22	
	Final	01	
	Final	28	R01
Teaching Strategies	Final	14	R09
	Final	19	R09
	Final	16	
	Final	02	
	Final	28	R01
	Final	07	
	Final	06	
Curriculum	Final	20	
	Final	24	C03
	Final	04	
	Final	26	R01
	Final	15	
	Final	05	
	Final	06	
Knowledge Base	Final	22	
	Final	10	
	Final	05	
	Final	15	
Historical Processes	Final	06	
	Final	07	
	Final	08	
Collegiality	Final	18	
	Final	19	R09
	Final	11	
	Final	25	E06
Technology	Final	21	
	Final	12	



TEACHER



- New Knowledge (N)
- Shift in Knowledge (S)
- Reinforcement (R)
- No Effect (O)

Teacher	T = 36
Historian	H = 12
Individual	I = 04
	TOTAL = 54

Citation	1 = 05
Understanding	2 = 11
Appropriation	3 = 27
Imparting	4 = 11
Rejection	5 = 00
	TOTAL = 54

New Knowledge	N = 12
Shift in Knowledge	S = 30
Reinforcement	R = 12
No Effect	O = 00
	TOTAL = 54

Resources	RE = 14
Teaching Strategies	TS = 09
Curriculum	CU = 11
Knowledge Base	KB = 07
Historical Processes	HP = 07
Collegiality	CO = 04
Technology	TE = 02
	TOTAL = 54

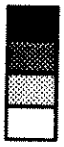
Building a History Curriculum	R01 = 03
History Matters	R02 =
American History Textbook	R03 =
World History Textbook	R04 =
After the Fact	R06 = 01
Historical Literacy	R06 = 01
Narrative of Frederick Douglass	R07 =
Lecture notes	R08 =
Model units - Betty, Nancy, et al.	R09 = 03
Handouts	R10 =
Topic specific printed matter	R11 =
Topic specific other media	R12 =
Historian	R13 =
Portfolios	R14 = 04
Journal	R15 =
World history course	R16 =
American history course	R17 =
Theory and methods course	R18 =

Guest lectures	E01 =
Ohio Historical Society	E02 = 01
Ohio State Library	E03 = 01
Computer Demonstration	E04 =
Grade Level Small Group	E05 =
Discussion Group	E06 = 01

Primary Sources	C01 = 02
Critical Evaluation	C02 = 02
Multicultural Perspective	C03 = 01
Posthole Approach	C04 =
Significant Individual	C05 =

Rachael - Summer Interview July 92

HISTORIAN



New Knowledge (N)
Shift in Knowledge (S)
Reinforcement (R)
No Effect (O)

EVIDENCE	TYPE	NO	CODE	REJECTION	CITATION	UNDERSTAND	APPROPRIATE	IMPART
Resources	SUM	14	C01					
	SUM	17	R11					
	SUM	18	C01					
	SUM	25	R01					
Teaching Strategies								
Curriculum								
Knowledge Base	SUM	36						
Historical Processes	SUM	33						
Collegiality								
Technology								

Teacher	T = 34
Historian	H = 06
Individual	I = 02
	TOTAL = 42

Citation	1 = 25
Understanding	2 = 16
Appropriation	3 = 01
Imparting	4 = --
Rejection	5 = --
	TOTAL = 42

New Knowledge	N = 33
Shift in Knowledge	S = 04
Reinforcement	R = 02
No Effect	O = 03
	TOTAL = 42

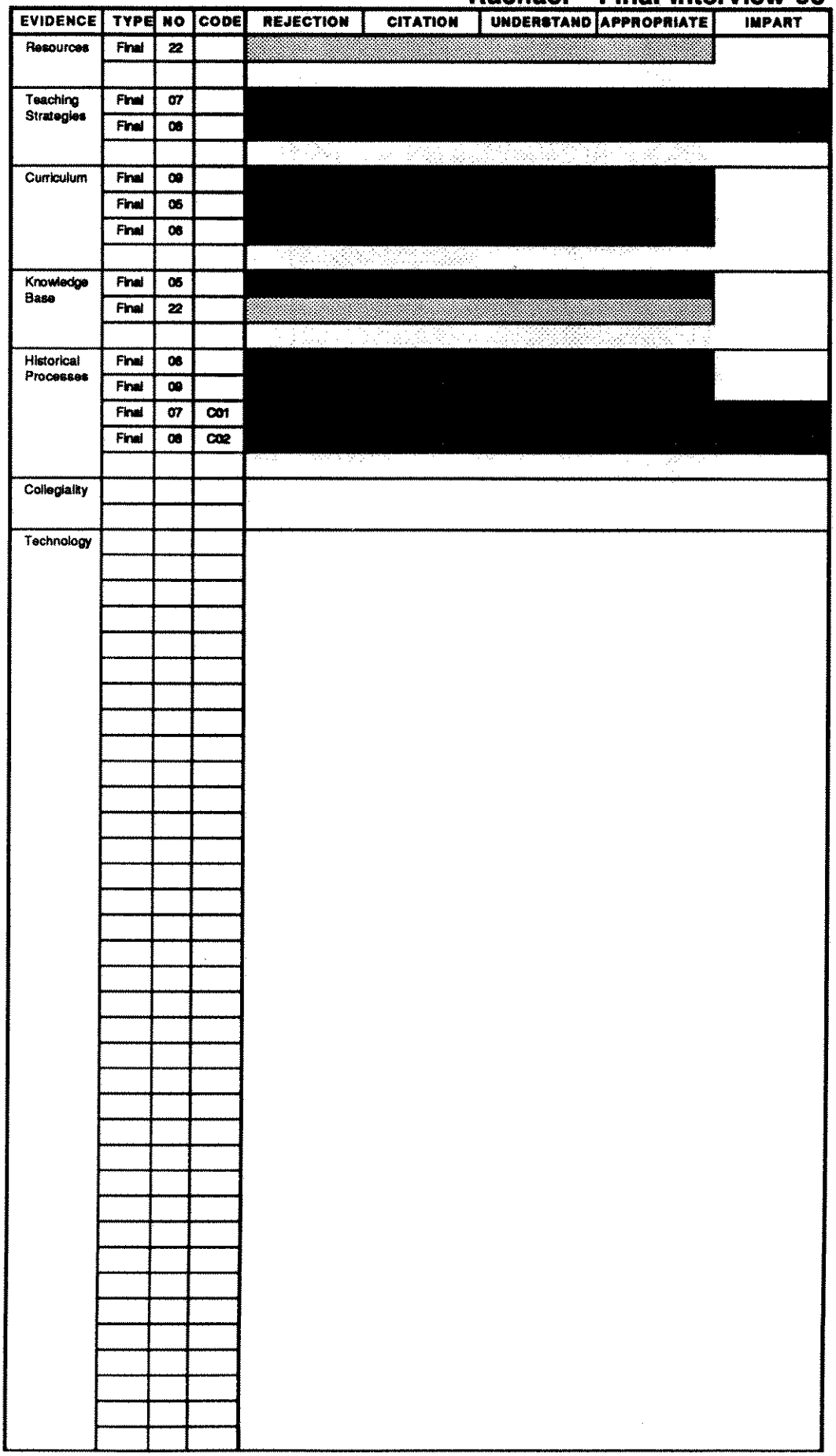
Resources	RE = 26
Teaching Strategies	TS = 06
Curriculum	CU = 04
Knowledge Base	KB = 05
Historical Processes	HP = 01
Collegiality	CO = --
Technology	TE = --
	TOTAL = 42

Building a History Curriculum	R01 = 01
History Matters	R02 =
American History Textbook	R03 =
World History Textbook	R04 =
After the Fact	R05 =
Historical Literacy	R06 =
Narrative of Frederick Douglass	R07 =
Lecture notes	R08 =
Model units - Betty, Nancy, et al.	R09 = 01
Handouts	R10 =
Topic specific printed matter	R11 = 17
Topic specific other media	R12 = 02
Historian	R13 =
Portfolios	R14 = 01
Journal	R15 =
World history course	R16 =
American history course	R17 =
Theory and methods course	R18 =

Guest lectures	E01 =
Ohio Historical Society	E02 = 01
Ohio State Library	E03 =
Computer Demonstration	E04 =
Grade Level Small Group	E05 =
Discussion Group	E06 =

Primary Sources	C01 = 06
Critical Evaluation	C02 =
Multicultural Perspective	C03 =
Posthole Approach	C04 =
Significant Individual	C05 =

Rachael - Final Interview 93



HISTORIAN

New Knowledge	(N)
Shift in Knowledge	(S)
Reinforcement	(R)
No Effect	(O)

Teacher	T =	38
Historian	H =	12
Individual	I =	04
	TOTAL =	54

Citation	1 =	05
Understanding	2 =	11
Appropriation	3 =	27
Imparting	4 =	11
Rejection	5 =	00
	TOTAL =	54

New Knowledge	N =	12
Shift in Knowledge	S =	30
Reinforcement	R =	12
No Effect	O =	00
	TOTAL =	54

Resources	RE =	14
Teaching Strategies	TS =	09
Curriculum	CU =	11
Knowledge Base	KB =	07
Historical Processes	HP =	07
Collegiality	CO =	04
Technology	TE =	02
	TOTAL =	54

Building a History Curriculum	R01 =	03
History Matters	R02 =	
American History Textbook	R03 =	
World History Textbook	R04 =	
After the Fact	R05 =	01
Historical Literacy	R06 =	01
Narrative of Frederick Douglass	R07 =	
Lecture notes	R08 =	
Model units - Betty, Nancy, et al.	R09 =	03
Handouts	R10 =	
Topic specific printed matter	R11 =	
Topic specific other media	R12 =	
Historian	R13 =	
Portfolios	R14 =	04
Journal	R15 =	
World history course	R16 =	
American history course	R17 =	
Theory and methods course	R18 =	

Guest lectures	E01 =	
Ohio Historical Society	E02 =	01
Ohio State Library	E03 =	01
Computer Demonstration	E04 =	
Grade Level Small Group	E05 =	
Discussion Group	E06 =	01

Primary Sources	C01 =	02
Critical Evaluation	C02 =	02
Multicultural Perspective	C03 =	01
Posthole Approach	C04 =	
Significant Individual	C05 =	

Portfolio Evaluation As History 9/7/93

Rachael - Summer Interview July 92

EVIDENCE	TYPE	NO	CODE	REJECTION	CITATION	UNDERSTAND	APPROPRIATE	IMPART
Resources	SUM	18	R11					
Teaching Strategies								
Curriculum								
Knowledge Base	SUM	37						
Historical Processes								
Collegiality								
Technology								

INDIVIDUAL

New Knowledge (N)
Shift in Knowledge (S)
Reinforcement (R)
No Effect (O)

Teacher	T = 34
Historian	H = 08
Individual	I = 02
	TOTAL = 42

Citation	1 = 25
Understanding	2 = 16
Appropriation	3 = 01
Imparting	4 = --
Rejection	5 = --
	TOTAL = 42

New Knowledge	N = 33
Shift in Knowledge	S = 04
Reinforcement	R = 02
No Effect	O = 03
	TOTAL = 42

Resources	RE = 26
Teaching Strategies	TS = 06
Curriculum	CU = 04
Knowledge Base	KB = 05
Historical Processes	HP = 01
Collegiality	CO = --
Technology	TE = --
	TOTAL = 42

Building a History Curriculum	R01 = 01
History Matters	R02 =
American History Textbook	R03 =
World History Textbook	R04 =
After the Fact	R05 =
Historical Literacy	R06 =
Narrative of Frederick Douglass	R07 =
Lecture notes	R08 =
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Handouts	R10 =
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Topic specific other media	R12 = 02
Historian	R13 =
Portfolios	R14 = 01
Journal	R15 =
World history course	R16 =
American history course	R17 =
Theory and methods course	R18 =

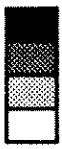
Guest lectures	E01 =
Ohio Historical Society	E02 = 01
Ohio State Library	E03 =
Computer Demonstration	E04 =
Grade Level Small Group	E05 =
Discussion Group	E06 =

Primary Sources	C01 = 06
Critical Evaluation	C02 =
Multicultural Perspective	C03 =
Posthole Approach	C04 =
Significant Individual	C05 =

Rachael - Final Interview 93

EVIDENCE	TYPE	NO	CODE	REJECTION	CITATION	UNDERSTAND	APPROPRIATE	IMPART
Resources	Final	17	R14					
	Final	23	R14					
Teaching Strategies								
Curriculum	Final	05						
Knowledge Base	Final	05						
Historical Processes								
Collegiality								
Technology								

INDIVIDUAL



New Knowledge (N)
Shift in Knowledge (S)
Reinforcement (R)
No Effect (O)

Teacher	T =	38
Historian	H =	12
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New Knowledge	N =	12
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	TOTAL =	54

Resources	RE =	14
Teaching Strategies	TS =	09
Curriculum	CU =	11
Knowledge Base	KB =	07
Historical Processes	HP =	07
Collegiality	CO =	04
Technology	TE =	02
	TOTAL =	54

Building a History Curriculum	R01 =	03
History Matters	R02 =	
American History Textbook	R03 =	
World History Textbook	R04 =	
After the Fact	R05 =	01
Historical Literacy	R06 =	01
Narrative of Frederick Douglass	R07 =	
Lecture notes	R08 =	
Model units - Betty, Nancy, et al.	R09 =	03
Handouts	R10 =	
Topic specific printed matter	R11 =	
Topic specific other media	R12 =	
Historian	R13 =	
Portfolios	R14 =	04
Journal	R15 =	
World history course	R16 =	
American history course	R17 =	
Theory and methods course	R18 =	

Guest lectures	E01 =	
Ohio Historical Society	E02 =	01
Ohio State Library	E03 =	01
Computer Demonstration	E04 =	
Grade Level Small Group	E05 =	
Discussion Group	E06 =	01

Primary Sources	C01 =	02
Critical Evaluation	C02 =	02
Multicultural Perspective	C03 =	01
Posthole Approach	C04 =	
Significant Individual	C05 =	

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- have a two-way link (via phone, mail, and e-mail) to others who value history and are working to promote it in and out of school
- support the active advocacy of history in the school curriculum through the Council Speakers' Bureau; school staff development and teacher inservice workshops; public testimony before hearings on state and local curriculum; and review of curriculum documents and guidelines
- have access (at discount prices) to books and reports published by the Bradley Commission on History and to all new publications and materials developed by the Council.

Be on the "front lines" of the battle to promote history in school and society. Please join us because, as Uncle Sam used to say, "We Need You!"

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YES, I want to support the cause of history education. Here's my contribution. Please send my New Member Packet, and mail my monthly newsletter, ***History Matters!*** via First Class Mail.

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