

SHAPING A NEW NATION: TURNING POINTS IN AMERICAN HISTORY

A Report on a Research Study 2005-2006

Interim Technical Report No. 1

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ABSTRACT

This research paper examines the effectiveness of the Teaching American History (TAH) Program in Jefferson County, Kentucky from 2005-2006. We employ a combination of survey, interview, observational, and data mining research methods to examine attainment of program objectives and goals. In addition to evaluating the overall effectiveness of the program as it related to meeting its five specific goals, we study the effects of participant satisfaction, expectations, efficacy, and curiosity on learning and its classroom application. We conduct a combination of χ^2 , paired-sample t tests, ANOVAs, multiple regressions, and qualitative analyses to study the data. We conclude that although the TAH program is still evolving, the overall effects of the program appear promising. The statistically significant results indicate that the participants were satisfied; their expectations met, teaching efficacy improved, and curiosity stimulated. In addition, both their US History content and primary source material knowledge increased significantly. Substantial evidence suggests that the first four goals of the grant were attained, while preliminary evidence indicates that the program may have had an influence on student achievement (fifth goal) as well. Overall, the combined quantitative and qualitative data suggest that the TAH program promotes the development of teachers' American History content knowledge, primary source material use as a teaching strategy, and its productive classroom application. These findings are particularly salient as a number of the participating teachers work in elementary and middle schools with below state average US History test scores and wide achievement gaps.

ACKNOWLEDGMENTS

The authors sincerely thank all of the Teaching American History planners and developers, and instructors (Dr. Laura Clifford, Marcia Lile, and Rick Daniel) for their assistance in accessing teachers and important information about the TAH program. The authors also thank the teachers for their considerate participation in completing the surveys and interviews, and their constructive feedback and suggestions for improvement.

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I. PURPOSE AND CONTEXT OF THE PROJECT (PROLOGUE)

A. PURPOSE

The grant for this project is funded by the U.S. Department of Education. The purposes of the grant are: (1) to help improve US History knowledge for both elementary and middle school teachers trained primarily in pedagogy rather than in content, (2) to improve teachers' ability to use primary source materials for teaching, (3) to give teachers pedagogical training that will aid in the implementation of teaching strategies that demonstrate teacher content knowledge and activities that stimulate student engagement, and (4) to improve student achievement in U.S. History as measured by test scores.

B. CONTEXT

The effectiveness and overall quality of the institute was evaluated in a number of ways, guided by Kirkpatrick's (1994) four steps or levels model of evaluation. Acknowledging criticism of this model because it tends to focus on what happens after a workshop, while possibly ignoring vital process information (Bushnell, 1990), extensive effort was put into collecting data that informed the evaluator's understanding of both the processes and outcomes of the TAH institute. Drs. Thomas G. Reio, Jr. and Angela R. Bratton administered surveys, interviews, and conducted participant-observation for the first of three installments of the Teaching American History (TAH) Institute entitled, "Shaping a New Nation: Turning Points in American History." The week's events revolved around the theme "A New Form of Government" which emphasized the colonial and Revolutionary period. The institute took place in Louisville, KY and in Washington, D.C. June 13-18, 2005.

1) Partnerships. The grant reflects a notable partnership between several organizations who emphasize history and civic education. These partners include: U of L McConnell Center

for Political Leadership, U of L College of Arts and Science Department of History, Filson Historical Society, Kentucky African American Heritage Center, Kentucky Historical Society, Locust Grove Historic Home, Kentucky, and Mount Vernon, Virginia.

The University of Louisville (U of L) is a metropolitan research university in Louisville, Kentucky, with a stated mission that emphasizes its commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of the diverse communities and citizens it serves. Within the U of L, The McConnell Center for Political Leadership “was established in 1991 by Kentucky's senior U.S. Senator Mitch McConnell and the University of Louisville. McConnell, a 1964 graduate of the University, founded the Center based on his belief that ‘Kentucky's future depends on inspiring talented, motivated leaders.’ The McConnell Center is dedicated to providing a non-partisan, well-rounded education that encourages top undergraduates to become valued citizens and future leaders of the commonwealth and the nation. The Center also facilitates public discourse on the major challenges of our time while encouraging an understanding of our shared past¹.” Dr. Gary Gregg, Center Director, Malana Salyer, Civics Education Coordinator for the Center, and Marcia Lile, History Methods Instructor in the Department of Teaching and Learning were the primary organizers from the U of L. The McConnell Center worked with U of L’s College of Arts and Sciences History faculty including Dr. Thomas Mackey, Dr. John Kleber, and Dr. Paul Weber. Drs. Mackey and Kleber lectured during different US History content sessions of the institute. Although active during the planning phases of the TAH Institute, Dr. Weber took ill and was not able to teach as planned.

Jefferson County Public Schools (JCPS) was the third important contributor to the Institute. Dr. Laura Clifford, Social Studies Specialist, and Rick Daniel, Social Studies Resource Teacher, selected and corresponded with the teachers from the local community. JCPS “is the

¹ <http://www.louisville.edu/mcconnellcenter/about/>

largest district in Kentucky and the 26th largest urban school district in the country, serving approximately 95,000 students in Metro Louisville. The district employs almost 6,000 teachers in 153 schools. Over 52% of the students qualify for free- or reduced-price lunches and approximately 14,000 students receive special education services. The composition of the student body is 32.7% African American, 61.9 % white, 1.4% Asian, 1.5% Hispanic, and 2.5% other. Over 2,000 students are classified as English as Second Language (ESL) Students².”

There were 34 teachers: 24 fifth-grade and 10 eighth-grade teachers out of the population of 200 fifth- and 150 eighth-grade teachers in the county. Thus, 12.0% of the fifth-grade teachers and 6.7% of the eighth-grade Social Studies/US History teachers in Jefferson County were represented in the TAH Institute. Most of these teachers were drawn from schools with below Kentucky state average US History test scores (state mandated) and schools with wide achievement gaps, as well as middle schools participating in GEAR UP Kentucky. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded project focusing on increasing the number of low income middle school students, who might not otherwise plan to go to college, to persist in school.

The Filson Historical Society is the oldest, privately funded historical society in Kentucky. Their collection of books, manuscripts, photographs, and cultural material concentrates primarily on Kentucky and the Ohio Valley. The Kentucky Historical Society “was founded in 1836 to collect and preserve the artifacts, papers and other documentation of Kentucky’s history³.” The Kentucky African American Heritage Center is still under construction in Louisville, but gave support for the grant. Locust Grove is a National Historic Landmark of one of the oldest homes in Louisville, Kentucky. It was home to the Croghan

² from grant proposal

³ http://history.ky.gov/About_KHS/About_KHS.htm

family beginning in 1790, and later Revolutionary War hero George Rogers Clark arrived to live out his last nine years with his sister Lucy Clark Croghan. The home is now a museum and learning center about early frontier life in Kentucky. Finally, Mount Vernon is the home of George Washington and is located in northern Virginia. These partners served as supporters for the grant, and will provide places for the participant immersion visits throughout the institute.

2) *The TAH Institute.* A few weeks prior to the institute, the evaluators met with Dr. Laura Clifford and Rick Daniel from JCPS to discuss the goals of the TAH grant in relation to the week-long institute. Outside evaluators were incorporated into the grant design from the beginning due to federal grant regulations which requires neutral assessment.

Before the institute, the evaluators administered a pre-institute survey (see appendix B) to ascertain information about teachers' attitudes, their school environments, and their expectations. Specifically, the evaluators measured school culture, teaching style, identity, teaching efficacy, curiosity, and institute expectations. These surveys were returned by mail or in person on the first day of the TAH Institute ($N = 31$). The evaluators also administered a pre-test (see Appendix A) of US History content knowledge related to the TAH Institute on the first day (Monday) and a post-test of content knowledge on the last day (Thursday morning) of the seminar sessions (but before the trip to DC) ($N = 34$). Statistical comparison (paired-sample t tests and ANOVAS) of performance scores on the pre- and post-tests allowed evaluators to assess US History knowledge gains through participation in the TAH Institute.

Both evaluators attended the institute sessions from Monday through Thursday morning. However, because of budget constraints neither evaluator participated in the D.C. immersion experience. The institute consisted of morning and afternoon sessions where lectures by U of L History professors were followed by instructional activity segments. The instructional segments

attempted to assist teachers in devising strategies to implement the content knowledge and psm at both the fifth- and eighth-grade level. Content sessions ferried teachers from the Foundations of the American Republic through the writing and events surrounding the Declaration of Independence, the Articles of the Confederation, Constitution, and Bill of Rights. A “much appreciated,” healthful lunch was provided daily. During Wednesday’s lunch, Dr. Lance Banning, a history scholar from the University of Kentucky, provided a guest lecture on President James Madison.

2a) Day One. Dr. Thomas Mackey presented the first lecture entitled, “The Foundations of the American Republic.” He noted that the US government was an ongoing experiment in self-government and that from its inception it viewed itself as the new Roman Republic. The discussion focused on the fundamental principles of the republic, including the ideas that: (1) the government cannot “search and seize” (sanctity of the home), (2) individuals have the right to “due process” in court with a jury of peers, and (3) “localism,” local control of local affairs. Social standing was based on property, which also gave “freeholders” the right to vote. Indeed, freeholders were expected to be part of the new political community and Dr. Mackey touted property as the “social glue” that held society together. A participant opened a discussion about the difference between the terms Seven Years’ War and the French and Indian War, noting that teachers were more concerned about the possible wording on Kentucky standardized tests than the correct term for the event. In addition, participants were alerted that while many contemporary scholars use the terms Whigs and Tories, terms used by the people of the time to reference themselves, the textbooks are much slower to follow those trends.

Marcia Lile followed Dr. Thomas Mackey’s lecture with an instructional segment on “Developing the Essential Question.” First, she disclosed that her personal goal in any history

class was to “promote civic competency.” She emphasized that one powerful means toward reaching this goal was through organized instruction around big ideas. Relating to what a museum curator does on student tours, having students look at a picture (i.e., primary source material) and then asking, “What’s up with this picture” or “What’s he trying to say,” instead of lecturing, is a method more likely to arouse curiosity and facilitate the development of an enduring interest (“Power of the Question”). Essential Questions tend to be why and how and they have no obvious right answers, but rather they point to the heart of a subject, especially its controversies. They are “higher order thinking,” requiring synthesis, judgment, or evaluation, that “engender further and deepening interest in the topic.... generate personal interest.... and put learners in the middle of the question.” She highly recommended that the questions be linked to Kentucky content standards. To craft an Essential Question to engage learners, she borrowed “the Big Four” from Whittaker of Eastern Kentucky University:

“Each of the following should be present in each question”:

- Students are the center of all, as learners and investigators
- Expectations of higher-order thinking
- Content
- Link learning to life

Her examples of this kind of question included:

- “Why weren’t white females involved in the process of creating the new government?”
- “If we valued stability so highly, then why the Revolution?”
- “What is their idea of life, liberty, and the pursuit of happiness?”
- “If you were a European, what would motivate you to come?”

- “How was European Common Law played out in the colonies?”
- “What is the importance of localism: then and now?”

After lunch, Dr. Laura Clifford subsequently discussed some pedagogical ideas in “*We the People (Republican Form of Government)*,” focusing on key vocabulary forms/words. In an apparent effort to link her presentation material to the previous presenter’s (Marcia Lile), she discussed how and why each section of the book started with a question. Implicit in the discussion was curiosity’s importance to arousing student learning motivation—each book section started with a question designed to stimulate learner curiosity—and engagement.

Later in the afternoon, Dr. Thomas Mackey continued with “Causes of the American Revolution.” He presented and discussed the three types of colonies: (1) joint stock company (e.g., Virginia), (2) covenant community (e.g., Plymouth), and (3) proprietary grants (e.g., Maryland). He described federalism, mercantilism and the major influences on the American Revolution:

- European Common law—process and procedure
- Compact or Covenant theory—idea of government entered into by consent and “Original contract”
- Opposition to the British—increased British power = decreased liberty. As a “virtuous people,” power was feared and liberty embraced. Thus, colonists sought to check British power and thereby protect liberty.
- Desire to re-establish a Roman Republic—colonists “saw themselves as reestablishing the New Rome based on virtue.”
- Rationalist/Enlightenment—“The human mind can govern and understand science.”

He concluded by talking about how the Sugar Act of 1764, Stamp Act of 1765, and the Declaratory Act of 1767 profoundly challenged colonial perceptions of being self-governing, that is, these actions precipitated questions asking “Who is really in charge?”. According to Dr. Mackey, “the colonists always thought that they were really in charge”; these Acts were sufficiently incongruent with their beliefs to set the stage for the First Continental Congress in September, 1774.

Rick Daniel completed the first day with an instructional support segment entitled, “Using Graphic Organizers,” seemingly a participant favorite. Graphic organizers were described as visual methods that teachers might employ to teach about more abstract concepts, e.g., a timeline. Connections were made to the use of primary source materials and the Essential Questions Marcia Lile had discussed and to the questions Dr. Laura Clifford had talked about earlier in the day.

Although certainly not generalizable to everyone, after asking one female participant her thoughts about the TAH Institute at the day’s end, she exclaimed “I loved it!”. In general, the teachers were upbeat and looking forward to learning more, despite a reasonably long day at the TAH Institute.

2b) Day Two. On Tuesday morning Dr. John Kleber discussed the “Declaration of Independence” and began with Patrick Henry’s famous speech and noted that it took 15 months between the “shot heard around the world” and the Declaration of Independence. He then talked about why and how the Second Continental Congress decided to craft the Declaration of Independence. He noted that despite being an “astute politician” in England, King George III was relatively ignorant about colonial politics and arrogant toward the colonies. Dr. Kleber also discussed the impact Thomas Paine’s *Common Sense* (100,000 copies were printed) and “its use

of reason to determine what is true” had on Thomas Jefferson and his writing of the Declaration of Independence. Following this, he went through each of the five parts of the primary source document itself: title, venue (place), commencement, statement, and conclusion. Next, he shared interesting stories about the different personalities involved with the writing and discussion of the Declaration as well as what happened as a result of their involvement (he also recommended *The Signers* and a website as sources of additional information), which stimulated significant participant discussion. He briefly noted also the European nations’ reactions to what was happening in North America and their perception that England had become “a little too powerful.” In one of the most evocative and gripping moments in the institute that “sent chills down my spine,” as described by one participant, Dr. Kleber concluded by having the class read aloud the Declaration of Independence. Each participant had been issued a pocket-copy of the Declaration by the McConnell Center and each took a sentence and read it aloud, including the names of the signers.

Marcia Lile and Dr. Laura Clifford followed with instructional support about “Reading Aloud” and “Separating Constitution and Declaration.” This section generated discussion about negative inference, when students confuse new information with what they learned earlier, with Dr. Clifford concluding that perhaps the Constitution and Declaration of Independence are presented too closely. To prevent this problem, Dr. Clifford advised:

- Teach in great depth and to make the material meaningful somehow
- Assess to be sure the learners “got it”
- Link new material to what was previously learned. Concept Comparison Charts were introduced.

- Link new material to “The Big Picture” or “The Big Ideas” or Essential Questions. For example, “How do we know what we know about American History?”

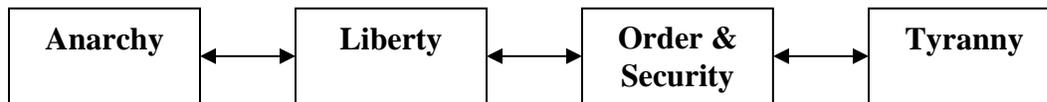
Participants lamented the volume of information that they are expected to cover for the standardized tests; therefore, it is not surprising that students were confused about this.

During the break following this instructional support segment, one of the male participants claimed that he “really liked having experts here to discuss things. In depth discussion challenged me to think about things in different ways.” When queried about the professors’ time management for the institute (instructional time was sacrificed a few times because the lectures went too long), another male participant stated he was “not upset at all about them going over their time because they went with the learning.” Spirited discussion about Dr. John Kleber’s lecture, its impact, and how to apply it meaningfully in the classroom was also in abundance, leading to difficulty retrieving the participants from break.

The next session was “The Articles of the Confederation” presented by Dr. Thomas Mackey. He noted the difficulties in getting the quorum at the Second Continental Congress and the importance of Jefferson’s role. John Adams said that Jefferson had a “particular felicity with language.” He clarified that the articles were not law, but rather resolutions. This document was sent to the states for ratification and was more about states’ rights than establishing a federal government. He presented the “Big State vs. “Little State” issue and noted how Maryland had ceded its western lands to the Articles of Confederation Congress to facilitate ratification.

Dr. Laura Clifford’s pedagogy session, “Moving to a Critical Period,” focused on two of the reading assignments and she suggested making a flipchart of important quotes for students. She reminded participants about the mood of the country at that time and the fear of central

power. She specifically demonstrated the concepts of anarchy, liberty, order/security, and tyranny as concepts on a continuum.



To promote teaching about such complex issues, Dr. Clifford directed the participants to “Use a quote as a primary source to stimulate students’ thinking.” Challenge students too to think about what the quote means to the person who is saying it.

Tuesday afternoon’s session was a joint effort by Drs. Mackey and Kleber to present “Part One: The Philadelphia Convention.” This was a period of time in which the new experimental government could have failed. There are currency issues, no martial court system, and taxes levied most heavily on western territories; slavery was considered a dying institution. These lands, and who would have access to them, were discussed in depth. After Shay’s Rebellion, the convention met to vote on a new constitution. At the end of this session, Drs. Kleber (Virginia) and Mackey (Maryland) took opposing sides in a debate about the welfare of large versus small states under this constitution. Their role playing kept participants “on the edge of our seats” and not only got the point across about the content knowledge of history, but it modeled how teachers can teach energetically about this period. Marcia Lile concluded the day with a discussion of “Jackdaws,⁴” which is the name brand for a company who sells primary source materials, and their possible uses in the classroom.

2C) Day Three. On Wednesday morning Drs. Mackey and Kleber reconvened to discuss “Part II: Framers of the Constitution and Debate and Ratification.” This session discussed the

⁴ <http://www.jackdaws.com/>

personalities involved in the debate and ratification of the Constitution as well as those conspicuously absent. Interestingly, Dr. Kleber claimed that the League of the Iroquois Nations influenced the framers of the Constitution. There were ample stimulating questions and answers throughout this section, as the homework assignment from the first day was tied to learning as much as possible about the delegates. As evidence of the effectiveness of the session, one male participant noted that the “Federalist discussion has really broadened my view of history. We’re taught George Washington, Ben Franklin, and Madison, but there is so much more.” Further, an enthusiastic female participant said that she had “so much information in my head that I feel it will explode, but I loved it. I really liked John [Kleber] and Tom’s [Mackey] debates—it made it real, a great teaching device.”

During Dr. Laura Clifford’s pedagogy session, participants volunteered to present their homework, which was to do a character collage linked to each delegate. This project was assigned with a partner on the first day. The flipchart-sized pictures also were taped to the walls of the room and interested parties would drop by to discuss the delegate after lunch. This activity stimulated considerable discussion among the participants, with ample evidence of curiosity being stimulated (extensive question asking) and enduring interest in a delegate being developed (long discussions during the instructional session and spontaneously later in the institute).

Dr. Lance Banning from the University of Kentucky was guest lecturer during Wednesday’s lunch. He first presented his wife, an English teacher for over 25 years, and proceeded with his presentation entitled “Madison.” The information discussed represented his latest research which had culminated in several scholarly books that he shared with the class. Clearly, Dr. Banning’s scholarly presence was appreciated by the participants, as they realized the significance of his latest findings. The participants understood too the need to being exposed

to such high-level scholarship and cutting-edge knowledge if indeed they were to improve their own teaching practice. Notwithstanding, a number of participants lamented the lack of clear connection to their teaching practice; in other words, they wondered how they might connect the new knowledge about Madison in plain English to fifth or eighth graders. Unfortunately, the impact of Dr. Banning's presentation may have been lessened also by being part of "lunch" instead of being a scholarly lecture followed by an instructional activity similar to earlier presentations. Observations of the participants during this time provided little evidence of engagement. Perhaps reflecting a popular sentiment after the lecture, when asked about the lecture, one female participant simply smiled and claimed, "We need a break."

"Organizing a New Government: The U.S. Constitution" was Dr. Thomas Mackey's last presentation. He started with Washington's inauguration on March 4, 1789, and briefly noted the various individuals who held the newly created posts in government. Jefferson, Hamilton, and Knox held posts in the three Executive Departments that were, Foreign Affairs, Treasury, and War, respectively. Edmund Randolph was Attorney General, which he classified as an "Informal Department" along with the Post Office. He also discussed the Judiciary Act of 1789, the fascinating rise of political factions, and finally the Whiskey Rebellion of 1794, which set an important precedent and gave the new government a chance to demonstrate that Federal law is not merely a suggestion.

2d) Day Four. As the last day of this phase of the TAH Institute (Thursday), the participants seemed excited and fully engaged. A number were quite energized about their upcoming immersion trip to Washington, DC.

Dr. John Kleber gave the concluding session on "Adding a Bill of Rights," focusing on the purpose of the amendments which was to protect liberty because some people will want to

curb others' liberty. He commenced with discussing the influence of Enlightenment thinking which suggested that a person's environment affected their goodness or badness, and before this time Westerners assumed all were bad because of original sin. Government had the power to create the right kind of environment, but "absolute power corrupts absolutely"; thus, there needed to be checks and balances in the government's power. The Bill of Rights, whose purpose was to protect liberty, was fashioned after the English Bill of Rights from 1689 and the Virginia Bill of Rights. Through James Madison's leadership, the Bill of Rights was added to the Constitution. The Bill of Rights only refers to the Federal Government, however, and not to the states' governments, except for the 14th Amendment. The purpose of the 14th Amendment was to supercede states' rights. Dr. Kleber suggested that this discussion could be brought home to students who may be subjected to locker searches, school uniforms, and restrictions about public prayer in school.

Rick Daniel concluded the morning with the pedagogical section on "Preamble Rebus/Visual Dictionary" and "Illustrating the Bill of Rights." He emphasized the importance of using visuals. The Rebus allows students to make phrases using pictures.

Participants also had homework assignments and were given several books which included primary source documents, historical analysis, children's history books, and pedagogical ideas. The grant also allowed them to choose between three options for books for their classrooms. Before leaving for D.C., participants were given both a content knowledge post-test and a post-institute survey which measured their teaching style, teaching efficacy, expectations, and satisfaction.

On Thursday afternoon participants traveled to Washington, D.C. for the two-day immersion portion of the institute. The first night's key address was given by Dr. Claire Griffen

of the Bill of Rights (a non-profit organization). The participants also visited the National Archives and the Library of Congress where they learned about many of the available on-line resources. They also saw the Declaration of Independence and the Constitution in person. Next, they visited the Smithsonian Museum of American History's "Price of Freedom" exhibit, and the Supreme Court, Capitol, and Congress offices. Other sites were optional, although most people visited the National Mall and the Arlington National Cemetery. Most teachers bought additional books or life-like replicas of primary source materials such as money from the Revolutionary War period or the Declaration of Independence. For roughly half of the participants, this was their first visit to Washington, D.C.

3) *Additional Notes.* After the institute, the second evaluator conducted phone interviews with 27 of the 34 participants. These questions focused on the perceived benefit and satisfaction of the D.C. immersion. Interview questions also explored participants' knowledge, experience, and comfort level using primary source materials prior to and during the institute. During the year, each participant also met with TAH Institute instructors Dr. Laura Clifford, Rick Daniel, or Marcia Lile to work on effectively incorporating what they learned in the institute into their lesson plans. Finally, there were two follow-up sessions, September and February, to meet as a group, share ideas, and process results from their classroom experiences related to applying what was learned in the institute. In the second session, participants brought extensive evidence of student activities related to the use of primary source materials for teaching purposes.

II. EVALUATION SUMMARY

A. BACKGROUND INFORMATION

Information from surveys, interviews, observations, and student work presented at the follow-up sessions were analyzed both quantitatively and qualitatively as appropriate to examine the extent to which program goals as specified in the RFP were attained. Overall, the convergent evidence suggests that the institute had initial success in reaching its goals. Background information about the participants will be presented first, followed by analysis and discussion as it relates to the respective goals of the institute.

There were 34 participants (8 males; 26 females) in the TAH Institute; however, but 31 participants (6 males; 25 females) completed the pre- and post-post content knowledge tests and surveys. All subsequent analyses related to the background variables are based on the 31 participants. There were 22 elementary teachers (2 male) and nine middle school teachers (4 male). A χ^2 analysis demonstrated a statistically significant sex difference by school, with males being less likely to be present in elementary school ($\chi^2 = 5.11, df = 1, p = .02$).

The overall amount of teaching experience was 12.35 years ($SD = 8.48$). A 2 (sex) x 2 (school) ANOVA did not detect a statistically significant difference in teaching experience by sex $F(1, 27) = 3.03, p = .09$ or school $F(1, 27) = .06, p = .81$. The interaction between sex and school was not significant as well, $F(1, 27) = .003, p = .96$. Further, prior social studies/American History teaching experience ($M = 7.03$ years; $SD = 5.5$) was examined. A 2 (sex) x 2 (school) ANOVA did not detect a statistically significant difference in prior social studies/American History teaching experience by sex $F(1, 27) = .12, p = .67$ or school $F(1, 27) = .25, p = .62$. In addition, the interaction between sex and school was not significant $F(1, 27) =$

.463, $p = .50$. Thus, there were not statistically significant differences by sex or school in either overall or prior teaching experience.

Prior frequency of primary source material (psm) use was examined by a single five-category item ranging from “*Always*” to “*Never*.” Approximately 32% of the participants reported using psm either never or rarely, while 22% reported using psm frequently or always. A χ^2 analysis did not reveal a statistically significant difference in psm use by sex ($\chi^2 = 5.93$, $df = 4$, $p = .20$) or school ($\chi^2 = 2.77$, $df = 4$, $p = .60$). Consequently, frequency of reported psm use did not differ significantly by sex or school.

To sum, there were no significant differences between the participants on the background variables, except that not surprisingly female participants were more likely to be present in elementary schools. Therefore, the sample of teacher participants was balanced reasonably with respect to the background variables. The following analysis and discussion directly addresses the goals of the TAH Institute program evaluation.

B. EFFECTIVENESS OF THE INSTITUTE

1. Goal One: Improve Content Knowledge of US History

As illustrated by the paired-samples t test, content knowledge test scores increased statistically significantly from the pre-test ($M = 14.5$; $SD = 4.9$) to the post-test ($M = 23.6$; $SD = 4.1$) at the institute ($t = -13.68$, $df = 33$, $p = .001$). Thus, corresponding to Kirkpatrick’s (1994) second evaluation step or level where evidence of learning is required, there is preliminary evidence that US History content knowledge improved through participation in the institute. Further examination (ANOVA) of the research variables revealed that there were no statistically significant differences in pre-test performance by sex or school $F_s(1, 27) < .93$, $ps > .05$.

However, post-test score analysis indicated that sex $F(1, 27) = 11.28, p = .01, \eta^2 = .30$ and school $F(1, 27) = 7.17, p = .01, \eta^2 = .21$ differences existed. The interaction between sex and school for post-test performance was statistically significant as well, $F(1, 27) = 8.67, p = .01, \eta^2 = .24$. Estimates of effect size revealed a small-moderate magnitude or strength of association. These results suggest that the female elementary school teacher participants scored significantly higher on the post-test of content knowledge and thus may have benefited most from the institute. Regression analysis also demonstrated satisfaction with the professors predicted post-test score performance (adjusted $r^2 = .09, p < .05$). This is a moderate effect size for regressions. Limited perhaps because of sample size (Cohen & Cohen, 1983), teaching efficacy, satisfaction with the institute, satisfaction with instruction, satisfaction with guests, total satisfaction, and expectations did not predict post-test performance.

Interview results further supported examining this issue. During the interview, participants specifically talked about their increased content knowledge from the sessions and from the trip to D.C. Overall participants liked being learners again, “we learned. As educators we became the students and we learned. Our knowledge was enhanced to a much deeper understanding” (14). As another person noted, “I feel much more confidence in my ability to understand it [psm] myself. Therefore, I can relate it better to the kids,” (16) and

5: In having experienced it, it will be great to take to the kids because I’ll know what frustrations they have, having just been through it myself. Sometimes we teachers forget because they don’t actually go through the lesson there are going to be points where the kids will struggle.”

Thus, the participant is suggesting that their pedagogy will improve because they will be more sympathetic to the needs and feelings of their students.

Other participant quotes related to refreshing and increasing their own content knowledge and general learning include:

5: I just want to let you know that the institute was fantastic. It really was. I thoroughly enjoyed the learning part. It's not often that we get to be students again. Oh ok I knew that then there were things that I didn't know or hadn't paid much attention to and discovered that depending on where you are from different things are emphasized in history. You've got to get the bias out of there. That's something that I will purposely try to do. Both professors were a delight. We loved it when they did the team teaching thing and bounced off each other. We were a totally captive audience. That might help with the kids too. It might be nice to do that with some of the teachers I work with.

6: Some of the historical background in the American History Museum I had seen before, but I was able to go to another museum and that reinforced some of the learning for periods of time and different regions. The information from the Supreme Court building reinforced some of the things we had gone over in class here in Louisville.

11: first hand viewing of psm and first hand viewing of monuments and symbols that you teach your children.

12: It refreshed a lot of things for me. I had already been there, but it had been a few years. They've added a few things like the WWII Memorial. I got to see that. There were new additions, like the "Price of Freedom" about the war against terror.

16: It gave me more information about the specifics, about what I can do with it, places I can go to get more information. I just felt it really helped out there.

20: I think that it is good to study about those places before you go see it, because as a teacher when I show videos in the classroom I used to show the video first because I was interested and then we'd read about it. Then I realized that no you need to read about it and do it and then watch the video. Then they look at it and go yeah we know that, yeah we read about that place. I think that that's what that does. I think that to be in those places men, our founders were and did the things that they did to build our country is just awe inspiring. I am constantly awe struck by the wonder of our country and how it was founded and its possibility and I try not to get stuck in the little detours we take. I think it's incredible and I know that the people who had not been there before were, the things that they said were 'oh my goodness.' I think it helps you see again and makes you see it through different eyes.

21: I'm a visual person so it helps me remember a lot of what we learned in class. I really enjoyed the capital. I think that we had a great kind and I think the information he gave us was incredible. I'm that kind of learner. I'm a hands-on kind of person. I think it makes me understand, more than anything else, the connections that I need to make with my kids to Washington, DC and government. It's very critical. It just brings it all together and helps it to make much more sense to me than it used to. I used to hate history and government. I don't know what it was, it was just reading after reading and lots of boring professors.

22: To me it just helped to bring it more home. To realize that this is actually what happened. This is actually how it took place. It just helped to emphasize it more.

25: I think it gave me a lot of background information in more details than what I knew so that I could give that to the students in a richer way. More interesting, story telling way.”

In summary, analyses of both the survey and interview data provide substantial convergent evidence that participant content knowledge of US History, the first goal of the institute, has been realized.

2. *Goal Two: Improve Knowledge and Use of PSM*

Evidence that participants improved their knowledge of primary source materials and their classroom use was obtained first from the post-survey results. Further evidence corresponding to Kirkpatrick’s (1994) second (evidence of learning) step or level of evaluation was sought through a number of means. First, when participants were asked their level of agreement with “*Attending the TAH institute helped improve my:*” “*ability to find appropriate primary source materials,*” “*knowledge about how to use primary source materials,*” and “*knowledge about teaching with primary source materials,*” 93.9% agreed or strongly agreed with the statement. For the “*ability to analyze primary source materials to understand American history*” statement, 100% of the participants agreed or strongly agreed. Hence, the survey results indicate that the participants perceived that they had improved their knowledge and use of psm through participation in the institute.

Second, a paired-samples *t* test of pre- ($M = 22.3$; $SD = 5.8$) and post-institute ($M = 19.6$; $SD = 4.1$) Primary Source Teaching Efficacy ($\alpha = .81$) scores decreased statistically significantly (a lower score on this scale suggests improvement) from the pre-test to the post-test ($t = 4.28$, $df = 30$, $p < .001$). Accordingly, there is preliminary evidence that the participants’ teaching

efficaciousness with primary source materials improved through participation in the institute. Supplementary examination (ANOVA) of the research variables revealed that there were no statistically significant differences in post-institute primary source teaching efficacy by school, $F(1, 27) = .85, p = .37$. On the other hand, post-test score analysis indicated that a sex difference existed, $F(1, 27) = 5.66, p = .03, \eta^2 = .17$. The interaction between sex and school for post-institute scores was not statistically significant as well, $F(1, 27) = .60, p = .43$. The effect size was small-moderate. These results suggest that the female participants scored significantly lower on the post-institute measure of primary source teaching efficacy; thus, they had stronger beliefs that they could teach effectively with primary source materials after participating in the institute. Regression analysis also demonstrated post-institute expectations predicted post-institute primary source teaching efficacy (adjusted $r^2 = .12, p = .03$). In regression terms, this is a medium effect size. This result is plausible as two of the expectation questions concerned learning about primary source materials (e.g., “*I learned more about what primary source materials are.*”). Again, limited possibly because of sample size (Cohen & Cohen, 1983), the satisfaction variables did not predict post-institute primary source teaching efficacy performance.

Third, through analyses of participant interviews, the evidence further suggested that the TAH Institute helped participants learn what primary source materials were and where to find them. Visiting places in Washington, D.C. such as the National Archives helped participants learn where to find actual primary source materials, yet also provided them a chance to buy psm replicas, like Revolutionary currency. Along these lines, we ascertained the following through our interviews:

- 2: Every museum that we went to obviously had a store that you could have purchased things in which made it nice because some of things that we saw while we were there we were able to purchase primary resource books and some of my kids are always asking about the currency. Many of the museums had currencies during different time periods at

very affordable prices anywhere from \$1.50 to \$2.00 to receive currency from a particular time period in history. I think that the next time I go I'm going to try to take my little hand held video camera because a lot of what we saw was excellent. Of course, I took photographs of but I think that the next time I go back to the Museum of American History some of the artifacts and primary resources that they had on display were excellent and things that I would actually like to take back to my classes.

3: The National Archives gave us wonderful resources. Showed us how to get what we were interested in. Print of copies for our students to actually look at. The museum enabled us to photograph actual documents and copies of documents that they actually had there on display like a note from General Sherman to Lincoln saying "I am pleased to present you with a Christmas gift of Savanna." It was amazing to look at some of the things that, the real deal, it was amazing.

21: The thought of going to the Archives was boring to me [laughs]. I understand its significance now. I even brought a couple of artifacts in this year. I collect antiques and the kids were really awed by it. I can't believe this really makes them so excited. It just surprises. Now a piece of paper like the Constitution or the Declaration has never excited them. But I think I understand that I'm going to use it more and more because it is that important. I'm going to have to figure out ways to make it work so that they are more interested in understanding it and looking at it as a document. I understand what I need to do with that and it's a hands-on opportunity. I can't tell you how much that's made a difference to me. I've never even mentioned psm until it was in my textbook a few of years ago. But I didn't emphasize them that much because we just don't have them to talk about them. What I understand now is that I even have some myself and so do kids at their houses. I feel more comfortable in dealing with that subject. I usually went by what was in the textbook or what was in my core content guide, but I think I can probably ad lib now...it will be much for fun to teach since I was there looking at the original documents.

Giving context to the primary source materials and the participants' increasing confidence level (primary source teaching efficacy) with the material, when asked about her experience using primary source materials before the institute one participant answered,

3: What's primary source material? That would have been my answer. I didn't use it. I didn't have any ideas about how to use it. I didn't have any ideas about how to go about using and now I have several ideas. As I use it more next year it will be it will come easier. Now I have some concepts and some ideas. The institute exposed me to how much more accurate and much more realistic it [psm] is. It enabled me to almost touch history, so that I can make my own analysis so I can make my own decisions and give me some more ownership. By showing me how to use the National Archives website it enabled me to actually go out and find what I want.

Other comments about primary source material use included:

4: I'll definitely be more deliberate about using it [psm]. It made me think. It got the wheels turning. As teachers we kind of fall into the 'we've done this and it's worked well', but this made me rethink how we might do some of the things. Going to D.C. gave us the ability to tell the kids what it's really like. I took a lot of pictures there that I plan on showing to my kids as primary source materials in and of themselves. Also, just giving the kids context like saying the Constitution is in D.C.. You can go and look at it. Just kind of contextualizing a lot of the stuff that you see in the history books, but aren't able to necessarily identify with usually.

5: Just having the practice of reading them and going through them, discussing them gave me confidence. I used to do this all the time, but it's been a while. It was kind of like a refresher. This is what you have to do when you go back and read it and look through it. The fact that we then discussed and you got two totally different professors opinions of the psm let's you know that wow there are all sorts of different ways to look at it. They mentioned some things that I'd never thought of when it came to looking at the material. You get so much in the pattern of this is the presented way so this is the way it is, but there are plenty of other things to look at. It will be great to take that to the kids and see what they come up with.

6: The National Archives was eye opening there. The fact that the Declaration of Independence because it had been on a wall in the state building for 50 years had faded to the point of almost not being able to read most of it. The preservation techniques they are using with the Constitution will prohibit that from happening. I think that's very important for students to know. It was important for me to know as well. Some of these documents that you think will never go away can. That's extremely important that we be able to read them. It was touching to be able to go in and actually view the original documents. It was moving. I think if students can get that same reverence for certain kinds of documents I think it would help them hit home a little more how important things are for Americans.

11: We specifically got to view the Declaration of Independence and the Constitution which we teach our children about. I will be able to talk to them about it and tell them about the documents. Students are always fascinated with that type that you can actually see it. It's forever ago to them and something that still exists.

9: I learned a lot. I know that was proven when I saw my little quiz scores. I was bragging to my husband what I had learned. I felt like I just learned a lot more like different sides to things. Things were more complicated than the 5th grade version teaches and that's all I remember when I learned history in college which was such a long time ago. That was really neat to get a refresher course and really how complicated the whole process was.

10: especially when you are in the American History museum and the primary sources that are there that you can actually see and the artifacts and all of those things. We went

to the National Archives and found out the different web sites you can go to and the materials you can get. Everything we did there really verifies the primary source. You wouldn't believe the things I found at my parents home that I can use that all has to do with American history. I must have gotten my love of American history from my mom and I never knew this until I started going through her things. I've got a ton of primary sources that will be fun to look at.

12: There were so many things that I hadn't thought of. Like how they had set up in the National Archives they put the Declaration of Independence first, then the Constitution, then The Bill of Rights. Before I'd seen it with the Declaration in the center so I taught that as more important. But maybe its use more chronological...to reinforce the kids' understanding. First it will be this one, this is the starting one then the second one. There were just so many things that I could see that maybe I could use it this way that maybe without having seen it again myself I wouldn't have thought about using it in class...The professors made it a little clearer on a lot of things because of their great knowledge. Professor Mackey and Professor Kleber their explanations and their play role of oh I can play role that with the kids. What do you think would happen with this? No you can't do this. Set up a play role for the kids to argue different points. The interpretation that there were people behind these ideas when these documents were written and all these compromises were made. There were reasons for the people behind it. I think I can get the kids and assign them a document and to maybe think about they would have felt about this and somebody else could argue about how you would have felt writing this and somebody else would argue and I want you to argue your point. I think the role play game gave me some good ideas for that.

22: "I think it helped me. One of the things that I think I'll do now is instead of always just depending on the book is now I know how to branch out and get other things."

26: It did improve it. I think overall that this particular summer I have really gotten a better handle to explain what's in these document, exactly who these documents were addressed to, why certain things weren't included, even some of the places where the framers included some of the information that they contained in the Constitution—where that actually came from. That ties prior times in history to when those documents were written. That's what helped me a lot and gave me a deeper understanding. I was not a history major as an undergrad, now I've got a better on a lot of that material myself.

Teachers of course came to the institute with different backgrounds and experiences.

There were several that noted that they thought the institute did not focus sufficiently on primary source materials beyond the Declaration of Independence and the Constitution.

2: The institute itself a lot of teachers we were talking we felt that while we were at Hilton Garden Inn being learners we didn't feel like we got a lot [of psm]. The Declaration of Independence and Constitution and Bill of Rights we felt like that was

what was focused on. But as far as other primary resources we didn't feel like we got an abundant amount of examples of primary resources other than those three major documents to use. We are hoping that next year and the year after there's more primary resources used at the institute itself.

23: I think it added a little bit of comfort, but I wouldn't say a whole lot. I know within the institute the actual learning segments allowed us to think about psm, but as an intermediate teacher there wasn't a lot of ideas about how to use psm in the classroom. It was a lot of instructional and a lot about the American history, but it wasn't a lot about 'oh we can do this in the classroom' or this is how we can bring it into the 5th grade.

11: I use psm quite a bit in my classroom. I'll go on line and find some Native American things and things of that nature. It just gives me even more to use in my classroom. I'm a firm believer in using psm that's why I was interesting in coming to the TAH. It wasn't something that I wasn't unfamiliar with or new.

25: to really be honest I didn't think that this institute did as much as the previous one that I had taken. I didn't feel focus a lot on that. Maybe I just missed it. I think that just seeing those documents, and I had seen some years ago, but now knowing the background to them that to me was pretty awesome.

Overall, our Level Two-related analysis (Kirkpatrick, 1994) of both the survey and interview data provide convergent evidence that the second goal of the institute concerning improving teachers' knowledge of primary source materials and how to use them for teaching purposes has been realized.

3. *Goals Three and Four: Aid/Improve Teaching of US History by Using PSM Strategy*

Aligned with Kirkpatrick's (1994) third step or level of evaluation ("Did the participant use what was learned on the job?"), the participants' application of psm use as a teaching strategy to aid and improve teaching was examined. Investigation of goals four (integration of psm in lesson plans) and three (utilizing psm as a teaching strategy to engage students) were through participant and instructor interviews, follow-up session observations, and examinations of student work. Interview themes included:

“Hands-on” and multiple intelligences

3: I will definitely be using some of the things in center activities and in discussions with my class. It will enable them to have a little bit more hands-on. Hopefully it will make it more real to them and enable them to understand that the documents they create may one day be looked at and explored and analyzed to teach others what others what we are doing now.

5: I had used one or two primary sources, for example the Declaration of Independence. It's a typed copy, not one that looks like the original. I do use the video that one of the professors mentioned because that was made available to us. So they got to see people read it, but they follow along at the same time. That does make it very meaningful. Our textbook has little blurbs like from the Mayflower Compact and from the Iroquois Confederation, but not all that much. The kids always love it when we look at those kinds of things because once again it seems more real if you are looking at something that has just the appearance of the original. It's not something you made up or it's just something in the book. I will be using a lot more of that than I did before. I'm going to hope that my principal doesn't mind that we're going to slow down the pace and spend a little more time on some things. We'll try to keep up with that core content guide, but we probably won't, but we never do anyway... Oh yeah, probably every activity that they put us through has found its way... in fact I'm one of those people who prepares everything during the summer and I'm going through some lesson plans. I'm like I've got to slide this in here and I'm having to restructure a number of the units I teach particularly to get to the Revolution because there's so many new things to put in there now. They are far more meaningful than some of the things we've done for years.

7: I think the hands-on, one of the books they gave us at the National Archives is about taking primary source documents, you can actually copy them off this website. To really make it real for them to get white gloves and even though they're not the real documents you have the children treat them like the real documents. Keep them in files or folders where they are very important... It keys in to their multiple intelligences more when they can see it, when they can hold it, when they can hear it read. I was very impressed with Dr. Kleber when he had us read the names of the people who signed the Declaration of Independence then had us read a part of it. I'm going to do that with my children because it was very moving I thought. You are hearing it, seeing it, touching it, feeling it and using all the different multiple intelligences. ... I'm sure as I read more I'll gain more knowledge and more ideas of things that I can do. You know government was the worst thing—I hated teaching government before. I would skip over it as quick as I could. This has really made me a lot more excited about it. I feel like I'm ready to go in there and get them excited about it. I don't know why but I hated teaching government.

Helping students think through materials

6: I think that it becomes more personalized for the students. They have a harder time reading some of it, like the Declaration. For many of those students it is very difficult to

read the printed word in block letters. I have some low skill readers. However, being able to read the script these documents and seeing how important it was that penmanship, the construction of the document. I go through what's called SRE, statement, reason, evidence. The Declaration of Independence is excellent for that in reinforcing how you do an open response answer. Many students just don't put together that's the way they actually approach their parents. They use that process. You have to make it very visual for them. By showing them documents such as the Declaration and going through step by step this is what it says and if they are having difficulty reading the words helping them through it and going back and reading it all together. I think it reinforces how we should present our arguments on different things and it makes them more reasonable.... Frequently, in most classes I've taken you read silently and you discuss it. Reading it out loud brings it home a little more. I can see how that would help my students.... I want them to understand that these are real people who had real lives. If they can find a diary or journal I encourage them to read those and become familiar with these people as if they are your neighbor or a member of your family. I think using primary source documents is the only way to really do that and make that connection.

9: I've even had copies of the Declaration of Independence, but because it was so hard to understand the language I never honestly saw too much use in actually providing those for the kids except they thought it was cool to look at. I think that now I've got more ideas of how to actually use it and maybe just use part of it because they are hard to understand, especially fifth graders.

26: Yes, absolutely. I think for me in my eighth grade curriculum we're going to do a lot with the Constitution even though the time is limited. I think it's important with the Constitution to really be able to break it up. Now from what I've learned I can lead some students to do that more in terms of group activities and things where we can break the Constitution up and look at the parts of the constitution to see what's actually in there for them to know. Especially how it's used today in terms of their rights and responsibilities and things like that as citizens. The Declaration is another important piece. I think until now it's nice. You read it, you talk about it a little bit in class I feel like I'm able to explain it a lot better. I can look at it and understand the reasons why it was written. Students, with my help, will be able to handle those documents and go through them and it will mean a lot more.... I think the character collages was absolutely marvelous. I think that's important because that tells a lot of what was included. Sometimes what I find with young people is that they are awed by it as I was. 'How in the world did they come up with all of these great ideas and it's lasted for over 200 years?' What we find out is that it's just like you or I, its part of who you are. If they go back and why they insisted on certain things and why they wrote like they wrote and things like that it will become clear.

Working together with other teachers to learn ideas and build confidence

21: I'm going to use a map of DC. I've had it in the past, but I've never used it. It's just now that I can talk to the kids and visualize with them where I went and why I went there

and why that place is so important to the entire country. I bought several copies of the Declaration of Independence and the Constitution and I plan on using those in centers so the kids together can talk about them as partners and help them understand how important that piece of paper is and why there would be a building built just for that cause in Washington, DC. That's what I had in mind for that and I can't wait to get my hands on those class set of books. I feel more comfortable in dealing with that subject. I usually went by what was in the textbook or what was in my core content guide, but I think I can probably ad lib now...it will be much for fun to teach since I was there looking at the original documents.

23: there were a couple of ideas that we can bring into the classroom. It's hard for the kids to differentiate between the psm and the secondary sources. Throughout by listening and watching and talking with other teachers we definitely came up with ideas of what we can bring into the classroom from the institute.

Using curiosity, interest, and passion to engage students

11: Yeah, I liked the graphic organizers that they used to compare the Declaration of Independence and the Constitution. I'll use some of the graphic organizers for sure.... Plus, the thing with teaching American History, if you have personal knowledge about things and you can talk to students about it and they know that you are interested in it then it's going to spark their interest.

12: Like I said, the chronological sequence of the documents is one thing I'll probably take another look at. I took some pictures of the originals versus the textbook. Here's what it really looks like. It's aged, but as one professor said paper may get old, but don't let the ideas get old. Try to touch in some more emotion in it also.

13: When we read those one by one it was almost like the founding fathers voices restating. That made a major impact with me. I intend to do that in the classroom. Everybody take one. It makes it more meaningful. Even if you don't remember all of them, you'll remember the one you read.... with this immersion program we have a book, I can't think of the name, that's full of the complete full primary sources. I haven't had anything like that before. Having that complete document....When they know that this is a copy of a real document this came directly out of that time period [then] students retain that more. Students don't like to be fooled. They like to know what was real. When they have questions you can direct them right to the source.

14: You have to make them think 'what would your reaction be?' you have to make them care so these documents can make them do that.

17: When you talk about Native Americans, what they did and what they are like, kids are like how do you know that? They ask you questions like that. I also took about 300 digital pictures. Just for me to be able to say this is a picture that is in your social studies book and this is the picture and this is the picture that is in the Capitol rotunda. It's just to

be able to make those connections so they can be like ‘you saw that’. I think that the experience of saying that you’ve been there, it almost makes them want to listen more.

18: You just have to have the passion and pass the passion on.

20: It makes me wish that I could take my class to Washington, DC. I can’t because it is just too expensive of a trip and I can’t do that. It [the trip] makes me excited again. I know that I can say to the kids that I just saw this and I can tell them what the Declaration looks like now. I know that when I personalize what I teach, the kids get excited because I’m excited about. The kids say ‘you’re really excited about this’ because when we talk about Bunker Hill, I’m the English and I gallop up Bunker Hill and I come back down and I gallop up and I come back down and I go up a third time. I didn’t do that till I went to Bunker Hill. When you are talking about it you can say what it looked like and you can say that I’ve stood in that very place. It makes you humble and it makes you excited and it makes you realize that you can’t know where you’re going till you know where you’ve come from.... There’s a lot of psm that you can’t use for fifth graders because they are above their heads. I did use quite a few...It [institute] will make me use psm more.

2006 Interview 7: The kids seemed to love it. They thought it was great that I went to school over the summer and enjoyed it. It inflates kid’s egos to think that they are doing work like I did at U of L,

Not enough focus on teaching because of the time constraints

2: I think a lot of us, being a visual learner that I am, had a difficult time... A lot of what they were presenting to us I was having a hard time relating how is this going to benefit me to take back to the classroom. After their time when Rick and Marcia and Laura tried to come back and say this is what you could do. That was very practical and something that I could use. But a lot of times due to time their presentation got put on the back burner... I just felt like a lot of it while the two professors are very knowledgeable and they are a wealth of information I just felt like some of that was over the heads from what the 5th grade teachers would have needed.

Much of the aforementioned strongly suggests that the participants’ were stimulated to think carefully about how primary source materials might be meaningfully used in their teaching practice. The interview data suggest that students may benefit directly through the development of lesson plans (Goal Four) that integrate primary source materials as a strategy to engage students in hands-on activities (Goal Three). Students may also benefit indirectly through teachers’ observing, consulting, and reflecting with their more experienced peers about how to

best integrate lesson plans, implement learning strategies, and engage student curiosity, interest, and learning. Through engagement in the pedagogical segments of institute, the participants plainly learned new ideas about how to improve their classroom teaching.

Evidence of idea implementation was clarified to some extent during the follow-up session in February 2006 when the teachers brought examples of student work related to the use of primary source materials in their classrooms. Each teacher verbally shared with the group their lesson plans, psm implementation strategies, and the final result: examples of student work. Dr. Laura Clifford and Rick Daniel facilitated the 2.5 hour session. The first evaluator obtained student work samples from the majority of the participants, which exhibited direct linkages to what was learned in the summer's TAH Institute, and the *Hands-On History: American Revolution* (Gravois, 2003) resource book distributed at the institute. PSM use examples of student work included: photographs with student stories, student reflections guided by an important quote, diary and poetry analysis with short answer questions, drawings of Revolutionary War figures or African- and Native American leaders, Preamble paraphrasing for developing a classroom management proposal, etc. The *Hands-On History* examples of student work included timelines (e.g., Cause-and-Effect Title Page—12 events that lead to the Revolution), French and Indian Lockbook, American Revolution Bulletin Board, Westward Bound concept map, CircleBook of Important Events (to report on important American Revolution events), etc. Energetic discussion among the teachers about their teaching experiences with psm and how the students responded, with supportive evidence, suggested that the institute aided the development of lessons plans, psm strategy implementation, and student engagement, as mandated by Goals Three and Four. Certainly, some teachers may have been aided more than others, although it was not apparent at the February session.

Subsequent discussions with TAH Institute instructors (Dr. Laura Clifford, Rick Daniel, and Marcia Lile) about their visits to teacher classrooms suggested further that TAH-related content and pedagogical instruction (e.g., psm, *Hands-On History*, Rebus) was being used, but determining to what extent throughout the year was not possible. However, according to the instructors, each teacher claimed that information gleaned from the institute had been very helpful for supporting their instruction, with direct student benefits.

To sum, the convergence of interview (both participants and instructors), observation (during February follow-up session), and student work data suggests preliminarily that participation in the TAH Institute aided teacher lesson plan development, psm strategy implementation, and student engagement in their respective classrooms. Future evaluation efforts could be assisted by obtaining actual copies of the lesson plans with explicit links to psm strategy implementation and representative examples of student engagement. There is evidence too that more might be done to make clearer links between the knowledge conveyed in the institute (including the immersion experience) and its application to the classroom specifically to improve student engagement. As a number of teachers noted, time issues (some lectures went longer than planned) during the institute might have limited some of the planned, vital pedagogical activities, that is, how to make lesson plans that convey content knowledge and integrate psm strategies better. The teachers also suggested that additional specialized emphasis on how to make the often complex conceptual material understandable for fifth and eighth graders might have been useful as well.

4. *Goal Five: Improve Student Achievement*

Currently (July, 2006), Kentucky standardized test scores (KCCT/CATS) are not available for 2005 to measure possible goal attainment. This is unfortunate as Kirkpatrick's (1994) evaluation model calls for evidence that the TAH institute influenced school performance (in this case, student social studies performance on standardized tests—Level Four).

Notwithstanding, participants did mention the influence of standardized tests on their ability to teach American History.

17: That definitely happens. I see that the most on the CATS test. The way that they word some of these questions and things like that. They definitely need the reading skills, but at the same time they want us to spend two hours on reading, but we are still tested on math and social studies and the next year their going to add reading on to it. I don't know, a lot of my social studies comes from what I've already taught and what I know has already worked. I do a lot of projects too that incorporate drawing skills. When they are drawing they have to tell me about it. It's very short writing. It's not much more than an index card that says this is what this is. They are getting the fun aspect, but they also have to report on what is it... I ordered books that has so many psm pictures of that time. They'll show them pictures like that on the CATS test: 'What's going on in this picture?' I think having that is going to help too.

18: I always taught what a primary source is and did get a graphic organizer on it. There's always a question on the CATS test about it.

When questioned in a June 2006 interview about the possible relation of teacher TAH-related learning and student CATS performance as it related to social studies, participants noted that:

Interview 4: Probably yes on test scores [increasing]. They got it better because I got it better.

Interview 6: I don't have test scores, but on the everyday tests then yes they did better.

Interview 8: I think that psm improves student achievement because it connects them and seeing it first hand helps them to remember.

Generally speaking then, there is initial evidence that teachers do see that using psms in the classroom sharpens a number of skills (both teachers' and students') directly related to students performing optimally on everyday tests and the CATS standardized test (Kirkpatrick's

Level Four), although there is no direct evidence presently that supports this notion further. Standardized test scores might be best used if they were available more quickly and in reasonable time for teachers (and evaluators) to intelligently appraise the results of their teaching practice. This essential performance-related information is too frequently unavailable until after the new school year has begun across the country, reducing the opportunity for possible informed decision making about how to best improve teaching practice, student motivation and engagement, and academic performance.

III. SATISFACTION WITH THE TAH INSTITUTE

Kirkpatrick's (1994) evaluation model also demands that participant satisfaction be assessed (Level One). Although this part of the evaluation is not directly related to goal attainment for the grant, this information is particularly significant to TAH planners, coordinators, and instructors because it can inform optimal functioning of next year's institute. For the evaluators, participant satisfaction levels might help explain participant perceptions about US History and effective psm use, and ultimately teacher classroom behavior. There is a large research literature that supports the relevance of satisfaction to teacher skill development and performance, as well as job retention (Guarino, Santibañez, & Daley, 2006).

A. SATISFACTION WITH TAH INSTITUTE WORKSHOP

To this end, participant satisfaction was measured in a variety of ways. Through the satisfaction questionnaire, participant satisfaction with the institute, instructors (Dr. Laura Clifford, Marcia Lile, and Rick Daniel), professors (Drs. Mackey and Kleber), guest speakers (e.g., Dr. Banning), program content, materials, skill improvement, and instructor contact was

assessed. The Cronbach's alpha for each respective scale was .82, .70, .75, .82, .93, .79, .78, and .78. Importantly, each reliability score was in the acceptable range (Tabachnick & Fidell, 2001).

Interview data concerning satisfaction also were collected to further support the evaluation.

When reviewing each facet of participant satisfaction, we highlight only the salient items. For "satisfaction with the institute" ($M = 20.6$; $SD = 4.8$), there was strong evidence that the participants were quite satisfied (a lower score means more satisfied on each separate satisfaction scale in this study). Over 87% of the participants strongly agreed they were satisfied with the institute's teaching and content knowledge support, positive learning experiences, meeting advertised objectives, learning opportunities, practical ideas about how to use psm materials, and overall quality. All but one participant strongly agreed that they accomplished something worthwhile by attendance in the institute. Importantly, however, four strongly or moderately agreed that they did not learn new information in the institute. Ten participants also but moderately agreed they had sufficient practical experience to help them use psm in the classroom. This finding is further supported in our interview data; there was some uneasiness about the amount of pedagogical experience in the institute pertaining to applying new learning about psm to the classroom. Further examination of the research variable by a 2 (sex) x 2 (school) ANOVA did not reveal a statistically significant difference in institute satisfaction by sex $F(1, 27) = 1.81, p = .19$, but there was a significant difference by school $F(1, 27) = 4.58, p = .04, \eta^2 = .15$. The interaction between sex and school was also statistically significant $F(1, 27) = 8.74, p = .01, \eta^2 = .25$. Both effect sizes are modest. Overall, these findings suggest that institute satisfaction was higher with elementary school participants, particularly the male participants.

As for "satisfaction with the instructors" ($M = 14.2$; $SD = 3.1$), there was strong evidence that the teachers were very satisfied. On all but one item (#25), over 90% of the participants

strongly agreed they were satisfied with the way the content was presented and explained, etc.; all but one participant strongly agreed the instructors were overall effective. Over 27% strongly agreed that the instructors needed to use more visual aids. Statistical analysis by a 2 (sex) x 2 (school) ANOVA did not reveal a statistically significant difference in institute satisfaction by sex $F(1, 27) = 2.38, p = .18$ nor school $F(1, 27) = 3.90, p = .06$. However, the interaction between sex and school was statistically significant $F(1, 27) = 6.29, p = .02, \eta^2 = .19$. The effect size was modest. This finding suggests that instructor satisfaction was higher with the male elementary school participants.

Concerning “satisfaction with the professors” ($M = 13.8; SD = 3.2$), over 90% of the participants strongly agreed that the professors were overall effective, concerned with learning, treated participants with respect, listened to new ideas, and provided opportunities for questions. There was some evidence, nonetheless, that the professors were unable to keep two of the participants interested. As before with the instructors, over 39% of the participants strongly or moderately agreed that the professors needed to use more visual aids. Examination of the research variable by a 2 (sex) x 2 (school) ANOVA did reveal a statistically significant difference in professor satisfaction by sex $F(1, 27) = 8.59, p = .01, \eta^2 = .24$ and school $F(1, 27) = 9.74, p = .01, \eta^2 = .27$. The interaction between sex and school was also statistically significant $F(1, 27) = 9.74, p = .01, \eta^2 = .27$. Each effect size is modest in strength. Overall, these findings suggest that professor satisfaction was higher with males, and with the elementary school teachers. The interaction indicates that the male elementary teachers were most satisfied with the professors.

“Satisfaction with guest speakers” ($M = 27.1; SD = 12.2$) yielded divergent results from the aforementioned instructor and professor satisfaction data. Less than 35% strongly or

moderately agreed the guest speakers presented and explained the course materials well and related to participants. Roughly 9% strongly or moderately agreed they were kept interested in the presentation material and 39% thought the guest speakers were overall effective. The majority thought the guest speakers were ineffective. These results were corroborated strongly by the interview data. Mainly, participants questioned the appropriateness of having guest speakers during lunch because they needed time to relax, recharge, and reflect. One male and four female participants also decried the lack of pedagogical emphasis on applying what was learned to their teaching practice. Statistical analysis by a 2 (sex) x 2 (school) ANOVA did not reveal a statistically significant difference in guest satisfaction by sex $F(1, 27) = 0.85, p = .37$ nor school $F(1, 27) = 1.07, p = .31$. In addition, the interaction between sex and school was not statistically significant $F(1, 27) = 0.72, p = .40$. These findings suggest that there were no statistically significant differences by sex or school for guest speaker satisfaction.

With regards to “satisfaction with program content” ($M = 9.7; SD = 4.8$), approximately 82% strongly or moderately agreed the materials or texts were not too difficult or time consuming; content was presented at a reasonable pace; and the content challenged them to learn. Further, almost 85% strongly or moderately agreed that the program content stimulated both their American History and primary source material curiosity, a strong motivator of learning among adults (Reio & Wiswell, 2000). Lastly, three participants indicated that there may have been too much material covered. Informal discussion during session breaks with the evaluators also highlighted this concern with one male and two female participants. Statistical analysis by a 2 (sex) x 2 (school) ANOVA did not reveal a statistically significant difference in content satisfaction by sex $F(1, 27) = 0.94, p = .34$ nor school $F(1, 27) = 1.27, p = .27$. In addition, the interaction between sex and school was not statistically significant $F(1, 27) = 1.31, p = .26$.

These findings suggest that there were no statistically significant differences by sex or school for content satisfaction.

“Satisfaction with material provided by the TAH institute” ($M = 5.4$; $SD = 2.1$) yielded strong evidence that material was well organized, outlined, logically presented as content units, and helpful for understanding more about primary source materials. Over 97% strongly or moderately agreed. Examination of the research variable by a 2 (sex) x 2 (school) ANOVA did not reveal a statistically significant difference in TAH material satisfaction by sex $F(1, 27) = 2.70$, $p = .11$, but there was a difference by school $F(1, 27) = 7.31$, $p = .01$, $\eta^2 = .21$. The interaction between sex and school was not statistically significant $F(1, 27) = 0.84$, $p = .37$. The school effect size is modest in strength. Overall, these findings suggest that TAH material satisfaction was higher with the elementary school participants.

Finally, on the topic of “satisfaction with instructor contact” ($M = 4.7$; $SD = 2.4$), the evidence demonstrated that roughly 82% strongly or moderately agreed that their personal contact, advice and guidance, and pre- and post-session visits with instructors were satisfactory. Notwithstanding, at least six participants thought there was insufficient instructor contact, advice and guidance, and before or after session visits. In particular, two participants, both female, did not think that the pre- and post-session instructor visits were sufficiently often; in addition, one female did not think personal contact with instructors was adequate. Statistical analysis by a 2 (sex) x 2 (school) ANOVA demonstrated a statistically significant difference in instructor contact satisfaction by sex $F(1, 27) = 4.32$, $p = .047$, but not by school $F(1, 27) = 0.06$, $p = .82$. Further, the interaction between sex and school was not statistically significant $F(1, 27) = 1.60$, $p = .22$. These findings illustrate that male teachers overall were more satisfied with instructor contact than female teachers at the institute.

Overall, both the quantitative and qualitative evidence strongly suggest that participants were satisfied with the institute, instructors, professors, program content, TAH materials and instructor contact. Clearly, the teachers thought the institute was a valuable tool for helping them become more effective teachers. They described the institute as “excellent,” “great,” “exceeding expectations,” and “well-organized.” Several expressed appreciation too for the central location of the meeting site. In addition, the teachers were grateful to the McConnell Center for their generosity with the materials (e.g., books) and food. A few noted also that this was the best professional development experience they had attended and they genuinely appreciated being treated like professionals. “All personnel involved with the institute were friendly, knowledgeable, and helpful.” Being treated with respect as professionals considerably boosted morale.

Participants seemed to enjoy the history professors’ presentations. Many people particularly liked the debates the professors had, which kept them “on the edge of [their] seats” and gave them ideas to engage their students in the material. Participants were “rejuvenated” to teach American History. Teachers expressed increased curiosity about US History content and primary source materials use, and confidence about competently applying what was learned to their teaching practice. Furthermore, teachers enjoyed the substantial opportunities for learning and networking, and a renewed enthusiasm for US History and psm use as a teaching strategy, which was relayed to students. Further evidence of the institute’s efficacy in meeting participant expectations, skill improvement, and overall psm satisfaction are presented in Table 1.

Table 1**Participant Expectations, Skills, and Overall PSM Satisfaction at TAH Institute**

	Percent Strongly or Moderately Agreed with Statement
TAH Expectations of Participants	
I learned how to help students use primary source material.	97.1
I learned how to share my knowledge with colleagues.	85.3
I learned where to find primary source material with which to teach.	97.1
I learned more about what primary source materials are.	85.3
I learned how to analyze primary source material.	85.3
I increased my American history content knowledge.	100.0
Attending the TAH Institute helped improve my:	
specific job skills related to teaching American history.	100.0
general teaching skills.	87.9
ability to find appropriate primary source materials.	93.9
attitude toward teaching.	90.9
ability to analyze primary source materials to understand American history.	100.0
knowledge about how to use primary source material.	93.9
knowledge about teaching using primary source materials.	93.9
knowledge about American history.	100.0
PSM Satisfaction:	
I feel more comfortable teaching with primary source material after participating in the TAH institute.	97.1

Although the teachers seemed reasonably satisfied with their TAH institute experience, as in any professional development endeavor, the data suggested there was some room for improvement. The statistical analyses demonstrated, for instance, that the male elementary school teachers, while few, were more satisfied with the institute, instructors, and professors; males overall were more satisfied with instructor contact. Even though satisfaction seemed impressive in most areas, perhaps more emphasis could be placed upon what might satisfy the female teachers best to ensure optimal opportunities for engaged learning and classroom application.

Further, the teachers in particular wanted more “hands on” experience with using primary source materials. Many strongly agreed that more visual aids could have been employed to

model and deliver program content. The guest speaker at lunch seemed to be ineffective, although all agreed he was very knowledgeable. The consensus was there was insufficient effort to link the guest speaker's material meaningfully to their teaching practice. Moreover, a few participants suggested that there may have been too much material in the institute and that instructor contact should be enhanced.

B. SATISFACTION WITH DC IMMERSION EXPERIENCE

Participant interviews were conducted immediately after the trip to Washington, DC to collect data about the immersion experience. Typical responses included “the trip to DC was great,” “I felt like a kid in a candy store,” and it was a “chin dropping experience.” Participants expressed emotional reaction to the trip, especially when looking at some of the primary sources materials like the Declaration of Independence or while standing in the Supreme Court where history is made. The teachers expected to translate the excitement and emotion they felt into more effective teaching. Indeed, actually seeing the psms made things more concrete, which subsequently brought them to life.

The teachers again recognized the effort the McConnell Center staff (mainly Malana Salyer) put into organizing the trip and they were grateful. Most participants appreciated staying relatively on schedule and not having to wait around. The majority bought more resources, books, and replica psms (e.g., Civil War era money). Additionally, they seemed to enjoy the Bill of Rights speaker, the trip to the National Archives, and the web resources that they made available. The Museum of Natural History (especially the “Price of Freedom” exhibit) was another favorite. As evidence of the perceived value of the immersion experience, several wished they could stay another day.

Another repeating theme was the emotional connection that people made to seeing the places where history was made and to seeing the actual pieces of history (the primary source materials). The emotional experience was both awe and excitement, both of which participants claimed they would take to their students to emphasize the importance of these historical places and documents. The following comments demonstrate the range of learning experiences, networking, etc.:

2: The Museum of American History “Price of Freedom” exhibit just worked so hand in hand with everything that Dr. Mackey and Dr. Kleber taught us. It was amazing. The stuff that we saw there: the National Archives was just such a wonderful experience to see and to be looking at the real Declaration of Independence, the real Constitution. It was like the Holy Grail, almost like a religious experience. To be standing there looking at the signatures of Ben Franklin and John Hancock and to see the words it was amazing. It made it more concrete. It reached me at an emotional level not just an intellectual one which of course made it more real.

Being put in the mindset of the importance of them (psm) is very important.

3: Well my feet have stopped throbbing. I was a kid in the candy store. There was not enough time to do everything that I wanted to do in three days. There was not enough time to do everything we wanted to do in three days. It was unbelievable. It was a complete joy except for my feet. I loved it. I learned things that I didn’t know.

6: It was personally important for me. That’s important for me because I need to find ways to make those personal connections for my students too. It just reinforced my teacher education that you have to make that personal experience very vivid for your students, even adult learners. It sticks with you a little more.

7: I think everything went very smoothly. I thought Malana was very organized and anything that happened like with the train definitely she didn’t have any control. Everything she did was right on target. I did think that next time that I’ll probably try to get some more taxis instead of walking that much. The walking just about killed me. By the time we got to some of the places I didn’t feel like looking at them which is because I’m old [laugh].

7: I just thought it was wonderful. We just had a great time and got to know a lot of people. I thought it was really nice the way none of us really knew each other before we came in there and we just made some really good friends. I think that now we have some networks now that we can all help each other when we have ideas... That’s the another thing that’s great about this grant is that I can go back and help the other teachers that teach

social studies and share all of the wealth of resources I have now and get them as excited as I am about teaching. Especially if I can get these primary sources boxes going.

9: I thought it was wonderful. It gave me a greater appreciation. I had real powerful feelings when I was at all of the different places. I had real strong powerful feelings like standing in the Supreme Court where history is made daily. I think that's going to help me be a better teacher of history because I think that I will be able to express that better now that I've seen everything. Well not everything. That's another real powerful thing is that there's still a lot of things I haven't seen.

11: I thought it was wonderful. As a social studies teacher it's really important to see things up close, first hand. I had never been to DC myself, so I think that will have an impact on how I teach this year...I liked that and I think that it does expand your knowledge because I think that an important thing about teaching history is to be able to stand up and talk to your students about it without having to teachers' manual a lot. I think that enhances your teaching if you develop a knowledge base that you can pull on without having to read from something. If it's part of you then I think the kids know that you have a passion for it and I think that a lot of times it will make them have a passion for it or at least be much more interested than they would be otherwise.

13: I just think that it's long overdue. Maybe after the three years there can be an addendum because we still have this homeland security thing and that's a new piece. That's a part of history. Even though we have another two years, I don't want to see it end.

14: because like we said at the institute every single person will be a citizen.

19: Overall it was very, very educational. It was very helpful. It made me more confident about the materials so I can even present that confidence to my kids. The resources were wonderful. I've never been able to get resources anywhere else really free. That was incredibly helpful.

20: I've been to Washington twice in the last three years and so probably for me most of that stuff was not anything I had not already seen or done. For me it probably at times would have, and this is just a personal thing, would have rather been doing something I hadn't seen or done before. For those people who had never been there, it was a very wonderful thing to do. I thought it was overall really good. I think there was a little bit of confusion because some of the things on the itinerary looked like they were planned and that it turned out that things were just suggestions of what people could do....20: I very much enjoyed the lectures and the classes and the conversations we had with our professors. I loved that. they are so knowledgeable. They made me get a level of understanding that I didn't understand and I'm still reading about it the one thing that I thought was probably not the best was being in the hotel because we couldn't get to know people because we were all facing in one direction. There are people there who I didn't even know. Maybe a different set up so that when we are having a lecture or conversation

we could be more so that we could see people. You're stuck with your room. You can't do much about your geography. But it rejuvenated me.

21: I really enjoyed it...I think it was a great idea. I think that we covered what we needed to cover as far as visiting places. I thought it was very well planned. We didn't have to wait anywhere we went and that made it very much worth while because all of my experience I've had before with Washington, DC is that you have to wait and wait and wait. That part was really really good. It was years since I had been there. It was a real treat for me...They were good together. I loved that simulated argument. Those were good. That part really kept me hanging on my seat. They both were really good. I'm really glad to be a part of it.

26: I thought it was wonderful. Everything went so smoothly. It couldn't have been possible for us to do anything more and I think we did a lot in the short amount of time that we had. Logistically it had been planned well and I think it just went really well. I can't say enough about it. It meant so much. I think one of the biggest enjoyments I got out of was that as many times I've been, I've never been with another group of teachers. To have the opportunity to sit and talk with both 5th and 8th grade teachers about how you would use the different things that we saw. To be able to break up into groups and actually we even did different things b/c some of us went one place as opposed to going with another. There were different teachers from all different levels. I think that made a big difference too. The people at the McConnell Center did a wonderful job.

23: I think it was a great experience and I really enjoyed all of the sources they gave us. All of the books they gave us. I think the materials they gave us are great sources for us teachers to refer to and to even bring into the classroom. I'm really excited for the follow-up session.

Other general comments:

1: [The] institute made available so many resources which are rich in psms. Teachers have such busy lifestyles that we don't often have time to research psm so it helped that the institute gave so many materials.

18: My score went up a lot. I improved a lot. I think it was good. As elementary teachers most of us don't have a major or minor in history or social studies. You just go in and read the material and you teach them whatever you can teach yourself. It was good to get different perspectives and more in-depth instruction from the professors. I thought that helped a lot.

4: It was great. I liked the fact that we were treated like professionals. I liked the content. Just the idea that you bring in top-notch people. You give the teachers materials that they can use in the classroom. Even just basic stuff like giving them decent food to eat. Whenever we would go to these PD things it was just be terrible. Most PDs are really bad so to have a good one is a nice change.

5: I just want to let you know that the institute was fantastic. It really was. I thoroughly enjoyed the learning part. It's not often that we get to be students again. Oh ok I knew that then there were things that I didn't know or hadn't paid much attention to and discovered that depending on where you are from different things are emphasized in history. You've got to get the bias out of there. That's something that I will purposely try to do. Both professors were a delight. We loved it when they did the team teaching thing and bounced off each other. We were a totally captive audience. That might help with the kids too. It might be nice to do that with some of the teachers I work with.

Overall, there is substantial evidence that the DC Immersion experience was overwhelmingly positive. The teachers emerged with new US History content and psm knowledge, enthusiasm for teaching better, ideas, and friendships.

IV. SUMMARY OF GENERAL RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE PROJECT GOALS

A. WHAT TEACHERS WANT FOR FOLLOW-UP SUPPORT

On the open-ended survey questions, prior to the trip to Washington, DC, teachers indicated that they wanted more web material, although in follow-up interviews most acknowledged the useful web resources made available to them in DC. The teachers were grateful for the materials they received, yet several expressed a desire for more actual psm to take to their students, including specific, well-designed psm modules similar to what the science department provides teachers for classroom use. Additional suggestions given by teachers for follow-up support included: (1) time to ask questions after they start teaching using psm and (2) meetings with other teachers where they can bring materials they have used successfully to share with one another. Each desire for support may have addressed somewhat through instructor visits throughout the school year (Dr. Laura Clifford, Marcia Lile, and Rick Daniel) and in the two follow-up group sessions, but the teachers indicated that more coaching and instructional support

would have been very useful. Further, one teacher said they would like the opportunity to collaborate lessons with master teachers and another said they would like additional help with lesson plans. Several noted too that they would like more time to put the material they learned onto their students' level. Finally, one teacher noted that they would like help incorporating psms with multiple intelligence lessons for their students.

B. RECOMMENDATIONS FOR THE FUTURE

Although the overall perceptions about the institute are clearly positive, there are several recommendations available for improvement. Several participants really liked the time they had on the trip to DC to get to know each other better and to process and exchange ideas. However, some of this interpersonal communication needs to occur at the beginning of the workshop. First, having a room set-up that allows for participants to see and hear each other more easily is preferable. Second, taking a few minutes to play a “get-to-know-you” game may be useful for creating connections between participants. This type of “ice breaker” activity can still be beneficial in the second year, because most of these teachers do not work together on a regular basis. Third, making sure the program runs precisely on schedule would give ample time for the instructors to help teachers sharpen their pedagogical competencies with the new materials, and to adjust what they are learning to the developmental level of their students. Fourth, instructors and professors should make sure they are available more before and after sessions to increase communication and provide extra opportunity for clarification, learning, and development.

Furthermore, having a working lunch makes for a long day, in the words of one participant. Having a lunchtime speaker means less time for the teachers to discuss, process, exchange ideas and just take a break from content-rich presentations. Although the guest speaker

was renowned, unfortunately he did not tailor his presentation to his audience as reported by nearly every participant. Future speakers, they said, should be reminded that their audience is not other academicians or historians per se. Also, inviting the history professors to a fifth- and eighth- grade classroom may help them more clearly appreciate some of the challenges faced translating complex historical information to those levels.

A few participants would like to see more assignments that use technology either in class or in homework assignments⁵. The teachers also recommended the use of more visual aids in the institute's presentations to convey information more effectively. Several noted too that they would like to receive their readings and assignments earlier to prepare before the institute begins. A number of teachers noted that while their content knowledge increased, they would like to see more psm use being modeled during the course of lectures. For example, how do the professors use them when they are teaching?

Specific discussions for improvement for the DC portion of the trip were few as most participants only had positive comments to make. However, one concern revolved around some people's confusion about free time on Saturday.

23: I think that it was highly intense and more time would have allowed us to view different things.

Some people said that they did not understand that they were on their own on Saturday, and would have done a few things differently, perhaps because they had already done what they thought were the scheduled activities. A second concern was that when people divided spontaneously into small groups, some people were left out. Yet, it was nice that the groups generally had a least one person with them who was familiar with DC and could help people learn how to use the subway and get around town. Lastly, some participants were challenged by

⁵ Note that this objective may have been reached during the DC portion of the program.

the amount of walking. It would have been easier, they report, to have taken taxis to some of their destinations, which are not that costly when shared, and then expending their energy walking around the exhibits. Some teachers expressed interest in taking their students to DC, and other teachers have already done so.

Additionally, several teachers expressed interest in learning more about Native American and Black experience for the time period studied.

22: One of the things I would like to see because of where I teach I would like to see more Black history incorporated in with the American history. I'd like to see that because I think it goes hand in hand. That's the only thing I'd like to see.

One way to do this is to bring in anthropologists who can discuss other forms of primary source materials such as artifacts, while demonstrating different ways of studying history. Educational psychologists would be useful too for informing developmentally appropriate teaching practice to convey the new content knowledge and facilitating optimal student cognitive development.

APPENDIX A US History Content Knowledge Pre-and Post-test*

Note. *To test for possible changes in US History content knowledge through participation in the TAH institute, the same measure was administered prior (pre-) to initiation of TAH and after (post-) TAH was completed.

TAH Institute Test: Forming a New Nation

1. Name the two of the three primary methods of founding colonies in British North America in the Seventeenth century.

(1) _____

(2) _____

2. The primary reason for the founding of Virginia was:

3. The primary reason for the founding of the Plymouth colony was:

4. By 1720, a pattern of governance had emerged in colonial British North America. List two of the principles of governance common to all the disparate colonies.

(1) _____

(2) _____

5. Name the theory of economics that dominated the thinking of policy makers in the Eighteenth Century.

6. Name two of the ideological origins of the American Revolution.

(1) _____

(2) _____

7. The first significant inter-colonial meeting to resist British policies was:

8. According to the Declaration of Independence, what is the purpose of government?

9. The first “national” “constitution” was:

10. Name two prominent "founders" of the United States who were not in attendance at the federal convention of 1787.

(1) _____

(2) _____

11. Name two of the most contentious issues discussed in the 1787 federal convention.

(1) _____

(2) _____

12. As defined in the Preamble to the U.S. Constitution, what are two of the basic purposes of the U.S. government?

(1) _____

(2) _____

13. To prevent the concentration of political power, the U.S. Constitution separated powers among three branches of government and established a system of:

14. Those persons who favored the ratification of the proposed federal Constitution were the _____ and those who opposed ratification of the proposed federal Constitution were the _____.

15. A series of newspaper articles on the proposed federal Constitution, which were a major achievement in United States political theory, were gathered together into a handbook called _____.

16. Name one important piece of legislation passed by the first Congress.

17. Short answer: Should not the so-called 1791 "Bill of Rights" be called a "Bill of Wrongs?" Explain.

- ___ 18. The conflict known as the French and Indian War, which was part of the Seven Years' war, began over conflicting claims in the:
- a. Hudson Valley
 - b. Mississippi Valley
 - c. Tennessee Valley
 - d. Ohio Valley
- ___ 19. The first signal that a change in British policy toward the North American colonies had occurred with the:
- a. better enforcement of the Navigation Acts
 - b. Proclamation forbidding colonists from settling west of the Appalachian Mountains
 - b. strict enforcement of the Quartering Act
 - c. The Sugar Act, that put a tax on foreign molasses and sugar
- ___ 20. Under the Articles of Confederation the national lawmaking body could do all of the following except:
- a. establish a postal system
 - b. conduct business with Native Americans and foreign countries
 - c. raise an army and navy
 - d. establish a court system to resolve disagreements between states
- ___ 21. In total, over the course of the federal convention of 1787, how many men participated in the federal convention?
- a. 38
 - b. 55
 - c. 62
 - d. 78
- ___ 22. While James Madison of Virginia has been called the “father of the Constitution,” this delegate from Pennsylvania actual spoke more on the floor of the convention and guided much of the discussion.
- a. Benjamin Franklin
 - b. Roger Sherman
 - c. James Wilson
 - d. Gouverneur Morris
- ___ 23. How many federal courts does the 1787 Constitution mandate be established?
- a. 1
 - b. 3
 - c. 6
 - d. 13
- ___ 24. This delegate to the federal convention refused to support or sign the new Constitution because of the lack of a bill of rights and the convention's refusal to condemn slavery.
- a. John Dickinson, Delaware
 - b. Rufus King, Massachusetts
 - c. George Mason, Virginia
 - d. Luther Martin, Maryland
- ___ 25. The first state to ratify the proposed federal constitution was:
- a. Connecticut
 - b. Delaware
 - c. Virginia
 - d. New York

APPENDIX B Pre- and Post-Institute Participant Surveys

Teaching American History Pre-Institute Survey (2005)

This survey was developed to collect various kinds of information from teachers over the next three years who are participating in the Teaching American History Institute (TAH). Please be as accurate and as honest as possible, and try not to let the answers to one question influence your answer to other questions. **Remember, there is no right or wrong answer.** Our goal is to collect information that will help evaluate the effectiveness of this institute in helping teachers improve their teaching of American history, especially through the use of primary source materials. This effort should take roughly 15 minutes; please do not let this dissuade you because we really need your informed help. **Please send this completed form back to us using the stamped envelope provided by JUNE 9th.** We thank you very sincerely.

In the space provided in the top right corner, please provide a four-digit code, e.g., 7041 or R2D2. It doesn't matter what sequence you choose, however, it is important that you will be able to remember it for the post-institute test. Using this number will ensure your **anonymity** while allowing us to review your pre- and post-institute participation responses.

I. SCHOOL CULTURE^a

A number of statements about the atmosphere of school are presented below. The purpose is to gather information regarding the environment where teachers work. We are only interested in your frank opinions. Please circle the number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
I feel the climate at my school is							
1.	more open than closed.	1	2	3	4	5	6
2.	more tough than soft.	1	2	3	4	5	6
3.	more competitive than collaborative.	1	2	3	4	5	6
4.	more formal than informal.	1	2	3	4	5	6
5.	more confrontational than cooperative.	1	2	3	4	5	6
6.	more team oriented than individualistic.	1	2	3	4	5	6
7.	more impersonal than personal.	1	2	3	4	5	6
8.	more centralized than decentralized.	1	2	3	4	5	6
9.	more participative than directive.	1	2	3	4	5	6
10.	more quality oriented than quality lacking.	1	2	3	4	5	6
11.	more innovation promoting than innovation lacking.	1	2	3	4	5	6
12.	more proactive than reactive.	1	2	3	4	5	6

II. TEACHING STYLE^b

Below are a number of statements that assess a teacher's role in fostering learning in their students. We are only interested in your frank opinions. Please circle the number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
1.	My students know that I expect them to learn the basic knowledge and skills well.	1	2	3	4	5	6
2.	I do not give my view immediately on students' ideas, whether I agree or disagree with them.	1	2	3	4	5	6
3.	I encourage my students to think in different directions even if some of the ideas may not work.	1	2	3	4	5	6
4.	My students know that I expect them to check their own work before I do.	1	2	3	4	5	6
5.	My students know I do not dismiss their suggestions lightly.	1	2	3	4	5	6
6.	Students in my class have opportunities to use primary source materials.	1	2	3	4	5	6
7.	I emphasize the importance of mastering the essential knowledge and skills.	1	2	3	4	5	6
8.	I do not think that the use of primary source materials facilitate optimal student learning.	1	2	3	4	5	6
9.	I emphasize creative thinking of history over memorization of dates and figures.	1	2	3	4	5	6
10.	When my students suggest something, I follow it up with questions to make them think further.	1	2	3	4	5	6
11.	I feel that my teaching style is constrained by testing expectations.	1	2	3	4	5	6
12.	I encourage my students to ask questions freely even if they appear irrelevant.	1	2	3	4	5	6
13.	I provide opportunities for my students to share their strong and weak points with the class.	1	2	3	4	5	6
14.	I often try new things in class.	1	2	3	4	5	6
15.	I enjoy changing the way that I teach material rather than relying on a tried and true method.	1	2	3	4	5	6
16.	I think that using primary source materials in my classroom is probably risky.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
17.	I am willing to try new ideas in my teaching.	1	2	3	4	5	6
18.	In general, I think risk taking for the sake of learning isn't really important.	1	2	3	4	5	6
19.	I carefully consider all the advantages and disadvantages before making a decision.	1	2	3	4	5	6
20.	I think that taking risks keeps things interesting in the classroom.	1	2	3	4	5	6
21.	Following student curiosity when teaching promotes optimal learning.	1	2	3	4	5	6
22.	I want to know how to use primary source materials best in the classroom.	1	2	3	4	5	6
23.	I plan on learning more about using primary source materials after the institute is over.	1	2	3	4	5	6
24.	If the instructors at the institute discuss something fascinating, I will probably try to learn more about it.	1	2	3	4	5	6
25.	I like learning about anything that might help me be a better social studies or history teacher.	1	2	3	4	5	6
26.	I am excited about the prospect of learning new things about history.	1	2	3	4	5	6
27.	I like figuring out why some event happened the way it did.	1	2	3	4	5	6

III. IDENTITY^c

The purpose of this test is to gather background information on you in order to understand how your identity correlates to your teaching style and expectations. We are only interested in your frank opinions. Please circle the number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
I see myself as:							
1.	extraverted, enthusiastic.	1	2	3	4	5	6
2.	critical, quarrelsome.	1	2	3	4	5	6
3.	dependable, self-disciplined.	1	2	3	4	5	6
4.	anxious, easily upset.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
5.	open to new experiences, complex.	1	2	3	4	5	6
6.	reserved, quiet.	1	2	3	4	5	6
7.	sympathetic, warm.	1	2	3	4	5	6
8.	disorganized, careless.	1	2	3	4	5	6
9.	calm, emotionally stable.	1	2	3	4	5	6
10.	conventional, uncreative.	1	2	3	4	5	6

IV. TEACHING EFFICACY^d

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of social studies/history teachers concerning these statements. We are only interested in your frank opinions. Please circle the number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
As a social studies/history teacher I believe that:							
1.	The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
2.	If students aren't disciplined at home, they aren't likely to accept my discipline.	1	2	3	4	5	6
3.	When I really try, I can get through to most difficult students.	1	2	3	4	5	6
4.	A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6
5.	If parents would do more for their children, I could do more.	1	2	3	4	5	6
6.	If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4	5	6
7.	If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
8.	If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4	5	6
9.	I find using primary source materials (e.g., documents, letters, original newspaper articles) helpful to my teaching.	1	2	3	4	5	6
10.	Students in my class are more engaged when using primary source materials.	1	2	3	4	5	6
11.	I have sufficient time to locate and prepare primary source materials for use in my classroom.	1	2	3	4	5	6
12.	I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history.	1	2	3	4	5	6
13.	I think students find social studies/history boring or unimportant compared to other subjects.	1	2	3	4	5	6
14.	Compared to my colleagues I am better able to teach social studies/history.	1	2	3	4	5	6
15.	I feel comfortable teaching history with primary source materials.	1	2	3	4	5	6
16.	I am satisfied with my current level of teaching skills.	1	2	3	4	5	6
17.	If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6
18.	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6

V. EXPECTATIONS^c

This set of questions seeks to measure your expectations of the usefulness of your participation in the TAH. We are only interested in your frank opinions. Please circle the number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
1.	I expect to learn how to help students use primary source material.	1	2	3	4	5	6
2.	I expect to learn how to share my knowledge with colleagues.	1	2	3	4	5	6
3.	I expect to learn where to find primary source material with which to teach.	1	2	3	4	5	6
4.	I expect to network with other history/social studies teachers.	1	2	3	4	5	6
5.	I expect to learn what primary source materials are.	1	2	3	4	5	6
6.	I expect to learn how to analyze primary source material.	1	2	3	4	5	6
7.	I expect to network with history and education scholars.	1	2	3	4	5	6
8.	I expect to increase my American history content knowledge.	1	2	3	4	5	6
9.	I expect to improve my students' CATS/KCCT scores.	1	2	3	4	5	6
10.	I expect to improve my students' research skills.	1	2	3	4	5	6
11.	I expect to increase my students' curiosity about social studies/history.	1	2	3	4	5	6
12.	I expect to improve my students' content knowledge about social studies/history.	1	2	3	4	5	6

VI. BACKGROUND INFORMATION

- Your sex is (*circle one*): a) male b) female
- I teach at (*circle one*) a) an elementary school b) a middle school
- How much teaching experience do you currently have? _____ years
- How much teaching experience in social studies/American history did you have prior to attending the institute? _____ years
- How often do you use primary source materials in your classroom (*circle one*)?
 always frequently sometimes rarely never
- In what content area do you teach primarily? _____

7. How many students are in your social studies/history classes? _____ students

Thank you!

Teaching American History Post-Institute Survey (2005)

This survey was developed to collect various kinds of information from teachers **after** participating in the first Teaching American History Institute (TAH). Please be as accurate and as honest as possible, and try not to let the answers to one question influence your answer to other questions. **Remember, there is no right or wrong answer.** Our goal is to collect information that will help evaluate the effectiveness of this institute in helping teachers improve their teaching of American history, especially through the use of primary source materials. This effort should take roughly 15 minutes.

In the space provided in the top right corner, please provide the **same four-digit code**, e.g., 7041 or R2D2, that you provided for the pre-test you received in the mail a couple of weeks ago. It is important that it is the same number so that we can compare your responses from before and after participating in the institute. At the same time, using this number protects your **anonymity**.

I. TEACHING STYLE^b

Below are a number of statements that assess a teacher's role in fostering learning in their students. We are only interested in your frank opinions. Please circle the single number that best corresponds to your answer. Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
1.	Students in my class have opportunities to use primary source materials.	1	2	3	4	5	6
2.	I do not think that the use of primary source materials facilitate optimal student learning.	1	2	3	4	5	6
3.	I emphasize creative thinking of history over memorization of dates and figures.	1	2	3	4	5	6
4.	I think that using primary source materials in my classroom is probably risky.	1	2	3	4	5	6
5.	I am willing to try new ideas in my teaching.	1	2	3	4	5	6
6.	In general, I think risk taking for the sake of learning isn't really important.	1	2	3	4	5	6
7.	I carefully consider all the advantages and disadvantages before making a decision.	1	2	3	4	5	6
8.	I think that taking risks keeps things interesting in the classroom.	1	2	3	4	5	6
9.	Following student curiosity when teaching promotes optimal learning.	1	2	3	4	5	6
10.	I want to know how to use primary source materials best in the classroom.	1	2	3	4	5	6
11.	I plan on learning more about using primary source materials after the institute is over.	1	2	3	4	5	6
12.	If the instructors at the institute discussed something fascinating, I will probably try to learn more about it.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
13.	I like learning about anything that might help me be a better social studies or history teacher.	1	2	3	4	5	6
14.	I am excited about the prospect of learning new things about history.	1	2	3	4	5	6
15.	I like figuring out why some event happened the way it did.	1	2	3	4	5	6

II. TEACHING EFFICACY^d

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of social studies/history teachers concerning these statements. We are only interested in your frank opinions. Please circle the single number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
As a social studies/history teacher I believe that:							
1.	The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
2.	If students aren't disciplined at home, they aren't likely to accept my discipline.	1	2	3	4	5	6
3.	When I really try, I can get through to most difficult students.	1	2	3	4	5	6
4.	A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6
5.	If parents would do more for their children, I could do more.	1	2	3	4	5	6
6.	If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4	5	6
7.	If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
8.	If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4	5	6
9.	I find using primary source materials (e.g., documents, letters, original newspaper articles) helpful to my teaching.	1	2	3	4	5	6
10.	Students in my class are more engaged when using primary source materials.	1	2	3	4	5	6
11.	I have sufficient time to locate and prepare primary source materials for use in my classroom.	1	2	3	4	5	6
12.	I have adequate time available to allow students to explore primary source material as opposed to other methods of teaching social studies/history.	1	2	3	4	5	6
13.	I think students find social studies/history boring or unimportant compared to other subjects.	1	2	3	4	5	6
14.	Compared to my colleagues I am better able to teach social studies/history.	1	2	3	4	5	6
15.	I feel comfortable teaching history with primary source materials.	1	2	3	4	5	6
16.	I am satisfied with my current level of teaching skills.	1	2	3	4	5	6
17.	If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6
18.	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6

III. EXPECTATIONS^c

This set of questions seeks to measure your expectations of the usefulness of your participation in the TAH institute. We are only interested in your frank opinions. Please circle the single number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
1.	I learned how to help students use primary source material.	1	2	3	4	5	6
2.	I learned how to share my knowledge with colleagues.	1	2	3	4	5	6
3.	I learned where to find primary source material with which to teach.	1	2	3	4	5	6
4.	I networked with other history/social studies teachers.	1	2	3	4	5	6
5.	I learned more about what primary source materials are.	1	2	3	4	5	6
6.	I learned how to analyze primary source material.	1	2	3	4	5	6
7.	I networked with history and education scholars.	1	2	3	4	5	6
8.	I increased my American history content knowledge.	1	2	3	4	5	6
9.	I think I have the information available from this workshop to help improve my students' CATS/KCCT scores.	1	2	3	4	5	6
10.	I think I have the information available from this workshop to help improve my students' research skills.	1	2	3	4	5	6
11.	I learned how to increase my students' curiosity about social studies/history.	1	2	3	4	5	6
12.	I learned how to improve my students' content knowledge about social studies/history.	1	2	3	4	5	6

IV. SATISFACTION

Please indicate how much you agree with each of the following items based on your participation in the program. We are only interested in your frank opinions. Please circle the single number that best corresponds to your answer.

Key: 1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, 6 = strongly disagree

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
1.	I am satisfied with the teaching support I received in the TAH institute.	1	2	3	4	5	6
2.	I am satisfied with the content knowledge support I received in the TAH institute.	1	2	3	4	5	6
3.	Generally, I have had a positive learning experience in the TAH institute.	1	2	3	4	5	6
4.	I feel more comfortable teaching with primary source material after participating in the TAH institute.	1	2	3	4	5	6
5.	I was satisfied with my teaching ability using primary source materials before I participated in the TAH institute.	1	2	3	4	5	6
6.	I found the TAH institute to be relevant to my professional development needs.	1	2	3	4	5	6
7.	The institute met its advertised objectives to improve teacher use and understanding of primary source material.	1	2	3	4	5	6
8.	I had opportunities to accomplish something worthwhile.	1	2	3	4	5	6
9.	I had the opportunity to participate in something that makes me feel good about myself as a person.	1	2	3	4	5	6
10.	The institute did not teach me new information, but merely reinforced what I already knew.	1	2	3	4	5	6
11.	The instructional activity portion of the institute gave me practical <u>experience</u> to help me use primary source materials in my classroom.	1	2	3	4	5	6
12.	The instructional activity portion of the institute gave me practical <u>ideas</u> to help me use primary source materials in my classroom.	1	2	3	4	5	6
13.	The institute was the appropriate length to facilitate learning.	1	2	3	4	5	6
14.	I am satisfied with the opportunities I had to learn something new.	1	2	3	4	5	6
15.	The TAH institute provided good registration and orientation information for the program.	1	2	3	4	5	6
16.	I am satisfied with the overall quality of the TAH institute.	1	2	3	4	5	6
	Instructors (Laura, Rick, Marcia) at the TAH institute:						
17.	presented and explained the course materials well.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
18.	kept me interested in the material.	1	2	3	4	5	6
19.	were concerned with whether workshop participants learned.	1	2	3	4	5	6
20.	treated workshop participants with respect.	1	2	3	4	5	6
21.	listened to new ideas.	1	2	3	4	5	6
22.	were able to relate to workshop participants individually.	1	2	3	4	5	6
23.	gave workshop participants an opportunity to ask questions.	1	2	3	4	5	6
24.	were knowledgeable.	1	2	3	4	5	6
25.	needed to use more visual aids.	1	2	3	4	5	6
26.	were well prepared.	1	2	3	4	5	6
27.	were overall effective.	1	2	3	4	5	6
	Professors (Mackey & Kleber) at the TAH institute:						
28.	presented and explained the course materials well.	1	2	3	4	5	6
29.	kept me interested in the material.	1	2	3	4	5	6
30.	were concerned with whether workshop participants learned.	1	2	3	4	5	6
31.	treated workshop participants with respect.	1	2	3	4	5	6
32.	listened to new ideas.	1	2	3	4	5	6
33.	were able to relate to workshop participants individually.	1	2	3	4	5	6
34.	gave workshop participants an opportunity to ask questions.	1	2	3	4	5	6
35.	were knowledgeable.	1	2	3	4	5	6
36.	needed to use more visual aids.	1	2	3	4	5	6
37.	were well prepared.	1	2	3	4	5	6
38.	were overall effective.	1	2	3	4	5	6
	Guest Speakers (e.g., Dr. Banning) at the TAH institute:						
39.	presented and explained the course materials well.	1	2	3	4	5	6
40.	kept me interested in the material.	1	2	3	4	5	6
41.	were concerned with whether workshop participants learned.	1	2	3	4	5	6
42.	treated workshop participants with respect.	1	2	3	4	5	6
43.	listened to new ideas.	1	2	3	4	5	6
44.	were able to relate to workshop participants.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
45.	gave workshop participants an opportunity to ask questions.	1	2	3	4	5	6
46.	were knowledgeable.	1	2	3	4	5	6
47.	used visual aids effectively.	1	2	3	4	5	6
48.	were well prepared.	1	2	3	4	5	6
49.	were overall effective.	1	2	3	4	5	6
	Program content:						
50.	did not have materials or texts that were too difficult.	1	2	3	4	5	6
51.	had assignments which were not too time consuming.	1	2	3	4	5	6
52.	was presented at a reasonable pace.	1	2	3	4	5	6
53.	did not attempt to cover too much material.	1	2	3	4	5	6
54.	did not have too many expectations on my time outside of the institute.	1	2	3	4	5	6
55.	challenged me to learn.	1	2	3	4	5	6
56.	stimulated my curiosity about American history.	1	2	3	4	5	6
57.	stimulated my curiosity about primary source material.	1	2	3	4	5	6
	Material provided by TAH institute:						
58.	was well organized.	1	2	3	4	5	6
59.	was adequately outlined.	1	2	3	4	5	6
60.	was given in an organized and clear manner.	1	2	3	4	5	6
61.	was presented in logical content units.	1	2	3	4	5	6
62.	to take home was helpful to my understanding more about primary source material.	1	2	3	4	5	6
	Attending the TAH institute helped improve my:						
63.	specific job skills related to teaching American history.	1	2	3	4	5	6
64.	general teaching skills.	1	2	3	4	5	6
65.	ability to find appropriate primary source materials.	1	2	3	4	5	6
66.	attitude toward teaching.	1	2	3	4	5	6
67.	ability to analyze primary source materials to understand American history.	1	2	3	4	5	6
68.	knowledge about how to <u>use</u> primary source material.	1	2	3	4	5	6
69.	knowledge about <u>teaching</u> using primary source materials.	1	2	3	4	5	6
70.	knowledge about American history.	1	2	3	4	5	6

		Strongly Agree	Moderately Agree	Agree Slightly More Than Disagree	Disagree Slightly More Than Agree	Moderately Disagree	Strongly Disagree
	During the institute I often had:						
71.	personal contact with my instructors.	1	2	3	4	5	6
72.	advice and guidance from my instructors.	1	2	3	4	5	6
73.	visits with my instructors before or after sessions.	1	2	3	4	5	6

V. OTHER COMMENTS

Please provide a written response to the following questions. Feel free to continue on another sheet of paper if you like, but remember to put your four digit code at the top.

1. What type of follow-up support do you want or need in order to use primary source material effectively in class?

2. What would you like to see again next year at the institute? What would you like to see change next year?

3. Any other comments or feedback?

Thank you!

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Note. Scales a-e were modified for the purposes of this study.