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Initial Implementation of Standards-Based Social Studies:
The Experiences of Two Fifth-Grade Teachers

by

Patricia Mae Chandler

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

University of Washington

1998

Approved by *Richard C. Williams*
Chairperson of Supervisory Committee

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Date June 2, 1998

University of Washington

Abstract

**Initial Implementation of Standards-Based Social Studies:
The Experiences of Two Fifth-Grade Teachers**

by Patricia Mae Chandler

Chairperson of the Supervisory Committee:
Professor Richard Williams
College of Education

In 1993, the state of Washington adopted an educational reform plan designed to raise the academic achievement of all students. Essential Academic Learning Requirements have been established as a guide for local school district curricula and as the basis for state-generated performance assessment of student learning.

This study examined how a school district began constructing the critical connection between creating higher social studies curriculum standards for students and furthering teacher capacity to implement the intended reform. The scope of the study included: documenting the district's seven-week pilot inservice program that introduced the standards-based social studies curriculum framework to intermediate-level teachers; and observing how two teachers implemented the framework in their classrooms. The multiple-case design with pre-post data collection allowed comparisons within each case and between the two selected participants.

Data collection included observations of the inservice sessions and classroom teaching; interviews with teachers, students, inservice facilitators, and administrators; document collection; and use of questionnaires to obtain feedback from the 14 teachers

participating in the inservice program.

The results of this exploratory study suggest:

- The use of a rubric can provide clearer expectations for student learning and serve as an objective method of assessing student performance.
- Elementary teachers may lack the discipline-based subject matter knowledge to understand the content of the new social studies standards.
- The standards may require new teaching approaches.
- Adoption of the standards may require additional resources.
- Use of the standards may promote more intentional higher-level learning experiences.
- Inservice needs to focus on understanding the standards' content.
- District personnel responsible for promoting standards-based teaching need to consider the range of teachers' subject matter knowledge
- Teachers view sharing with colleagues as a critical need.

Implications for policy and practice focus on the need to design constructive, collegial models of professional development to support elementary teachers' learning that is aligned with the demands of the new standards. If the depth of student understanding proposed by the social studies reforms is to be realized, teachers need a deep understanding of subject matter knowledge and appropriate strategies to help students construct understanding.

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DEDICATION

**To elementary teachers of social studies who face exciting
challenges as they help their students achieve deeper
understandings with the new learning standards**

CHAPTER 1: STATEMENT OF THE PROBLEM

Introduction

An educational reform agenda to improve the academic achievement of all students is under way at the national, state, and local levels. The foremost objectives are to establish higher academic standards to guide classroom teaching and learning, and to institute new forms of assessment to measure student achievement of these standards.

Numerous states and a multitude of local school districts are in the process of creating standards documents that will interpret the work of national curriculum groups for rank and file classroom teachers. A great deal of time and effort have been expended on establishing these standards that define what students should know and be able to do. However, comparatively little attention or resources have focused on what teachers' *need to know and be able to do* to assist students in meeting these more challenging learning standards.

Lampert (1994) described the dual focus on curriculum and assessment as "the empty sandwich of school reform." Curriculum standards form the top half of the bun, and new assessments that call for students to produce evidence of understanding make up the bottom half of the bun. However, Lampert asked, "Where's the beef?" The missing middle component is the knowledge base and pedagogical skills that teachers need to help students construct the deep understanding of subjects that is advocated in the standards.

Much work has been done throughout the nation during the last seven years to revise the teaching of mathematics. This work has acknowledged the need to address teachers' subject matter knowledge and related pedagogy in order to meet the new student learning goals (Lampert, 1994). The same purposeful effort to align teacher knowledge

and pedagogy with these new standards, however, has not been exerted in the field of social studies education (Stahl, as cited in McKinney- Browning, 1994). Acknowledging that classroom teachers serve as the critical link between student learning and the new higher expectations, president Stahl of the National Council for the Social Studies (NCSS) noted:

[E]ven if NCSS or a national, state, or district agency develops the best social studies program ever, this program cannot teach students. We must make it clear that it is the elementary [or any given] teacher who must eventually facilitate social studies education in his or her classroom, and who personally must take steps to insure the expected competency. (McKinney-Browning, 1994, p. 29)

If teachers are so essential to the success of the standards-reform effort, what is being done to build individual teacher capacity? In the area of social studies, the answer is *very little*. The problem is that standards-based reform is being promoted and mandated without prior preparation of the teaching force that is expected to implement it. As school districts begin to face this issue of building teacher capacity, a key question will be: What type of professional development is needed?

The purpose of this study was to examine how one particular school district began to construct the critical connection between the newly created higher social studies curriculum standards for students, and developing teacher capacity to implement the intended reform. This chapter will provide an overview of the study. It will also highlight the standards reform work done at the national, state, and local levels; and discuss the alignment of professional development practices with the demands of the new academic standards.

Overview of the Study's Purpose

This study was informed by current work in the development of curriculum content standards, and by two bodies of knowledge from the field of education. Different aspects of the desired higher education standards for student learning were provided by *Goals 2000*, the *NCSS Standards*, the *National History Standards*, the *Washington State Essential Learnings*, and a local school district's curriculum framework. In addition, research on professional development revealed the mismatch between traditional teacher training and the demands of the desired standards-based reform, and offered a new paradigm to match the demands. A lens for looking at the teaching of history within the social studies curriculum was provided by the research on teaching spearheaded by Shulman and furthered by Wilson and Wineburg. The interaction of these components--teacher professional development and standards reform--is illustrated in the conceptual framework (see Figure 1.1). This chapter will address each of these components.

A suburban school district in Washington qualified as a site to study reform in action because of its pioneering work in setting high standards for all students through the development of curriculum frameworks and aligned performance assessment. In a description of its stated expectations for teaching, the district publicly rejected "the old linear, mechanistic paradigm and embraced a new dynamic, organic paradigm" (Marshall, as cited in district document F#1.1, 1996). This rhetoric signaled the district's movement away from viewing the teachers' role as: (1) dispensing information; (2) covering the material; (3) teaching to the next test; and (4) assessing student learning by summative, objective evaluation. The new direction was to be toward seeing the teachers role as (1) facilitating student engagement and discovery; (2) creating conditions to ensure that students understand and could apply their learnings; and (3) assessing performance of understanding throughout the learning process.

Because of this district's stated philosophy about teaching and learning, this researcher wished to examine how the district would begin the task of assisting teachers to reach its new vision of teaching social studies. The opportunity to observe the reform in action was provided by a pilot inservice program designed to assist intermediate-level teachers in the implementation of the district's new standards-based social studies framework. This study documents how that inservice program influenced the teaching of history and social studies in selected elementary classrooms.

This research focused on four questions:

- What were the district expectations for teachers regarding standards-based social studies instruction?
- What did the district do to assist teachers to understand the expectations?
- How did teachers implement the district expectations in the classroom?
- What types of support did teachers say they needed to competently implement standards-based social studies instruction?

The data gathering included interviewing the inservice presenters and district administrators to obtain an overview of the inservice goals and format; observing the two inservice sessions and collecting teacher feedback; and focusing on the classroom work of two teachers to obtain an in-depth look at implementation. Students were interviewed, and work samples that were being assessed by the two teachers were collected. Chapter 2 documents the data gathering and analysis process.

Chapter 3 provides an introduction to the two key case study participants; a detailed description of the district inservice sessions; highlights of reflective data supplied by the facilitators, the participants, and the administrators; and the researcher's analysis of the strengths and weaknesses of the inservice program.

Chapter 4 contains an in-depth look at two fifth-grade teachers; how they went about teaching to social studies standards, and how they assessed related student performance. Each classroom context is a case study of standards-based reform in progress.

In Chapter 5, the findings of the two case studies are summarized. A discussion follows regarding alignment of professional development with the intent of proposed social studies reform, and recommendations are offered for districts involved in the work of assisting elementary teachers in the implementation of a standards-based social studies curriculum. The researcher shared study data with district personnel, potentially informing district-level decision making about revising the social studies content standards, refining the inservice model, and developing future support necessary for elementary teachers to implement a standards-driven social studies curriculum framework.

Background Information on Standards-Based Reform

Rhetoric and Structure at the National Level

Nationally, the political rhetoric about raising academic standards has been codified, and related curriculum reform is under way. President Bush initiated *America 2000*, a comprehensive, long-term strategy to achieve national learning goals. The stated purpose was to create a world-class education for the students of the United States of America by raising learning standards for all of America's students in kindergarten through 12th grade. Proponents envisioned that this reform effort would produce more competitive workers; competent citizens; and motivated, lifelong learners (*America 2000*, 1991). (See Appendix A.) President Clinton acted on the vision in 1994 by signing Goals 2000: Educate America Act into law (PL-103-227) to tighten the links among demanding academic standards, curricula, assessments, and instruction.

There are four aspects associated with implementation of the proposed standards:

- Content standards establish what should be learned in various subject areas.
- Performance standards define the levels of learning that are considered satisfactory (How good is good enough?).
- Opportunity-to-learn standards promote conditions and resources necessary to give all students an equal chance to meet the performance standards.
- World standards parallel the content and expectations held for students in other countries.

The first two aspects have gained the most notice as various entities began their work toward instituting standards-based reform.

Two key questions guide the reform agenda:

- What should our students know and be able to do?
- What are the alternative assessment methods that will allow students to display an application of their learning?

The first question has been addressed through the creation of standards in the basic subject areas. The second question has set off a “frenzied interest” in testing on the part of policy makers who are motivated by a desire to improve public education, and by the belief that setting standards and measuring attainment will spur teachers to teach better and students to learn more (Shepard, 1991b). However, for the desired transformation to take place, Shepard advised that the assessment should flow from curriculum revisions, and that teachers must be full partners in making instructional changes.

Content Standards

National professional education groups have developed and promoted curriculum changes within their disciplines. Since the math standards were issued in 1992, the

noteworthy work of the National Council of Teachers of Mathematics (NCTM) in developing the curricular and instructional changes that need to be made in K-12 mathematics education has served as an example to the other discipline-related groups.

More relevant to the present study was the 1994 NCSS release of *Expectations of Excellence: Curriculum Standards for Social Studies*, which presented an overall curriculum design and comprehensive student performance expectations. Ten themes form the framework of the Social Studies Standards (Culture; Time, Continuity, and Change; etc.), and lay out performance expectations for students in early grades (1-4), middle grades (5-8), and high school. The document also included examples at each level of how standards might look in practice. The intent was to establish a reference for state and local standard-setting work (see Appendix B).

The individual disciplines--such as history and geography--that make up the social studies¹ have also issued standards documents. These documents provide focused and enhanced content understandings, discipline-related thinking skills, and integrated examples of how students might display achievement of the standards (see Appendix C).

In reviewing the proliferation of standards documents, Cohen (1995) reminded educators and policy makers that standards should not be seen as an end in themselves, but rather as a means to help improve the quality of student learning. Therefore, "good content standards" should be focused and clear about the approach to the field of study, to inquiry within it, to instruction about it, and to learners' intellectual development. Performance standards are most useful when they present actual examples of the range of real students' real work from which other students, their teachers, and their parents can learn.

Standards Work at the State Level

Goals 2000 grants have funded standards development and implementation work in more than 40 states. California--which took a lead in the development of curriculum frameworks and assessment--and states such as Maryland, Connecticut, Kentucky, and Vermont--which were early developers of student performance assessment--offer models and implementation data for others to examine. Washington and local school districts have drawn upon these sources as they became involved in operationalizing content standards.

The Washington State Legislature passed the comprehensive Education Reform Act in 1993, which outlined four basic student-learning goals designed to raise standards and produce high achievement (see Appendix D). The Commission on Student Learning (CSL), which was established to carry out the primary reform goals, has published *Essential Academic Learning Requirements* (EALRs) in reading, writing, oral communication, mathematics, science, social studies, the arts, and health and fitness. School districts have been advised to use the EALRs to direct approximately two-thirds of the local district's curriculum content (Doc. F#1.2). The CSL has also begun field testing performance-assessment instruments in language arts and mathematics. In Washington, it is clear that the standards reform is being implemented through publication of content standards and statewide performance assessment.

Public stakeholders have been involved with the work of the CSL, serving on content-area committees to draft the EALRs and as reviewers at public forums. The only curriculum standard to receive strong criticism from the public and members of the state legislature was social studies. Taking into consideration the concerns expressed about both content and the integrated format, the CSL revamped the EALRs for social studies. The revised document--which presented more clearly defined content and processes from

the disciplines of history, geography, civics, and economics--was approved by the legislature in April 1996. It is interesting to note that the Washington State Council for the Social Studies (WSCSS) officially rejected the state document as "outdated and nationalistic-- one that does not reflect the latest scholarship about the teaching of history or social studies in general" (Sudmeier, 1996). However, local school districts have used the document to frame local social studies standards.

District Development of Curriculum Standards

The general process followed in one particular Washington district began in 1991 under the banner of Goals 2000. A series of discussions ensued among the staff members, and then with parents and community members about what students should know and be able to do when they graduate from high school. A resulting Tapestry of Student Learning displayed desired student outcomes in the disciplines, basic-skill areas, interpersonal skills, and technology. The next step was a review of national and state standards, as well as current research, by each subject-area articulation committee. Each subject area then designated a writing team to create an initial 1.0 document outlining K-12 student-learning expectations. After limited review by respective articulation-council members and outside experts, the 1.0 documents evolved into more-detailed 2.0 curriculum frameworks that delineated primary, intermediate, middle school, and high school essential learnings.

The initial implementation of the Goals 2000 work involved review and piloting by some subject-area teachers. Each 3.0 document, which incorporated suggested revisions from reviewers, was shared with the school board, parents, community members, and representatives from business and higher education. These were also the documents used for teacher inservice and pilot implementation. The revised 4.0 documents were adopted by the school board for a year of trial implementation by all teachers, so that examples of

performance standards and assessments, and samples of student work could be collected for the final 5.0 document. After board approval, these 5.0 curriculum frameworks are expected to guide teaching, learning, and assessment in the classroom and at the district level.

On the average, it has taken three years to determine what students should know and be able to do in a given curriculum area, and how student understanding will be assessed. Granted, a significant number of teachers and other individuals have been involved and asked to provide feedback, but the great majority of those who will implement the standards-based curriculum were not a part of the process. Therefore, it was important that all teachers understand the new frameworks and how the district expects them to use the documents in their classroom teaching.

As the language arts and math frameworks were completed, introductory sessions of one to two hours gave district teachers an overview of the documents. A variety of follow-up opportunities were then provided to support the work of integrating the content standards and performance assessments into classroom instruction. At the elementary level, this included: district-level sessions, all-school training sessions, multi-school grade-level inservices, site-determined topic and configurations, and individually designed focus.

The last of the basic curriculum areas to begin the standards reform process was social studies. Following the established district process, a 2.0 Social Studies Framework (based on the ten NCSS themes) was developed during 1995-96 (see Appendix E). Because the state social studies essential learnings were undergoing revision, those guidelines will need to be infused into the 3.0-level document. The Social Studies 2.0 Framework--introduced to a small group of intermediate-level teachers in a spring 1996 pilot inservice--was the focus of the present study.

Many district teachers have anxiously awaited the distribution of a new social studies framework; others have been content to follow former Student Learning Objectives or implement their personally developed curricula. The final 5.0 framework (to be completed in 1998) will definitely convey a message about district, state, and national expectations for the teaching of social studies to teachers who are used to quite a bit of autonomy. The framework may become a working document that reforms teaching and learning, or it may become a dust collector on the teachers' bookshelves. The outcome could depend upon the development of an appropriate program of teacher professional development and support that is in sync with the learning demands of the content framework.

Background of Professional Development for Teachers²

Furthering the Reform Agenda

Small, select groups of teachers engaged in developing national, state, or local standards for student learning have reported that the process provided a powerful professional development experience, influencing their beliefs and classroom practices (McKinney-Browning, 1994; Resnick, 1994). Usually, the resulting product has been shared with colleagues with the assumption that the desired changes will be put into practice--but it has not worked (Bernan & McLaughlin, 1975; Fullan, 1991; Joyce, Bennet, & Rolheiser-Bennett, 1990; Sarason, 1982; Little, 1986; Wilson & Wineburg, 1993). The reason is that individual processing that might result in richer beliefs about teaching is missing. The new standards call for teachers to possess deep subject matter knowledge and discipline-related thinking skills. If they have not had the opportunity to develop a deep understanding of a discipline and related ways of thinking, they must go

through a personal process of constructing new meanings and changing beliefs if they are to acquire the knowledge of subject matter and subject-specific pedagogy that is required to teach for understanding (Gardner & Boix-Mansilla, 1994; Borko & Putnam, 1995).

Newman (1991, p. 463) stated:

Organizational changes alone will not modify long-standing conceptions of knowledge and deeply socialized habits of didactic teaching that direct most of our educational efforts toward inauthentic forms of mastery. . . . [G]iven the complexities of the teaching task, we cannot emphasize enough the need to provide teachers and administrators with sufficient authority, time, and assistance to reflect critically on their practice, to experiment, to fail, and to try again. . . . [W]e must work to give teachers more opportunity to collaborate, and we must provide for regular, sustained professional development that focuses on the goals of substantive conversation and authentic achievement. . . .

Sarason (1990, p. 13) commented:

For our schools to do better than they do we have to give up the belief that it is possible to create the conditions for productive learning when those conditions do not exist for education personnel.

Because of the recognition of the need to build teacher capacity to accomplish the proposed student learning goals, Goal Four of Goals 2000 focuses on teacher education and professional development. The vision is that by the year 2000 the nation's teaching force will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century (Northwest Regional Education Lab, 1994).

The learning demands for students, and the teaching demand for teachers inherent in the new standards-based curricula require a radical departure from current practice. Darling-Hammond (1995, p.597) stated:

The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before--and probably never experienced as students.

In light of these demands, the past practice of providing top-down, one-shot, skills-based teacher training is inadequate to meet the needs of teaching and learning for understanding. As Lieberman (1995, p. 592) noted:

The conventional view of staff development as a transferable package of knowledge to be distributed to teachers in bite-sized pieces needs radical rethinking. It implies a limited conception of teacher learning that is out of step with current research and practice.

The Shortcomings of Traditional Teacher Training

In the past, school-district-sponsored staff development often consisted of one-time events that introduced teachers to the latest pedagogical technique--a "flavor of the month" approach. The one-shot workshop has been sharply criticized by Sykes (1996, p. 465) as being indicative of "superficial, faddish inservice education that supports a mini-industry of consultants without having much effect on what goes on in schools and classrooms." In spite of being inspired by the presenter or interested in the content of an inservice, teachers rarely learned enough to make meaningful pedagogical changes.

Even with district-designed staff development, the trend has been toward faddism and quick-fix solutions. There has been a failure to take into consideration the number of competing demands on teachers, and to provide sufficient time for teachers to learn new skills and to develop leadership capacity (Pink, 1989). Fullan (1991) also attributed the failure of inservice programs to significantly affect teacher change to: (1) topics being selected by non-participants, (2) lack of conceptual basis in planning and implementation,

(3) failure to address individual needs and concerns, and (4) very limited follow-up support.

The deficit training model—which has prevailed until recently—saw a teacher’s needs as something that had to be “fixed” by someone else; therefore, prescriptive inservice was designed. Teachers were viewed as passive receptors of knowledge; staff development was something “done to them, not with them” (Lieberman & Miller, 1984). The Standards for Staff Development (1995) developed by the National Staff Development Council (NSDC) and the National Association of Elementary School Principals (NAESP, p. 1), admitted, “. . . [A]t one time, staff development was synonymous with ‘sit and get’ sessions in which relatively passive participants were ‘made aware’ of the latest ideas regarding teaching and learning from so-called experts.” However, these same organizations claim that today, “. . . staff development not only includes high-quality on-going training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching.”

Little’s (1989) comprehensive study in California found that some progress was being made toward more comprehensive staff development, but she characterized professional development as “service delivery” expressed by:

- a) a range of activity determined largely by a marketplace of packaged programs and specially trained presenters, b) uniformity and standardization of content, with a bias toward skill training and c) relatively low intensity with regard to teachers’ time, teachers’ involvement, and the achieved fit with specific classroom circumstances. (p. 178)

Although staff development may be moving toward more active engagement of the participants, training continues to be the dominant model. The usual outcomes of training are awareness, knowledge acquisition, or skill development (NSDC, 1995). Even though

the process may also include exploration of theory, demonstration, practice, and coaching, the focus is on the teacher perfecting the right way to execute a skill, process, or model. As the research on coaching by Joyce and Showers (1988) claimed, it may take up to 20 follow-up and coaching sessions to ensure the successful implementation of a particular teaching strategy. The concept of training, even with follow-up coaching, is not a match for the intellectual development demanded by the new academic standards.

The additional models that were offered as useful methods for accomplishing the goals of staff development need to be examined in light of the demands of current academic standards. Among them are individually guided staff development, observation/assessment, involvement in a development/improvement process, and inquiry (Sparks & Loucks-Horsley, 1990). The process of professional inquiry that engages teachers in invention, trial, exploration, discovery, and dialogue is better suited to the uncertainties of changing practice (Ball, 1996; Little, 1986). It may hold the most promise for assisting teachers to reexamine their beliefs and teaching practices. The issue of teaching in the various disciplines also needs to be addressed.

Teaching for Understanding in the Disciplines

Research on teaching has moved away from the relatively simple process-product paradigm that focuses on generic pedagogical behavior. A much more complex notion of teaching and learning now considers the teaching process in terms of relationships between content and pedagogy, and on student-teacher interactions (McLaughlin, 1991). Shulman (1986) described the missing paradigm in the research on teaching as being the relationship between the teachers' knowledge of their particular subject areas and the use of this knowledge in the classroom. The intersection of subject-area content knowledge and pedagogical skills became defined as *pedagogical content knowledge* (Wilson,

Shulman, & Richert, 1987). More specifically, pedagogical content knowledge refers to “the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students” (Shulman, 1987, p. 15).

The newly developed curriculum standards--influenced by the recent work of cognitive psychologists--call for the learner to actively construct meaning by taking in new information, relating it to prior knowledge, and then putting new understandings to use in reasoning and problem solving (Nolan & Francis, 1992; Shepard, 1991b). This approach requires thoughtful interaction with students around important ideas, and is dependent upon teachers' knowledge and beliefs (Borko & Putnam, 1995; Wilson & Wineburg, 1988). For example, in order to support learning about history that goes beyond the absorption of facts, dates, names, and places, the National History Standards include historical thinking that is to be infused with the historical content. Teachers must select essential curricula, develop powerful representations, and employ strategies that assist students in knowledge construction and thinking within this specialized way of viewing reality (Wilson & Wineburg, 1988; Wineburg & Wilson, 1988, 1991). (See Appendixes C and F for examples of historical analysis from the National History Standards and the Washington State Essential Academic Learning Requirements in History.)

As mentioned previously, performance assessment is also a keystone of academic standards reform. If teachers are to create the currently advocated performance assessments central to a discipline, or to judge student representations (products and projects) within a discipline such as history, they need: (1) in-depth subject matter knowledge, (2) an understanding of the processes central to the discipline, and (3) pedagogical strategies that help students approach a discipline appropriately (Gardner, 1991; Gardner & Boix-

Mansilla, 1994; Grossman, 1989; Lampert, 1994; Shulman, 1987; Wilson & Wineburg, 1988, 1993; Wineburg & Wilson, 1988, 1991).

The majority of current classroom teachers received university degrees or inservice training under the outmoded behaviorist theory of learning, which held that learning is the process of accumulating bits of information and isolated skills as basic knowledge in order to engage in higher level thinking (Nolan & Francis, 1992; Shepard, 1991b). Most are not prepared to take on some of the key mandates of the recently published social studies, history, geography, civics, or economics standards (NCSS, 1991). Wilson and Wineburg (1988) concluded that teachers may have the right inclination, but not the subject matter knowledge or the specific pedagogical skills to act as the *pedagogical bridge* described by Shulman (1994). Unless we help teachers to “know” more deeply the discipline(s) they teach, student learning is limited because most teachers are limited in their ability to formulate and share powerful, discipline-based representations with their students (Wineburg & Wilson, 1991).

A New Paradigm for Professional Development

Schon (as cited in Sykes, 1996, p. 466) noted that the professional terrain of teaching: “. . . seems to contain both a high, hard ground of technical knowledge--conveyed as discrete practices, methods, techniques and tips--and a low-lying swamp of messy problems, persistent dilemmas and perennial perplexities for which no evident technical knowledge exists.” The technology of teaching with its emphasis on strategies and procedures is often much more familiar and comfortable to teachers. In contrast, rethinking basic knowledge and beliefs about teaching and learning in a subject area most certainly leads teachers into muddy territory. Those people responsible for helping teachers implement standards-based reforms find themselves in this same quagmire

because reform visions are vague in the area of implementation strategies. Yet, there are some promising guidelines emerging from current research in the realm of professional development.

As Cohen (1995, p. 754) counseled: "Standards will not be self-implementing. If they are to help create the professional capacity to offer much more ambitious education for students, standards must also be a part of a larger strategy to offer much more ambitious education for teachers and other educators." School districts are being urged to acknowledge the need to provide the necessary quality time and appropriate quality of professional development for the educators who will have the most responsibility for implementing the standards (Mitchell, as cited in Lewis, 1995; Patterson, 1995).

A researcher investigating professional development suggested: "Existing policies and practices must be assessed in terms of their compatibility with two cornerstones of the reform agenda: a learner-centered view of teaching and a career-long conception of teachers' learning" (Darling-Hammond, 1995, p. 601). Another suggested: "Professional development should offer meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching" (Little, 1993).

It is suggested by many researchers that teachers need to learn by doing, reading, reflecting, collaborating with other teachers, looking at students and their work, and sharing what they see if they are to make the leap from theory to accomplished practice. As Lieberman (1995, p. 591) reflected:

What everyone appears to want for students--a wide array of learning opportunities that engage students in experiencing, creating and solving real problems, using their own experiences, and working with others--is for some reason denied to teachers when they are the learners.

According to Little (1986) and Smylie (1996), teachers need to experience powerful learner-centered learning that is conducted often enough and long enough to ensure progressive gains in knowledge, skill, and confidence. Actually, Wilson et al. (1996) insist that this new learning will have to take place at multiple levels, which means that policy makers, teachers, children, parents, administrators, curriculum and staff developers, and school board members need to reconsider and to rebuild basic assumptions about learners, learning, teaching, and assessing.

Implementation Suggestions

Those responsible for initiating and supporting teachers' professional development are urged to focus on creating ways to encourage teacher learning. The critical characteristics suggested by Wilson et al. (1996) are (1) *collegiality* to break down isolation, (2) *constructivism* to help teachers develop understandings and make connections between the demands of the standards and teaching practices, and (3) *application in context* to create the synergy and site-level capacity to sustain meaningful reform. In line with this thinking, district and individual schools might consider fostering communities of learners who meet regularly to dialogue about actual, challenging classroom experiences related to learning and teaching. Cohen (1995, p. 756) states:

Teachers need time to study student work and the work of other teachers and to collaborate with other teachers and specialists to improve their knowledge of the material, of students' thinking, and of how to teach in ways that would be likely to improve student performance. [They also need] opportunities to try out new approaches to teaching, to revise, and to try again. As things now stand, there are few such opportunities. To create them would require major changes in teachers' work, in schools' purposes and priorities, in school district organization and in the priorities of many other agencies—including state education departments and universities—that bear on schools. None of that can be accomplished quickly or easily.

The new content standards expect students to construct meaning and apply knowledge in novel situations. It seems logical that professional development programs might expect the same for teachers. But, as McLaughlin observed, “You cannot mandate what matters most” (as cited in Darling-Hammond, 1996, p. 14). Top-down imposition of standards-based reform, without the accompanying agenda of building teacher capacity for new practice, will lead to certain failure (Darling-Hammond, 1996). Therefore, it is helpful to examine ways that school districts are working to build teacher capacity to implement standards-based reform.

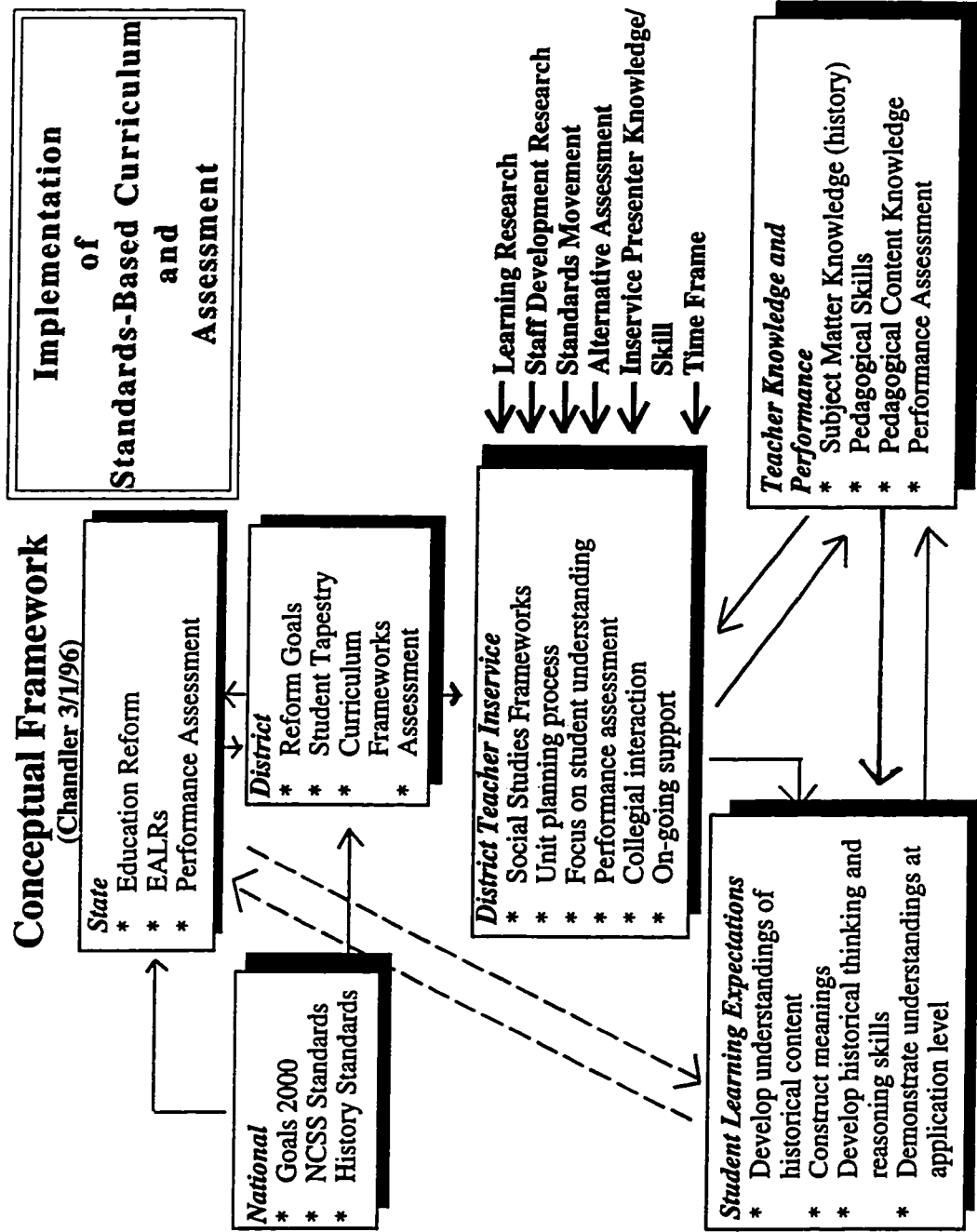


Figure 1.1 Implementation of Standards-Based Curriculum and Assessment

Notes to Chapter 1

1. In its 1989 report (*Charting a Course: Social Studies for the 21st Century*), the National Commission on Social Studies in Schools—a group representing a broad coalition of the National Council for the Social Studies, the Carnegie Foundation for the Advancement of Teaching, and organizations of historians—declared that history and geography are the central subjects in the social studies. But the commission also retained the term *social studies* to recognize the multidisciplinary nature of the content (Lewis, 1990). In 1994, the National Council for the Social Studies published this formal definition of social studies:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (National Council of the Social Studies, 1994, p. viii)

2. The terms *professional development* and *staff development* are used interchangeably in the literature. As McLaughlin (1991) noted, staff development reflects the inservices of the 1970s; professional development better captures the objectives and conceptualization of the 1990s. The terms are used this way to note the temporal and conceptual differences.

CHAPTER 2: RESEARCH PROCESS AND PROCEDURES

Design of the Study

In any systematic inquiry, the methodology must align with the research question. The central question of this study was focused on how an inservice program that promoted teacher use of social studies content standards and aligned performance assessment influenced the teaching of social studies/history¹ in elementary classrooms. Qualitative methodologies lend themselves to a study of situations or events that take place in a natural setting, such as the classroom.

Qualitative data, with their emphasis on people's "lived experience," are fundamentally well suited for locating the *meanings* people place on the events, processes and structures of their lives: their "perceptions, assumptions, prejudices, presuppositions" (van Manen, 1977) and for connecting these meanings to the *social world* around them. (Miles & Huberman, 1994, p. 10)

The choice of a qualitative methodology allows the researcher to deal with a full variety of evidence from documents, artifacts, interviews, and observation in order to compile a rich description of the real-life context of the phenomenon being studied. In this study, the phenomena--or observable events--being studied were the teachers' decisions and behaviors associated with the teaching of standards-based social studies units. To gain an understanding of how teachers translated inservice information into classroom practice, a broad array of evidence from interviews, observations, and documents was considered advantageous.

In the process of selecting a specific research strategy, the words of Yin (1984, p. 18) proved helpful:

. . . [*H*]ow and *why* questions are *explanatory* and are likely to lead to the use of case studies, histories and experiments as the preferred research strategies. This is because such questions deal with operational links needing to be traced over time, rather than mere frequencies or incidence.

Even more specifically, Yin (1984) pointed out that the case study strategy is often employed in an inquiry that examines contemporary events, especially when the relevant behaviors cannot be manipulated. The resulting insights can broaden general understanding of a phenomenon and/or provide a detailed look at a specific instance.

The present study--which focused on documenting *how* teachers went about using new information on content standards and performance assessment to guide classroom instruction in social studies--aligned with the overall criteria for employing a case study approach. The work of Shulman (1991), Lieberman and Miller (1984), Cohen (1990), Grossman (1990), Wasley (1991a, 1991b), Wilson (1988), Wilson and Wineburg (1988, 1993), Wineburg (1991), and Wineburg and Wilson (1988, 1991) exemplify the case study approach used in school settings.²

The design of a study is "the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions" (Yin, 1984, p. 28). The scope of the study included documenting the district's inservice program that introduced the standards-based social studies curriculum framework to intermediate-level teachers; and observing teachers as they implemented the framework. The multiple-case design with pre-post data collection allowed comparisons between the two participants and within each case. The data document classroom instruction before and after the teachers' exposure to standards-based unit planning.³

In qualitative research, the researcher's role is located somewhere along a continuum ranging from mostly observation to mostly participation (Becker & Geer, 1960;

Glesne & Peshkin, 1992). In order to interact with the participants but remain as detached as possible, I chose to observe, interview, and collect documents, and to influence teacher decisions as little as possible. The goal was to discover how teachers used a content framework to develop, teach, and assess a social studies/history unit, not to guide their actions. Even though I was not known by the participants, distancing proved to be a challenge at times.⁴

This chapter illustrates the district context in which the fieldwork for this research took place, discusses the selection processes used to obtain the study's main participants, presents an overview of the data-collecting methods, and describes the procedures employed in data analysis.

The Setting

The Seaview School District⁵ is on the cutting edge in its work to develop standards-based curriculum frameworks and performance assessments that will be in line with the state's Essential Academic Learning Requirements and assessments.⁶ The district has actively engaged teachers, administrators, parents, community members, business representatives, and higher education representatives in a process of creating and refining student-learning standards. This inclusive process was used to develop K-12 curriculum frameworks in reading, writing, oral communication, and mathematics. The science and social studies frameworks were addressed in phase two of the district's curriculum revision process, and so were at a lower stage of refinement at the time of this study.

The district describes itself as a learning community that works to maximize the potential of the staff and the students. The district's governance system is loosely coupled

with increased decision-making taking place at individual school sites. In the area of curriculum, the district has articulated the learning targets and developed some assessment measures; school sites have the freedom to determine program choices that will assist all students to meet the more challenging learning standards.

Step two of the standards-setting process focused on involving teachers and administrators in classroom implementation. District-developed inservice has varied for each curriculum framework. In the area of social studies, the initial professional development offering consisted of a pilot inservice for intermediate teachers. In addition to observing the district inservice sessions (which were held in a central location), two school sites were visited during the study. These schools became involved as a result of the teacher selection for classroom observations. (Each site is described in Chapter 4.)

At the time of this study, I was employed as a building principal in the district used in the study. I supervised teachers' work in implementing standards in the areas of reading, writing, oral communication, and mathematics, but was not involved in the development of the district's 2.0 social studies framework.

The Participants

Four groups of participants were selected who could provide varied perspectives on the district's efforts to initiate standards-driven instruction in the area of social studies. These groups consisted of classroom teachers, students, teacher specialists, and administrators. The term *participants* is used rather than *subjects* because the people interviewed were actively involved in sense-making during the interview process. In addition to responding to questions and sharing ideas or experiences, the participants sometimes

wanted to engage the researcher in an exchange of ideas, but direct suggestions that would bias the investigation were carefully avoided. The question was turned back to them as a way of continuing the data gathering.

Participant Selection

Classroom Teachers

The study design called for two or three fifth-grade teachers who would serve as key informants in the process of collecting in-depth data regarding their designs and teaching of a standards-based social studies unit. In the initial attempt to obtain two teachers to use as participants, a study to be done in connection with a district pilot inservice was described to a group consisting of a school's intermediate staff, the principal, and a teacher specialist from the Standards and Assessment Department (see Appendix G for the protocol). It was hoped that several teachers from one site would participate, which would allow the focus on individual behaviors and perhaps team efforts to be within a single context. However, only one teacher at that site agreed to participate. Part of the problem was that the inservice could not be held until April, and most were not agreeable to waiting when they could participate in an already-scheduled earlier inservice at their site. However, the one recruited participant expressed the opinion that participation in a study that would allow her to reflect on her teaching was well worth the wait.

An alternative plan was initiated using the list of registered participants for the social studies inservice to find prospective candidates who would match the teaching assignment of the one who had already volunteered. The main selection criteria included: grade-five teacher, self-contained classroom, and no previous training relative to

standards-driven unit design (see Appendix H for the protocol). One teacher emerged as a viable candidate for the study, and she agreed to participate. Since a third matching teacher was not available, it could only be hoped that the two selected participants would continue for the duration of the study. At an initial meeting with each teacher, the purpose of the study was reviewed and each participant was asked to read and sign the consent form.

Fourteen fifth- and sixth-grade teachers participated in the social studies inservice sessions. They self-selected to attend after receiving a district flyer describing the inservice. The intent was apparently to select teachers who had not received any previous district training in standards-based unit development. However, because of a misunderstanding, the group ended up containing a mix of those who had attended previous training in standards-based unit planning and those who had no training. Seven of the district's 24 elementary schools were represented by one to four teacher participants. Three of the schools had two or more teachers who worked together as a team. The teachers ranged from novice teachers (less than three years of teaching experience) to veteran teachers with over 25 years of teaching experience.

Students

To gain data from a student's perspective regarding the purpose and helpfulness of instructional methods and materials to his or her learning, four students were selected at each of the two classroom sites. The teachers were to choose the students who met certain criteria: (1) average or above average academically;⁷ (2) the ability to communicate with an adult with some ease; (3) representative of the gender, ethnic, and racial diversity in the classroom; and (4) parental approval for participation in the study. Following both the university requirements for human subjects and district procedures, a

parent consent form and a student consent form were created, and parents were contacted by form letter. With the teachers' help, written permission was secured from the parents. Each student was individually interviewed and was informed what participating in the study would entail. The agreement was formalized when each student also signed a consent form. Each site's student group met the researcher's criteria, and was representative of the classroom student population. Site A (Riverside Elementary) was represented by two girls (one was a minority) and two boys. Site B (Forest Glen Elementary) was represented by three boys and one girl.

Inservice Facilitators

A teacher specialist working out of the central administrative department for standards and assessment, and a high school teacher who served as a member of the Social Studies Articulation Standards Writing Team were responsible for designing the teacher inservices. This investigator met with each individually to explain the study, invite his or her participation, and review the consent form. They both agreed to participate in the study.

Administrators

Two administrators had been connected with the on-going work to develop the district's Social Studies Curriculum Framework. The Social Studies Articulation Council chairperson was a full-time vice-principal at a K-8 school. He had spent over a year working with K-12 teacher representatives and a selected writing team in the development of the 2.0 draft of the district's Social Studies Framework (which was used in the inservice featured in the present study). The second administrator was the director of standards and assessment. Her responsibilities have included overseeing the development of the curri-

culum frameworks, coordination of initial assessment tools, and designing teacher/administrative professional development to actualize standards-based instruction. Her background as an elementary principal gave her the sensitivity to the tension that can exist between centralized direction and site-based needs. These two administrators were keys to gaining a district perspective on the work being done in the name of standards-based reform.

Dates and Duration

The study commenced on April 2, 1996 upon an interview with each of the main teacher participants, and concluded on July 10, 1996 when the director of standards and assessment was interviewed. Table 1 displays the four basic research questions and how data were collected to inform each question. The Schedule of Interviews and the Observation Schedule (see Appendixes I and J) provide a detailed look at the data-gathering focus and timeline, which aligned with the need to collect data before, during, and after the district inservice sessions.

Nature of Data Collection

During the study, three complementary methods of collecting data were employed--interviews, observations, and document gathering--in order to provide depth, as well as the unique information that various lenses could afford (Miles & Huberman, 1994; Spradley, 1980; Yin, 1984). This triangulation of the data also offered opportunities for confirming, strengthening, or extending the findings.

Interviews

Interviewing is a basic mode of inquiry that permits access to subjective understanding (Seidman, 1991). In-depth interviewing is conducted in order to better understand the experience of other people and the meaning they make of that experience (Miles & Huberman, 1994; Seidman, 1991). This researcher knew that interviewing is a time-consuming and labor-intensive form of inquiry because of the volume of data that is collected and the forms of analysis that must be conducted in order to proceed with rigor (Miles & Huberman, 1994; Seidman, 1991; Yin 1984). Nevertheless, interviewing was selected as a primary method of data collection because it held the promise of permitting an outsider the opportunity to gain a deeper understanding of the experiences that individuals were having while working to implement a reform agenda. Because the research question had to do with how teachers begin to think about and use inservice information, it was necessary to observe and talk with them about their work with students on an ongoing basis. Lieberman and Miller (1984) stressed the value of conducting educational inquiry in school settings through interacting with teachers and going into the classrooms to study teachers at work. Studying actual teaching has the potential to inform educational policy and practice.

All interviews were conducted in the schools or central office setting, using a mini-cassette as a recording device. As a back-up measure in case of recording failure, running notes were taken during each interview. The initial interviews were semi-structured and followed pre-determined protocols. The follow-up interviews were more open-ended, allowing for exploration of a topic or sharing of an experience.

Teachers

Data gathering was begun through a semi-structured interview with each of the two teachers in order to compile an individual profile of their: (1) educational background, (2) beliefs about teaching social studies/history, and (3) information regarding the current social studies being taught prior to the inservice program (see Appendix K). These two teachers were also interviewed on several occasions after the initial inservice session to: (1) gain data on subject matter knowledge and pedagogical content knowledge; (2) elicit reactions and knowledge gained during the inservice session; (3) explore thinking about standards-based curriculum implementation; and (4) focus on personal challenges or concerns. These interview protocols employed more open-ended questions and probes in order to gain concrete examples, in-depth descriptions of the process, and individual feelings and experiences.

After the final inservice session, the teachers were interviewed for their perceptions concerning the inservice program. They were asked to react to student interview data, and were engaged in a think-aloud examination of the NCSS Standards and the National History Standards. The interview protocol (see Appendix L) was based on the conceptual framework for the study and data that emerged from the previous interviews and classroom observations. It also provided an opportunity to explore with the participant any unclear comments or promising thoughts that they harbored.

Students

The study design called for at least one pre-inservice interview and one post-inservice interview with each student participant. The actual number of interviews varied for each site due to the different unit designs, nature of the lessons, and availability of students. At site A two interviews were conducted with each of the four students. The

pre-service interview focused on their work during a Civil War simulation. (The tape recorder failed to record only once; that interview was reconstructed from field notes.) The post-inservice interviews with each of the same four students focused on their work during a World War II unit, and the two lessons the researcher had observed (see Appendix M). At Site B interviews were conducted with each of the three students and two with the fourth (one of the four was absent and the interview could not be rescheduled). The pre-inservice interview focused on their work during a *1950s, '60s, and '70s* unit. In post-inservice interviews with each of the four students we discussed the state postcard project on one occasion, and on another the written state resource report.

Inservice Facilitators

Individual interviews were conducted with the two inservice facilitators before the initial inservice to focus on the inservice objectives, format, and content. The standards and assessment specialist met with the investigator as he was creating an informational flyer that went out to all fifth- and sixth-grade district teachers, inviting them to participate in the inservice.

The week before the inservice, the high school teacher was engaged in a more formal interview, during which he shared much about his experiences with standards-based unit teaching (see Appendix N). Because he was to serve as the main agent connecting teachers to district expectations for the teaching of social studies, data regarding his pedagogical content knowledge and his understanding of social studies reforms were of interest to the investigator.

After the first inservice session, each of the facilitators was interviewed separately to obtain data regarding his impressions about the inservice. Before the second inservice session, a telephone interview was conducted with the standards and assessment specialist

to inquire about the agenda and evaluation plan. At the conclusion of the second inservice session, each of the facilitators was again interviewed separately to obtain data regarding perspectives about the inservice.

Administrators

The Social Studies Articulation chairperson was interviewed several weeks after Inservice Session One to focus on the conceptual and pedagogical framework guiding district expectations for teacher learning and classroom performance in the area of social studies. The protocol (see Appendix O) was designed to elicit data regarding:

- the district's process and progress in creating the Social Studies Framework;
- the influence that the NCSS Standards and the Washington State EALRs might have had on the product;
- his goals for the inservice;
- anticipated next steps in promoting teacher implementation of the Social Studies Framework.

An interview with the director of Standards and Assessment took place after the final inservice session. Again, the intent was to gain a deeper understanding of the district's expectations for teacher implementation of the Social Studies Curriculum Framework. The protocol focused on:

- the progress on the social studies framework;
- plans for teacher support;
- quality review of teacher-designed units. (See Appendix P.)

This central office administrator was also engaged in a think-aloud task to solicit her reactions to teacher-supplied data regarding the two inservice sessions.

Observations

Observations provided an opportunity to collect data as the inservice sessions took place, and as teachers interacted with their students in the classroom setting (see Appendix J for the Observation Schedule). Fieldnotes were taken during each observation, and audio cassette recordings were made of all but one observation. (A teacher-facilitated, hands-on map making lesson at site B was not compatible with audio recording.)

Classrooms

Both teachers' classrooms were visited before the first inservice session. At Site A the researcher observed a lesson from a Civil War simulation that included student work in small contingents, a listening exercise involving a skit titled "The 1862 Common Soldier Interview," a teacher-directed review, and a Destiny Dice activity. At Site B there was a lesson from a unit on the *1950s, '60s, and '70s* that included textbook read-aloud, teacher reading from a resource book, and small-group research on a designated five-year time period.

The second series of observations took place after the teachers had attended inservice session one. At Site A, a teacher directed a lesson on the concept and process of rationing during World War II. At Site B, the teacher and students were engaged in a "teacher versus the class" review activity, and a small-group presentation regarding the period from 1955 to 1960.

During the third series of observations, a lesson at Site A on the buying of war bonds during World War II involved teacher-directed class reading from two handouts, the simulation of buying a war bond, and student journal writing about the purchase of war bonds from the perspective of an assigned wartime identity. At Site B, two additional observations were made. On the third visit, the teacher modeled the writing of a section

of the state report that focused on the history and use of a resource. On the fourth visit, the teacher demonstrated and then facilitated the students' creation of a plaster-of-paris map of the United States.

During the observations the focus was on the teacher's instructional strategies, social studies content, curriculum materials, teacher-student and student-student interaction, and assigned student work. The teachers, together with the researcher, debriefed each of the observations during a scheduled post-observation interview.

Inservice sessions

The first all-day inservice session was observed in late April, and detailed field notes were taken. The morning presentation centered on standards-based teaching and assessment. The afternoon was devoted to individual unit planning. The follow-up session took place in early June. Each teacher or teaching team shared the standards-based unit that was developed and taught in the intervening weeks since Inservice Session One. In addition to fieldnotes, the two teacher participants' presentations were also audiotaped. The session ended with all the teachers providing verbal feedback on the question, "What important lessons are you taking away from this day?" This teacher input was taped and fieldnotes were taken.

Document Gathering

District

Beginning with the flyer inviting fifth- and sixth-grade teachers to the social studies inservice, all prepared handouts for Inservice Session One were collected. The teacher presenter's handouts included samples of his high school history units and scoring rubrics,

the high school competencies that guided his unit planning, a copy of the NCSS Themes, and the district Social Studies Framework 2.0 document. Additional documents included the district template for standards-driven unit planning and the presenter's evaluation form for Inservice Session one.

Classroom

Site A yielded copies of the student handouts used in the lessons observed, key reference materials, student quizzes, student journal entries, and the World War II Unit Plan. Site B yielded copies of the timeline reference, scoring rubrics for each of the lessons observed, the standards-based unit plan, and students' written work on the state project.

Questionnaires

The 14 participants in the fifth- and sixth-grade teacher inservice provided written feedback at the conclusion of each session. The teacher presenter and the present researcher each designed a feedback form for Inservice Session One that was held in April. He was interested in gathering data on his presentation and materials; this researcher was looking at the bigger picture of how the information and process fit with the district's expectations, and what the teachers perceived as benefits and concerns. The presenter questionnaire consisted of five statements that offered a range of response from *Strongly Agree* to *Strongly Disagree*. This researcher's *Participation Reflection* consisted of open ended questions that asked the teachers to think about:

- how the new framework compared with current practice in the areas of content and student learning demands;
- perceived support needed to implement the framework;

- reaction to the assessment method presented;
- important learning;
- questions.

This final inservice evaluation form was mainly the work of the researcher, with some input from the standards and assessment teacher specialist. This reflection asked specific questions relative to guidelines used in unit planning, perceived usefulness of inservice, personal challenges in planning a standards-based unit, perceptions about student engagement with the learning, use of a rubric for assessment, quality of student work, and thoughts about necessary support for teachers as they create such units and rubrics.

Reflective Essay

At the beginning of the study, the two key teacher participants were invited to keep a personal journal or learning log during the implementation of the standards-based unit. The intent was to promote on-going teacher reflection as she was engaging with new teaching demands.⁸ Teacher B was observed referring to her journal entries during several interviews. At the conclusion of the final interview, each teacher was directed to write a final reflective essay on her experience in planning and teaching a standards-based social studies unit, beginning with suggested general topics such as: personal learnings, struggles, and suggestions for further teacher inservices.

To facilitate receipt of these data, a stamped self-addressed envelope was provided along with a request that the reflection be returned to the researcher in a week or two. Teacher A's reflection was received, but not teacher B's, who left on a trip to Europe the week after school was out. She never followed through.

Data Analysis

According to Miles and Huberman (1994), qualitative analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. This proved to be true as I engaged in data gathering, transcribing, writing memos, and on-going analysis throughout the inquiry. However, some highlights of these various activities are described in a somewhat sequential order.

Data Reduction

“Data reduction is not something separate from analysis. It is part of analysis” (Miles & Huberman, 1994, p. 11). The first step in data reduction began with the transcribing of audiotaped interviews and fieldnotes related to observations and interviews. Each of the 41 interviews was transcribed verbatim. Later, when using verbatim data in the case study report, some minor editing eliminated the pause words, repetition, and confusing connecting phrases. One classroom and parts of the inservice observations did not lend themselves to audio taping, so the data were collected by means of fieldnotes which (even those intended as back-up data) were typed for data analysis.

Memos

At the conclusion of each interview a reflective memo was either audiotaped or written on perceived important ideas, unusual happenings, impressions, or emerging questions, providing a means for debriefing and early analysis. The transcribed recordings and retyped written thoughts were retained as Investigator’s Memos. Later in the process they were transcribed or listened to, and notes were made about key ideas and typed up as

analytical memos. Because some of the interview transcripts were lengthy (22 pages) a summary memo was placed in front of the transcript in the appropriate notebook. The data filing system consisted of three binders—one for data on each of the two participant teachers and one for district-related data. Conceptual and analytical memoing was an on-going process that helped to tie together different pieces of data—a part of the sense-making process for the researcher (Miles & Huberman, 1994).

Coding

The QSR NUD-IST (Non-Numerical Unstructured Data Indexing, Searching, and Theorizing) software program was purchased to assist with qualitative data organization and analysis. All interviews and observations were entered into the program and printed out in a format that would assist coding. Line numbers proved to be helpful as reference points during the report writing.

Coding began upon reading through the observation fieldnotes and listening to the interview tapes. After visually skimming or listening, either margin notes were made or key ideas were jotted down on a copy of the interview protocol. Because of the short timeline of the study and the researcher's daily work assignment, the transcripts were not completely transcribed and coded before returning to collect more data, as Miles and Huberman (1994) recommend. However, notes were reviewed and an addendum to the interview protocol was prepared, which noted comments needing clarification and/or expansion during the next interview.

The initial coding scheme was based on the study's conceptual framework and the pre-post design. As the transcripts were manually coded from the various data sources (teacher, student, specialist, and administrator interviews; inservice and classroom observations; and questionnaire data), the coding scheme was expanded to accommodate the

data. It was necessary to add a category called *IR* to note Investigator's Remarks that went beyond framing a question or giving a verbal reinforcement. The coding scheme was simplified by including the three teacher sources in each category (see Appendix Q for the final coding scheme). In addition to noting the code in the left margin of each manuscript, it was helpful to highlight important sections of data and use a second color on key phrases or concepts. Brief comments were added in the right margin.

The multisentence chunk served as the unit of analysis, but not every bit of text was coded. When the dross to which Huberman and Miles (1994) refer was encountered (for example, a repeated comment, a comment used as a bridge, or polite conversation that is way off the subject), the text was bracketed. After coding the first two interviews, the work was put aside, and later the coding was repeated on a fresh manuscript as a check on consistency in the use of the coding scheme. There was a high degree of consistency--98 percent. I reviewed the six passages that I had coded differently to resolve the inconsistency. This helped me better define the coding criteria.

Data Display

After coding the teacher interviews and observations held prior to the inservice, a chart was designed to display key information about each teacher under the categories of Curriculum, Instruction, Assessment, and Subject Matter. After coding the post-inservice interviews and observations, comparative data was searched for and noted in a parallel display. This pre/post format presented an initial analysis of each teacher's curriculum and instruction before and after the inservice. The data display later facilitated analysis between the two case studies in the areas of curriculum, instruction, assessment, and subject matter knowledge.

The student interviews provided data on the students' perceptions as to why the teacher had them engage in various learning activities and the important learning they had gained. Teacher interviews and documents supplied data regarding teacher intentions for the use of specific instructional strategies, learning activities, and assessment. Tables were created that contained student and teacher data relative to these topics for both the initial units and the post-inservice, standards-based units. This facilitated analysis between teacher intent and student perception for each case and between the two cases.

Another example of a data display focused on the inservice goals and outcomes as perceived by district administrators, inservice facilitators, and teacher participants. To compile this matrix, data were drawn from interviews, observations, documents, and questionnaires. Again, this visual representation of the data assisted in comparative analysis and conclusion drawing.

Questionnaires

The teacher responses were tallied for each question on the presenter's questionnaire. The analysis of the pre-post questions (which elicited the degree of teachers' perceived benefit) began by focusing on the clustering or spread of the data along the response continuum. The remaining questions dealt with beliefs about using standards-driven assessments and the degree of teaching change that might be required.

Response statement data were compiled for each question on the session one teacher-reflection instrument. Data reduction/analysis consisted of clustering the responses by topic and indicating the number of responses in each category. Each participant's feedback sheet was identified by a code for later match with post-inservice feedback.

For the final teacher reflection (completed at the end of the inservice session number two) the comments were compiled and displayed under each question by teacher

identification number. Data reduction/analysis consisted of clustering and noting the number of responses for each topic. The teacher identification number permitted an individual pre-post comparison in some categories.

Conclusion Drawing and Verification

From the start of data collection, the qualitative analyst begins thinking about meaning by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles & Huberman, 1994). It is important to regard any early conclusions with skepticism and remain open to what later data have to yield. As analysis proceeds, conclusions are verified through revisiting the data, the writing and reviewing of analytical memos, and discussions with colleagues and/or advisors.

Miles and Huberman (1994) describe qualitative data analysis as “a continuous, iterative enterprise” (p. 12) in which a researcher moves with fluidity among the analysis components of data collection, data reduction, data display, and conclusion drawing. It is necessary to document the processes used so that others may judge if the conclusions are plausible and trustworthy.

Compressing data into pre-post charts sent the researcher searching back through the multiple data sources to glean confirming as well as additional information. Patterns of similarities and differences elicited thoughts about causality, which led to tentative conclusion drawing, which, in turn, lead to looking for evidence and possible negative examples. This iterative process led to questions about the details, and to understanding the data at a higher conceptual level. Glaser (1969) described this process of making sense of the diversity in the data as way of forcing the analyst to “develop ideas on a level of generality which is higher than the qualitative material being analyzed” (p. 227).

Emerging Patterns and/or Themes

Goetz and LeComte (1981) pointed out that the use of the constant comparative method (devised by Glaser & Strauss, 1967) allows the qualitative researcher to discover typological dimensions and/or relationships. In the present research, the observation and interview data revealed a strong instructional pattern and overall theme for each teacher. Early interview data suggested beliefs and characteristics that were confirmed more strongly through observation and shared examples of practice. Creating a symbolic representation of each teacher that highlighted key beliefs, personal characteristics, and instructional decisions helped characterize the essence that was emerging from the data.

“In comparing incidents, the analyst learns to see his categories as having both an internal development and changing relations to other categories” (Glaser, 1969, p. 226). As I used the constant comparison method of examining the data in the various designated coding categories, I was able to document continued practice and note changes (new behaviors) that were in evidence from the pre-service to the post- service time period.

Another example of patterning emerged during the examination of the inservice data. Data gained from several initial interviews regarding the proposed inservice suggested a desired link between district actions and expectations for teachers and students. I found it helpful to depict these ideas in a visual diagram. The inservice data provided detail for the schematic, but also suggested possible weak links and gaps that could lead to implementation pitfalls. Later data from classroom observations, interviews, and documents illuminated the process and the results. These observations caused me to re-examine district goals and expectations before summarizing tentative findings, items for discussion, and considerations for future inservice.

In Chapter 3, the data relative to the inservice program provide a description of the district’s initial effort at involving elementary teachers in standards-based social studies

teaching. In addition, the perceptions of the teacher participants, inservice facilitators, and administrators illustrate the benefits and point to areas for possible refinement.

Table 2.1: Data Collection

Questions	Interviews	Documents	Observations	Questionnaire	Reflective Essay
1. What were the district expectations for teachers regarding standards-based instruction in social studies?	X	X	X		
2. What did the district do to assist teachers in understanding the expectations?	X	X	X	X	X
3. How did teachers interpret the district expectations in the classroom?	X	X	X		X
4. What types of support did teachers say they needed to competently implement standards-based instruction?	X			X	X

Notes to Chapter 2

1. At the elementary level, the social studies curriculum focuses on history, geography, civics, and economics. This research concentrated on the teaching of history, looking at teacher subject matter knowledge and pedagogical content knowledge within one discipline.

2. The works of Grossman, Shulman, Wilson, and Wineburg--with their emphasis on how teachers use subject matter knowledge and pedagogical content knowledge--was most applicable to the present study, and guided the inquiry.

3. The terms *standards-driven* and *standards-based* are used interchangeably. "Standards-based" will be used in this dissertation.

4. The researcher felt uncomfortable about any interaction with the participants during interviews--until reading Seidman (1991) and Rubin and Rubin (1995), who point out that the meaning being made in an interview is to some degree a function of the participants' interaction with the interviewer.

5. This and all subsequent proper names are pseudonyms to preserve anonymity.

6. In 1993, ESHB (Engrossed Substitute House Bill) 1209 established the Education Reform Act in the State of Washington. Four learning goals for the state's students were established (see Appendix D). The Commission on Student Learning (CSL) was formed and given the task of expanding these goals into actual academic requirements known as essential learnings. These essential academic learning requirements (EALRs) will serve as the basis for assessing student learning at higher levels. The curriculum for the EALRs is to be designed by local school districts.

7. The purpose was to elicit information from a small sample of students, not to compare perspectives from different ability levels.

8. I considered requesting copies of the journals as additional data, but did not feel comfortable doing so. It seemed as though I was asking a great deal already from them at a very busy time of the year. I hoped that any on-going reflection would be summarized in the final reflection task.

CHAPTER 3: DISTRICT EXPECTATIONS AND SUPPORT

Three of the guiding questions for the present study focused on a specific district's expectations for the integration of content standards into social studies teaching, and how the district might support teachers as they implemented this reform:

- What were the district expectations for teachers regarding standards-based social studies instruction?
- What did the district do to assist teachers to understand the expectations?
- What types of support did teachers say they needed to competently implement standards-based instruction?

These questions were addressed by means of (1) interviews with selected teacher participants, inservice facilitators, and administrators; (2) observations of the Seaview School District's teacher inservice program; and (3) questionnaires that asked teachers for their perceptions regarding the inservice program and future support they would need.

This chapter focuses on the two sessions of the district-sponsored inservice program. The chapter: (1) reviews the district context of social studies reform; (2) presents background information on two of the teacher participants and the inservice facilitators; (3) describes the format of inservice Session 1 and highlights the content; (4) comments on how the inservice session might affect teacher implementation efforts; (5) describes the format of inservice Session 2, and highlights the teacher sharing and the facilitator/teacher and teacher/teacher dialogue; and (6) summarizes the reactions of the teacher participants, inservice facilitators, and administrators for the inservice program. The chapter concludes

with an analysis from the present researcher that addresses two critical issues regarding district support for implementation of standards-based teaching.

District Context for Social Studies Reform

The Seaview School District has been one of Washington's leaders in the development of standards-based content frameworks for student learning. Based on national curriculum standards and guided by the state essential learnings, the district's framework documents for reading, writing, oral communication, and mathematics define what students in grades K-12 should know and be able to do. These frameworks also include student performance benchmarks, sample assessments, and examples of student work to show teachers, students, and parents what "meeting the standard" looks like. The expectation is that the frameworks will guide teaching and learning, and contribute to the district's overarching goal to improve student achievement.

The district's social studies and science frameworks, which align with the state's second goal for student learning, were produced during the second round of curriculum framework development. While awaiting release of the revised state Essential Learnings in Social Studies by the Commission on Student Learning, the Seaview School District completed an initial social studies framework in the spring of 1996. The district saw this document as a beginning step in helping teachers to align their social studies teaching with new, more demanding student learning outcomes. The Social Studies Articulation Committee's chairperson, *Ed*, was the administrator responsible for the creation and implementation of the social studies framework. He acknowledged, however:

If teachers are suddenly given this document and told, “Here, you have to implement it this year,” the result will be extreme high anxiety on the part of the teachers! . . . I think they will be “gun-shy” after receiving the first four frameworks, and then here come social studies and science. Teachers will need to feel supported. We know the social studies framework will not be implemented unless there is fairly extensive staff support and inservice training. (Intv. E#1)

Therefore, he hoped to develop a “logical, systematic way for teachers to deal with the new framework, be successful, and feel good about what they are doing” (Intv. E#1).

Purposes of Inservice Program

Ed, the Social Studies Articulation Committee chairperson, realized that working with content standards and student performance levels would require a shift in many teachers’ thinking:

It’s not just a matter of receiving new curricular materials. The question is: “How will teachers utilize the framework in a way that will produce a high level of student learning that is aligned with the high standards?” . . . I believe there has to be intentional instruction to develop specific thinking skills, and the chance to integrate learning. (Intv. E#1)

Ed, working to bring about reform in social studies, and the two teachers who would serve as inservice facilitators envisioned a pilot teacher training opportunity that would address three major goals:

- They believed the inservice should allow teachers to ease into using the standards (coordinating curricula and developing assessments) in a non-threatening, supportive environment.
- They hoped that the interaction between the facilitators and the teachers doing this initial framework implementation would inform the development of a teacher-support model.¹

- They knew the members of the Social Studies Articulation Council and the writing team desired teacher feedback on the framework that could direct their future refinements.

Ed articulated the feelings of the writing team, which looked to the inservice for some answers:

How well will this framework be accepted by the people out there in the field who don't have our interest or background? That's what we really need to find out. Is it overwhelming? Is it something that they could care less about? Is it something that's going to make sense to them? . . . That's why this pilot inservice is really valuable because it will give us real, live data and feedback on how people are interacting with it. (Intv. E#1)

Background on the Inservice Participants

Teachers

Fourteen teachers voluntarily responded to the district flyer that offered an opportunity for fifth- and sixth-grade teachers to:

- check out the new, "hot-off-the-press" 2.0 Social Studies Framework;
- develop a standards-based unit that the teacher would teach in the spring;
- integrate brain-based learning, technology, or cooperative learning;
- create an effective assessment;
- have time to review and revise the lesson the teacher taught. (Doc.1.1, Insv. #1)

This group of participating teachers ranged from the fairly inexperienced (two to three years of teaching) to the very experienced (over 25 years of teaching).

Ann and Brenda--the two fifth-grade teachers who became the individual case study participants illustrating initial implementation of standards-based teaching--were part

of the less experienced sector. The following introductions summarize their education, teaching experience, and views about teaching social studies prior to the actual studies inservice.

Ann

At the time of the study, Ann was in her third year of teaching at Riverside Elementary--all three years had been at Riverside Elementary. This was her second year teaching fifth grade, and she worked closely with a fellow fifth-grade teacher in planning social studies units.

Ann had majored in psychology at a major university in Washington. As part of her undergraduate education, she was enrolled in several courses in the area of social studies. These included a world regions geography course, U.S. History of the 20th Century, a survey of sociology, and two anthropology courses. Her major included twelve courses in psychology, which is a recognized part of social studies curriculum at the secondary level.

Ann received her elementary education certification from the same university. She recalled her graduate education course in social studies methods as being:

. . . generally, pretty dry. I remember the instructor breaking down what was taught at each grade level. . . . I remember being introduced to these funny things call *simulations*. I thought using simulations was just a great way to make things interesting for the students! (Intv. A#1)

During this course, the prospective teachers worked in small groups to do research and class presentations, but did not actually experience the various teaching strategies from a learner's perspective. Since graduation, Ann has taken 20 credits of graduate work, none of which were in social studies.

Ann did her student teaching at the third- and fourth-grade levels. She credited her master teacher with using a lot of active learning in her social studies units, and covering the basics. “However,” she confided, “social studies wasn’t really this teacher’s big thing” (Intv. A#1).

According to Ann, social studies is at the heart of her own teaching. “To be honest, I think I center most of my curriculum around social studies” (Intv. A#1). Prior to the social studies inservice, Ann was teaching a Civil War unit in which she integrated literature (reading a Civil War novel), writing (journaling about such events as the Battle of Bull Run), and mathematics. She had also invited a retired lawyer into the classroom to work with the students on a mock trial based on the Civil War novel.

When asked if there was a set social studies curriculum that she followed, Ann responded:

All I know is that we were supposed to cover U.S. history. I wish that there were SLOs [Student Learning Objectives]. We use the textbook as a reference book. It contains a lot of really good information, but it is also difficult for some of my kids to read. So we use this for information, as we would use a thesaurus, a dictionary, or an encyclopedia. . . . I also use it to make sure that I hit everything that I need to hit. But we don’t do a lot of “read the pages and answer the questions.” (Intv. A#1)

As a fairly new teacher, Ann would like to have some type of guideline to make sure she is addressing the designated curriculum in her work with students. Because of the current lack of direction for the social studies curriculum, she likened planning her classroom curriculum to “treading water in a big ocean” (Intv. A#1).

Brenda

At the time of the study, Brenda was in her second year of teaching--both years had been at Forest Glen Elementary. However, this was her first year of teaching fifth-

grade students. She worked and planned independently because the two other fifth-grade teachers planned together, and the two multi-age classroom teachers “did their own thing” (Intv. B#1).

Brenda attended a regional state university in Washington, and earned a BA degree in speech communication with minors in English and theater. As part of her general education Brenda took a multicultural education class, which was her only course in the area of social studies. Four courses in psychology—an acknowledged area of social studies at the secondary level—included introductory courses on child development and human learning.

After receiving her BA degree, Brenda went on to obtain a teaching certificate from a private university in the Puget Sound area. She did not particularly enjoy her college-level social studies methods course, except for a multicultural project that allowed her to be creative. She did find use for her unit on map making.

One of the main things we had to do was to create a unit, which I actually used during my internship. . . . It was on map making and I think at the time I felt really good about the unit. But now, in retrospect, I don’t think I ever looked at the assessment end of it. . . . The unit contained really good activities, but not any way to then say, “OK, what do they know now?” (Intv. B#1)

Brenda has extended her formal learning through district inservice courses in math and reading.

Brenda did her student teaching in a grade one/two multi-age classroom. The master teacher was “focusing on science because she was taking a science class, so we did science things. The social studies we did was what I brought in” (Intv. B#1). She used the map unit she had developed during her college methods course because it fit with the textbook focus on school, community, and neighborhood. During the student teaching,

Brenda discovered that “my ideas and the way I go about doing things are very much more suited for the intermediate level” (Intv. B#1). Therefore, after teaching a grade one/two multi-age class for a year, she moved to the intermediate level.

Personal experiences as a student appear to have influenced Brenda’s teaching of social studies. As she explained:

I didn’t like history and social studies in college or high school. It was too boring! I didn’t feel the teachers made much effort to make it connect. So I really try to hit on the emotional aspect to get people hooked. This class--this group of kids--is very musical and really very creative, so I bring in the music of the times. For them it’s a key, if I can find music that fits! For example, during our study of the ‘20s, the students listened to Louis Armstrong’s music while they were creating collages. I had read parts of Steinbeck’s *Grapes of Wrath* and a little bit of *Mice and Men* to them. Then they searched through magazines to find faces representing people’s feelings during the Depression. (Intv. B#1)

In her teaching, Brenda treats history as a separate subject, but also integrates social studies and other subject or skill areas:

American history is a fifth-grade requirement, as much as we have requirements. It’s a major part of what we do and most of the reading that I require is connected with history. Right now, for instance, we are studying World War II and some of the kids are reading *Under the Stars* and some are reading *The New Doubters*. The students do reading-related activities that are connected to each book. Then, during what we call our “history time,” the learning activities we do are more directly related to World War II. (Intv. B#1)²

She uses the school’s one class set of the adopted social studies textbook as an occasional resource.

I’ve had the students read it sometimes, like when we were doing the Revolution because I wanted everybody to have the same information. . . . A couple of times I had them answer the questions, which they kinda liked because we don’t do that very often. (Intv. B#1)

Summary

In light of their educational backgrounds, which included a program of teacher training, neither Ann nor Brenda appeared strong in social studies subject matter knowledge or pedagogical content knowledge.³ As undergraduates, neither majored in a discipline within the social studies that is a strong focus at the elementary level, and neither seemed to have enjoyed history classes as students. Neither was very complimentary about the helpfulness of her graduate social studies methods course, but the experience seemed to affect current teaching. Ann's exposure to simulations was reflected in her use of this learning strategy for her students; Brenda's feeling that her teachers failed to make things connect became a driving force behind her efforts to help her students see connections. During the student teaching phase of their teacher preparation, neither of their master teachers provided strong leadership in the teaching of social studies. However, Ann's master teacher did model student engagement and teaching the basics.

Ann and Brenda looked forward to attending the inservice program to learn about the new social studies framework, which would provide guidance for their work with students. Since becoming teachers, neither Ann nor Brenda had taken additional graduate courses in the area of social studies to either strengthen subject matter knowledge or pedagogical content knowledge. As beginning teachers, they found little direction from the school district as to what they should be teaching in fifth-grade social studies, so they turned to the textbook, personal interests, and colleagues for assistance.

Among the other inservice participants, there were both new and experienced teachers who possessed limited backgrounds in social studies content and pedagogy. There were several who were aware of some of the current social studies reform efforts, and one very experienced teacher who was integrating performance assessment into her

teaching of social studies. Obviously, the inservice presenters faced a challenge in addressing the professional development needs of a group of teachers possessing a wide range of content knowledge, teaching expertise, and reform awareness in the area of social studies.

Inservice Facilitators

Because these two teacher facilitators were directly responsible for developing and delivering the content of the inservice program, it was important to examine their beliefs and practices relative to the teaching of social studies/history. The following introductions focus on their educational background, teaching experience, and engagement with district work in social studies.

Chuck

At the time of the study, Chuck was in his third year of teaching history and Spanish; all three years had been at Cedar Creek High School, which was noted for implementing reform through the restructuring of curriculum and instruction. Yet when describing his practice of using standards and rubrics to guide students' learning, Chuck described himself as "a minority in a very progressive high school" (Intv. C#2). (Apparently, the reform-based assessment strategy of using a rubric had not been adopted by the entire social studies department.) Chuck also coordinated and taught in the required Senior Project Program, which challenged students to demonstrate acquired knowledge and skills in a personally designed "application project." At the district level, Chuck was a member of the Social Studies Articulation Council and one of the designated writers of the Social Studies Curriculum Framework.

He graduated from a private college in Washington with a degree in history, and then received an MA in teaching from a private university in the state. Chuck took a

couple of curriculum courses during his master's program, but claimed that recent learning opportunities had a stronger influence on his teaching: attendance at the 1996 NCSS (National Council for the Social Studies) conference, participation in a district workshop on developing standards-based units, and involvement in the district's summer institute on standards and assessment. At the summer institute, Chuck heard Terry Bergeson (former director of the Commission on Student Learning) speak, ". . . and she gave really compelling arguments for tying standards to not just a course outcome, but also to project outcomes and daily things kids are doing" (Intv. C#1).

Chuck's thoughts regarding his main purpose for teaching history took into account the reality of his students, and also highlighted the process versus content tension:

At the high school level, my main purpose is to really get them to love history and to want to study it in the future--to take more courses in our department and then eventually go to college and take more. It would be great if every kid did! The reality is that kids have other interests. Many will go to work right after high school; some will go to trade schools and others will study English at the University of Washington. So, I really believe strongly that my primary goal is to teach process! I think the group interaction, the thinking, the ability to self-assess is something that can help students no matter what they do in their lives. However, I can't short-change content. (Intv. C#1)

In one particular history course, Chuck had designed student projects to address all of the school's newly developed competencies (see Appendix R). His alignment process consisted of examining the course assignments to see what fit with the competencies, and then including competencies he had not been addressing. He believed that this tie-in with the competencies helped to give depth to his assignments. Although Chuck was very enthusiastic about project-based teaching, he also saw the new emphasis on process and skills as problematic:

In social studies, people are moving away from the traditional lecture and test approach toward a more project-based approach. In emphasizing projects, we are definitely improving other skills and tapping into multiple intelligence, but in some ways we are compromising the content. I think there is a way to hold kids accountable for the content, but it is often being cut out at this point. (Intv. C#1)

Chuck's reference to content centered around the factual and conceptual material featured in his history courses. During the experience of developing the general building-level student competencies, he and his colleagues discovered that "a lot of stuff⁴ that we had been doing for years really had no connection to our school mission, and, more specifically, it didn't fit for kids and their future" (Intv. C#1). Chuck believed that as teachers began using the new social studies framework they would also be motivated to analyze their curriculum and question the validity of what they are teaching.

For the first social studies teacher inservice, Chuck was designated to take the lead in presenting to the teachers. His plan was to describe the evolution in his own teaching to develop standards-based projects, to discuss his rationale, to present specific classroom examples, and to highlight the positive results he has seen in the areas of student attitude and quality of work. However, Chuck was not certain that using the set of high school graduation competencies as a resource for standards-based instruction was appropriate for elementary teachers:

[T]he difficult thing about the work I've done is that it has come out of our building work, and I don't think it is really right for me to impose our criteria on the elementary teachers. I'll let them see the competencies and use them if they wish, but I think they have to work from the district framework and also their own building frameworks in terms of content and process. It is very important for them to tie to their site's mission. (Intv. C#1)

However, considering the lack of standardization across the district and the fact that a great deal of experimentation was going on, Chuck hesitated to advocate sole use of even the social studies framework: “It’s really difficult to say, ‘Use this one guide,’ because I don’t think any one of them is perfect yet” (Intv. C#1). Therefore, in addition to sharing the High School Competencies, he planned to distribute the district Social Studies Framework and to teach the teachers a bit about the NCSS standards, which strongly influenced the development of the district’s social studies framework.

As he reflected on the upcoming inservice, Chuck admitted that he had very little experience in working with elementary teachers, but did not see this as a problem:

I don’t think elementary teachers are necessarily doing things differently [from us] at the high school level. . . . I don’t see much lecture happening in elementary schools. I think a lot of the instruction is discovery and focused on students’ personal interests. Things I hear my kids saying they did in middle school or elementary school sound in tune with things we are already doing. . . . However, I’ve heard nothing of what is being done to assess content or process at that level. (Intv. C#1)

Chuck’s actual knowledge of the elementary school context was, by his own admission, limited. From casual information supplied by his high school students, Chuck had formed a partial picture of what they had experienced in elementary social studies classes. With this information, he made some assumptions regarding the teaching that had taken place. For example, he believed that elementary teachers were engaging their students in project-based learning in a manner similar to what he was doing at the high school level. The inservice provided him with data that illustrated that not all elementary teachers engage students in project-based learning in social studies—at least not to the degree he had imagined.

Doug

Doug had taught high school history and English courses for 27 years before leaving the classroom several years ago to work with K-12 teachers in incorporating technology into their teaching. As part of this effort, he coached teachers in a one-on-one setting using the ACOT (Apple Classroom of Tomorrow) constructivist model for unit planning. He has also conducted district workshops in standards-based unit planning based on a model developed by NARE (National Alliance for Restructuring Education). Another aspect of his work entailed acting as a liaison to the district Social Studies Articulation Council as they worked through the process of creating an initial Social Studies Curriculum Framework.

Doug received his BA with a major in Far East Studies from a large public university in Washington. During his masters work at a local private university, Doug focused on the use of technology in curriculum and instruction. At the time of this study of the social studies inservice program, he had just accepted a newly created district position in the area of technology, and was in the process of wrapping up his work in Standards and Assessment, and preparing for the new assignment.

During the social studies inservice, Doug's stated goals were "to help Chuck facilitate the group and to help the teacher participants prepare a framework-based unit that contained a performance assessment component" (Intv. D#2).

Inservice Program Design

Figure 3.1 illustrates the three basic components that the district believed would contribute to quality student work in social studies: (1) a standards-based curriculum

framework, (2) a teacher inservice program, and (3) classroom implementation of standards-based social studies units.

After an initial conversation with the Social Studies Articulation Committee chairperson, the two teacher facilitators took charge of the design and implementation of the teacher inservice program. The inservice was designed to bring teachers together on two separate occasions. The plan for Day 1 was to give input to teachers regarding new expectations for social studies teaching, and then to provide time to begin development of a standards-based unit that included performance assessment. The schedule for Day 2 would allow time for teachers to share their completed units, exhibit examples of student work, and dialogue about important teacher learnings gained during the inservice.

Inservice Session 1

The following report of the first inservice session provides an account of how the inservice facilitators operationalized the intended goals of introducing the new Social Studies Framework, and easing the teachers into an implementation of content standards in their social studies teaching.

Introduction to the Concept of Standards-Based Teaching

After welcoming the participants, Doug shared the expectation that during the course of the day each teacher would design a standards-based unit to be taught some time in the next six weeks. He briefly touched on the idea of each teacher preparing a display of student work samples, which would allow the total group to discuss what it means to do quality work in social studies at grades five and six.

Chuck's presentation followed. He began with an overview of high school curriculum restructuring, which included information about the proposed state Certificate of Mastery and how his high school had developed a set of graduation competencies. Chuck went on to illustrate how he used social studies projects to integrate several of the competencies such as: gathering, interpreting, organizing, and evaluating information; writing; and the use of technology. He also explained the Senior Application Project and showed how it tied into competencies. Chuck stressed that focusing on the competencies has helped him to create a more integrated curriculum, which has improved student skill levels (Obs. of Insv. #1).

Focusing on the need to integrate assessment into standards-based teaching and learning, Chuck advised that "kids need to know the expectations up front so they are thinking about them during the project" (Obs. of Insv.). To illustrate this point, Chuck handed out a packet⁵ that contained examples of project outlines, rubrics, and student work from his high school history classes, apparently on the assumption that what works for high school is also appropriate for elementary. He used two personal experiences to accentuate how he came to believe in the importance of involving students in the assessment process:

- his hearing Terry Bergeson speak at a district inservice;
- his frustration as a student when he received papers back with a grade but no comments to let him know what was good or how to improve.

In his classroom, the students used a project-specific rubric to self-assess their work. This student assessment is combined with the teacher's assessment in order to produce a final grade.

The examples of project rubrics illustrated Chuck's personal evolution of including social studies content as one of the criteria.⁶ He shared that after participating in a district

assessment class, he revised one of his rubrics to make students accountable for the content as well as the processes. In showing this example, he stated, “A content rubric focuses students and brings forth the content” (Obs. Insv. #1). However, Chuck mused, “I’m not sure if we can merge process and content into one rubric. It may be too much” (Obs. of Insv. #1).

At this point, Doug inserted a comment regarding framework alignment:

I’d like to underline the point that we’re all good at creating activities for activities for students in our classrooms. The difference here is that we’re focusing on a larger question, a concept. . . . Why do you want kids to do this? How does it tie in? Chuck starts with an activity and goes back to the Social Studies Framework to see how it fits. If what you’re doing doesn’t tie in to a larger question, you need to accommodate so it does! (Obs of Insv. #1)

The fifth- and sixth-grade teachers had follow-up questions and comments. Several focused on the practice of showing examples of student work to students before they begin a project. Some teachers were concerned that students would copy. Doug commented:

I recommend that you show lots of examples of good work. Hang it up around the room. . . . Research and feedback says students believe they can do better. Others with no clue really find it helpful to have a model. If you have lots of examples it’s harder to copy. (Obs. of Insv. #1)

Use of a Rubric as a Scoring Guide

After a short break, Chuck engaged the teachers in a hands-on assessment activity using a scoring guide with copies of actual student work. The writing task had required his high school students to use the first-person voice in a narrative genre to summarize what they had learned about life in the Middle Ages. The teachers were directed to study

the criteria, read the piece of writing, and then grade it. A discussion followed in which participants debated the pros and cons of using a rubric to guide and assess student work. These comments exemplified the teachers' reactions and Doug's responses that were intended to affirm and explain the use of a rubric as a tool for assessing student work:

T: This is easier!

T: It is hard! Some of it feels very arbitrary.

Doug: Because we don't use them very often. The first time is our best guess. When we can see kids' work, we can distinguish between the levels. It comes with more experience.

T: It does force you to look at what is produced.

T: No surprise, if you give students the rubric first. They like knowing what to expect. A rubric also helps them organize.

T: I find for one student, it is really good work. But, according to the rubric, it is still a 1.1.

Brenda: There is a continuum and statements at all levels need to be positive. Often at the 1.1 level, we see a description of what kids can't do.

Doug: As the frameworks are implemented, teachers will agree on work that is acceptable. We may have more basis for holding kids accountable.

To conclude the focus on assessment, Doug mentioned that there are various ways to assess student learning: selected answers (True/False, multiple choice), essay, project, and interview (personal communication with a student).⁷ He emphasized that students do not always have to do a project. (What Doug failed to address was how to think about an alignment between desired student learning and appropriate assessment.)

Use of Content Standards to Guide Unit Planning

Two and one-half hours after the inservice began, Chuck handed out the district's 2.0 Social Studies Framework for Intermediate Grades and a summary of the ten NCSS themes. He directed the teachers to, "think of an activity you have in mind, see how it ties to NCSS themes, and develop an assessment" (Obs. of Insv. #1). He also passed out a mid-west school district's social studies framework that he had received at a recent conference, mentioning that it might be helpful. By way of explanation, Chuck commented that this framework had been created by a curriculum specialist, and the teachers in that particular district had no knowledge of it--no buy-in. Then he emphasized that teacher involvement has been an integral part of the Seaview School District's process:

Whereas, in our district, teachers have been involved in developing the framework. And, your unit examples will help us with framework refinement. In June, the elementary framework people will be here to see how you use the process skills, the high school competencies, or the 2.0 Framework. (Obs. Insv. #1)

The Assignment

To focus the teachers on the key task, Doug reminded them that by the end of the day they would need to develop a draft copy of a unit that would include: (1) a statement from the framework as to the aim of the lesson, (2) a description of what kids will do in the lesson or unit, and (3) an assessment (Insv. Obs. #1). He also advised them:

Don't feel you need to create a monster with a "life of its own." You have five weeks from now until June 4 which is not a huge amount of time. Think, "Small is beautiful!" Think about the large, over-riding question and focus on something meaningful! (Obs. of Insv. #1)

In response to a teacher's question about developing a rubric, Doug clarified the assessment component of the unit design:

You do not have to use a rubric. However, we want to see performance assessment of some kind. You also need to state what kids are expected to do. And, on June 4th, bring examples of high-, medium-, and low-quality student work to display. (Obs. of Insv. #1)

Teacher Unit Planning

The afternoon session was designated as unit development worktime. Teachers were encouraged to work with a partner. Doug offered technology resources such as the use of PowerBooks and access to his computer if they wanted to use Encarta or Netscape.

After the lunch break, the teachers spent the afternoon planning a lesson or unit that would promote standards-based learning for their students. Some planned with teammates; others worked alone. Doug and Chuck circulated among the group answering questions, clarifying, suggesting resources, and sometimes challenging teachers to think more deeply about what they were asking students to do. For example, as Doug worked with several teachers who were planning state report units, he challenged them to think more about the learning outcomes for students: "Why are you doing this? What's this all about? What kind of meaning is a kid going to get out of knowing what a state's license plate or bird is?" (Intv. D#2).⁸

Commenting on his work with another teacher, Doug described the reality of a teacher's struggle to let go of the old and move into a new way of thinking about what should be happening in the classroom to promote students' deeper understanding. He also expressed confidence in the process of teacher learning through exposure to examples of more advanced thinking:

She had all the pieces together in terms of the framework understandings that she was going to focus on, and there were some things that were aimed toward that. But, it still ultimately looked like a traditional state report. However, when we get together again in June, I think maybe she might see from the two other examples of teachers who did a state report differently, that she doesn't have to do it like she did. (Intv. D#2)

During his one-to-one interaction with the teachers, Chuck discovered that some were a little vague about how to structure a rubric, and which frameworks they should look at. He suggested, "Pick a theme from NCSS and then look at the essential learnings we've created and use those for content" (Intv. C#2). Chuck admitted that the parameters for the two basic tasks were not clear:

[B]ecause the district frameworks are still fairly loose, we are a bit hesitant to set down criteria that are too specific and that would exclude other options. . . . [M]aybe the feedback we get from the elementary teachers' lessons will help the social studies framework writing committee to decide on the one specific type of assessment we want to promote through the frameworks.⁹ (Intv. C#2)

Ann's Planning

Ann and her partner began planning a unit to focus on life in the United States during World War II, which fit into their year-long theme of wars of the United States. They used a familiar resource--a published Civil War simulation--as a model. Their priority tasks included: "create characters for the identity cards, write war dispatches, and decide on topics for student journal entries" (Obs. of Insv. #1). They also brainstormed use of available resources and outlined a number of simulation activities.

This team followed Chuck's suggestion of looking first to an activity they were planning to do and then seeing how it tied to one of the distributed framework options. From the high school competencies, they elected to focus on gathering/organizing infor-

mation and communication skills. After skimming through the Social Studies Framework, they decided that the most appropriate NCSS themes for their unit dealt with individual development, and individual groups and institutions.

In the area of assessment, Ann and her partner created a scoring guide to evaluate the journal entries students would write that related to various World War II events. Modeled after one of Chuck's example rubrics, the criteria addressed the selected high school competencies and NCSS themes, and described how each should be addressed. The evaluation focused on the number of times the criteria were met (Doc. 11.2, Insv. #1).

Brenda's Planning

Brenda came prepared with traditional report, fact-finding materials for her students to use. Doug described how he challenged her thinking:

I really pointed out to her in terms of the traditional stuff, "Now, look, what is this all about? What kind of meaning will kids be making of this stuff?" She knew what I was talking about. I think her struggle was, "What do I do with all this stuff I've already copied?" . . . As I worked with her, she changed the direction of what it was she was going to focus on and commented, "Well, my framework objectives still work, but they work even better now!" . . . I'm going to be interested to see if she follows through on it because it was toward the end of the afternoon and the changes would require a rethinking of what she was planning to do. (Intv. D#2)

Facilitator Reflection

Focusing on the use of rubrics as an assessment tool, Chuck shared the following:

I really wasn't sure in the beginning if they were ready for something like this--if they were ready to jump into assessments. But I really got the impression from their questions and comments that they believe strongly in new forms of assessment. I also had a strong sense of their capability to do it. . . . Even those who

didn't seem to have much experience seemed to be able to apply it to their situation. . . . I think they are also realistic about what it involves. Everyone I was talking to was telling me, "This does take a lot of time, doesn't it?" (Intv. C#2)

In light of Doug's objective--teachers using the process of setting a learning outcome that fits with a content standard, and then creating a performance task rubric to assess the quality of student learning--he felt good about the inservice. "It went fine" (Intv. D#2). More specifically, Doug communicated that he generally felt comfortable with the teachers' work on Day 1 of the inservice program:

They all seemed to be where we wanted them to be in terms of going through the process of writing up a unit--taking a look at the frameworks and then just thinking through how they wanted to assess it. . . . In just a cursory reading of the feedback, they all felt pretty comfortable with where they were. And it looked to me like they were all pretty involved in what they were doing and felt that what they were doing was important and useful. (Intv. D#2)

Reflecting on the process Chuck had used to engage teachers in unit writing, Doug recognized that a bit more structure probably would have been helpful. However, he also knew there were teachers present who had already participated in standards-based unit training, so he felt that using the planning template from an earlier inservice would have been repetitive for them.¹⁰ Therefore, he chose to deal with any confusion or questions on an individual basis. Although Doug had thought about bringing some backup materials, he decided against doing so because. . . . [T]his workshop was really Chuck's thing" (Intv. D#2).¹¹

Regarding the teachers' work in developing rubrics, Doug concluded that the teachers he observed were using mostly process and checklists to focus on whether or not the students had addressed a given criteria. "The scoring did not address the quality of the element. So that's a jump they need to make" (Intv. D#2). He believed that this next step--looking at the qualitative element--would come as teachers struggled with using an

initial rubric. He observed that even after seeing Chuck's examples, some of the teachers did not grasp the concept of describing student efforts along a continuum:

What I think will happen is that when they come back on June 4th and start to look at what everybody else has done, it will become much clearer to them what it is that they have to do. They have to do some mucking around with the stuff before it's going to make sense to them. (Intv. D#2)

In Doug's mind, a modified example of the "mucking around" showed up during the afternoon when a teacher was talking to him about a three-point rubric she had created. He had mentioned to her that she would probably get work from students that would demand an expanded rubric. He projected a possible scenario of her thought process while assessing student work: "Oh, this doesn't quite fit with the rubric; I guess I need another category. And, now I know what it looks like because this student's work meets some of this category and some of the next category." Then, he confided that she had already added another category because she was able to see the big jump between the "2" and the "3" (Intv. D#2).

Over time, Doug has seen growth in teachers who expressed dismay in their initial interaction with planning a standards-based unit:

There was one [teacher] in this inservice who, the first time we worked with her, was just a frazz! It was really hard for her. She's here today and she said, "I've been doing this, and it's not a problem any more. I remember how afraid I was of it, but I'm confident of it now." And she's right. She's doing good work. (Intv. D#2)

Teacher Feedback

Chuck and the present researcher each designed an instrument to obtain data regarding the inservice from the 14 teacher participants (see Appendixes S and T).

Chuck's five questions focused on standard-driven assessment and required the participants to use a response scale of *strongly agree* to *strongly disagree* (Doc. 1.9, Insv. #1). The teachers perceived that as a result of the inservice session they felt more comfortable and confident in implementing standards-driven assessments (4 *strongly agreed* and 11 *agreed*). They also believed that creating standards-driven assessments would help them to improve the outcomes of their lessons and projects (6 *strongly agreed* and 9 *agreed*). They also believed that creating standards-based assessments would help them to improve the outcomes of their lessons and projects (6 *strongly agreed* and 9 *agreed*). Five out of the 14 agreed that creating standards-based assessments will require them to significantly change and adapt the work they already do; the others were *not sure* (3), *disagreed* (4), or *disagreed strongly* (3). All but three teachers either *agreed* (5) or *agreed strongly* (7) that Chuck's presentation was valuable in providing them with ideas to apply in their curriculum. The remaining were *not sure* (2) or *disagreed* (1).

The researcher's questionnaire asked for teacher input on the content of the framework, the perceived student learning demands, and the support teachers might need to implement the framework and design performances assessments (Doc. 1.10, Insv. #1). Five teachers responded that the framework was a fit with what they were doing in the classroom, two believed they were moving toward it, four commented that the framework was too general or global, one saw more of an emphasis on using the arts, and the last described how it clarified the content. Seven of the teachers saw the frameworks student learning demands as similar or "right on" with their current expectations; whereas, three teachers saw the framework standards as demanding more from their students. (Two comments were unrelated to the question.) One teacher mentioned in response to another question, "I would have liked to read through our own frameworks as a group" (Doc 1.10, Insv. #1).

The teachers commented that to implement the framework they needed time to work with fellow teachers (6—two of whom wanted compensation), examples of activities (3), and consultant support (2). One teacher wanted to work with colleagues to develop lessons. Two were not sure if they would need support or did not know what type; one teacher responded that no support would be needed.

Each teacher commented positively on the general strategy of using a rubric as an assessment tool; three expressed excitement about doing so. The most frequently mentioned implementation difficulty was the time it takes to create a descriptive rubric (4). Three of the teachers suggested a solution to this time issue—have someone create generic social studies rubrics for teachers' use and/or write a specific rubric to match a given teacher's unit.

Only seven of the 14 teachers responded to the question asking about the most important learning of the day, which was on the back side of the questionnaire. Three of the teachers' most important learning centered on viewing the new district social studies framework; two felt affirmed for what they were already doing; and two liked seeing Chuck's sample units with rubrics.

Administrator Reaction to Teacher Feedback

Ed, the Social Studies Articulation Committee chairperson, was pleased when he looked over the compilation of the teacher feedback from Session 1. "This is great stuff! I mean, it's what we need for our discussion about how to further develop the inservice component"(Intv. E#1).

Ed saw no problem with the fact that the facilitators presented the teachers with three different models of standards for their use in unit planning:

I think that starting to look at standards and then addressing the standards in the development of a unit of study is valuable experience, whether the teachers use the standards from another state or the present stage of our district framework. I believe the first step is to get people to say: "Here's a unit I am developing, these are the activities, this will be the assessment." And then to ask, "Why am I doing it this way? And, what am I trying to assess?" Whether or not they use the 2.0 Framework isn't critical at this point. For us, it is more important to interact with the teachers and get some direct feedback such as: how comfortable they are using the standards-based approach, how workable do they think it is and, most important, what are the implications for us as we develop the staff development component for social studies? (E#1)

As the researcher summarized several examples of teachers' initial attempts at using the frameworks to guide instruction in their classrooms, Ed responded, "[T]hat's good information for us! Now, how do we help other teachers so they're willing to take that risk? So they will give it a try--wade into it and muddle around to see how it works" (E#1).

Fran, the director of Standards and Assessment, reviewed the teacher feedback data, and expressed pleasure that teachers perceived they had moved from being unsure about their understanding of standards-based assessment, to feeling more comfortable with it. She also zeroed in on the fact that all 15 saw benefits of using the standards and a rubric as ways of improving on the quality of student work. However, as was mentioned earlier, about one-third of the teachers reported that what they were doing was similar to what the framework asks of students. Fran interpreted this to mean that "either these teachers' standards are already high, or the framework standards aren't high enough" (Intv. F#1). (What Fran did not articulate was the possibility that many of the teachers had only a surface understanding of the framework's essential learnings, and therefore did not see them as being a challenge to themselves or their students.) Overall, this administrator saw the data as "strong testimonial that points out the types of support needed by teachers in the beginning stage of working with the framework" (Intv. F#1).

Researcher's Analysis

The desired outcome of the inservice session was for each teacher/teaching team to create a standards-based teaching unit that would feature one or more essential learnings from the social studies framework and aligned performance assessment. Chuck's examples illustrated how he used a rubric to present the expectations for a given project to his students and then to assess the students' work. There was little mention of the deeper understandings for student learning that the new frameworks are promoting, even though the sample rubrics did include criteria for understanding taken from the high school competencies. Chuck's comment that "content and depth needs to be there" (Obs. Insv. #1) touched on the issue, but did not provide further thoughts about what this meant. The main message to the teachers was that a well-designed and well-used rubric is the means to improve the quality of student work.

Comparatively little time (15 minutes) was spent introducing and discussing the content of the district social studies framework. Yet, the framework supposedly contains higher standards for student learning. There was no directed involvement of the participants in an examination of the content frameworks, no discussion of the intended learnings contained in the essential understandings. The two-page summary of the ten NCSS themes that was distributed provided only a brief overview of each theme. Either the inservice presenters did not believe that teacher understanding of the essential understandings was essential, or they acted on an assumption that the teacher participants understood the discipline-related principles, concepts, and skills embedded in the essential understandings for each NCSS theme. The fact that both presenters were high school history teachers with a much more extensive academic background in social studies/history content knowledge may have blinded them to the fact that the expertise did not hold true for the elementary teachers participating in the inservice program.

In addition, the administrator who was working with the development of the district framework was not concerned that three examples of standards were presented to the teachers during the first session. Two possible factors--the fact that the district social studies framework was in the initial stage of development, and the on-going vacillation of the state in the area of social studies standards--could have affected Ed's belief that at that point in time the use of any content standard was a step forward in the reform process. However, his reaction might also suggest a belief that standards-based instruction is only another strategy for the teacher's tool kit, and that it is the process, not the content, that matters. This latter position would not be supported by Cohen (1990), Gardner (1994), Lampert (1994), Shulman (1987, 1991), Wilson (1988), Wilson and Wineburg (1993), and Wineburg and Wilson (1991), who advocate curricula that focus on appropriate discipline-based knowledge, and also stress the critical role that the teacher's subject matter knowledge and pedagogical content knowledge play in helping students to gain the deep understandings promoted by the new standards.

In inservice Number 1, the missing element was an intentional working with teachers to deepen their understanding of the content standards and the new demands for student learning and teacher instruction. This omission could have affected the initial implementation of social studies content standards by elementary teachers such as Ann and Brenda, who lack a strong conceptual background in the disciplines of history, geography, economics, and political science.

Inservice Session 2

Purpose

There was a six-week interval between the first and second inservice sessions. During this time, the teachers had implemented their standards-based social studies units. They came to the June session eager to present an overview of their units, share student work examples, and hear about other teachers' work with the framework. Doug's agenda included time for discussion about what they would see and hear during the sharing, as well as time to reflect on the implications that might guide their future work. He also intended to provide work time for next steps, such as continuing the unit, revising it, or beginning another.

Format

Doug welcomed the participants and summarized the day's schedule and activities:

Most of this morning we will spend looking and thinking about the student work that is exhibited around the room. Is this quality work for fifth and sixth graders? We need to take a detailed look to see if, across the district, we agree about quality work and what is not so good or not acceptable. This is a challenge, given the unique opportunities and different socio-economic levels that exist in the various elementary schools. (Obs. of Insv. #2)

The afternoon schedule included time for reflection and sharing of key learnings from working with a standards-based unit, as well as a work period to refine the unit or begin to plan another.

Sharing of Teacher-Created Units

The entire morning session was devoted to the presentation by each teacher or teaching team of an implemented standards-based social studies unit. Despite being given three different framework models, all 14 teachers had used the district Social Studies Framework to guide their student learning outcomes. (Ann and her partner also drew from the high school competencies that Chuck had shared during inservice Session 1). The units focused on the disciplines of geography (map making, resources of various states in the U.S., the five basic themes of geography, comparing Washington and a country in Africa); history (Life on the Homefront During World War II, Homesteading in the 1960s, the Middle Ages, the concept of conflict; the Revolutionary War, the Civil War, and World War II); and integrated units (learning about a country's economy, government, and history through international pen pals; and the U.S. Space Program: Space Missions).

Due to other obligations, Chuck was not able to be present for this entire inservice session. Therefore, Doug facilitated the teacher sharing and spent time during and after each presentation to probe for clarity, ask for more detail, provide reinforcement, and offer suggestions. The other participants also took the initiative to question, reinforce, and provide ideas to their colleagues.

Doug's main focus was on the student work that resulted from the teachers' implementation of the framework themes and essential understandings, and the use of a scoring rubric. For example, first a teacher told about a project in which students worked together in small groups to create a play reflecting what they learned through researching the Middle Ages. Then Doug asked: "Did you use a rubric to score the play? Have you done this before? Did you see a difference in the students' work?" (Obs. Insv. #2). The teacher shared information about her rubric, which focused on two social studies frame-

work themes: No. 4, Roles and statutes influence individual and group behavior in social situations, and No. 5, Past events, people, places, or situations contribute to understanding history. The rubric also addressed written and oral communication, self-direction, and thinking/problem solving. She explained:

In the rubric I was clear on expectations, so students understood better what to do. They did research and took notes. The difficulty for them was in pulling together the research and writing a play. I will have them do an essay test on the Middle Ages, so I will know what each student knows.

In the follow-up discussion the teacher mentioned that the students were true to the historical time in their plays, but it was difficult for them; one of the three small groups had problems because one low-academic student contributed very little and she also became stressed with the play rehearsals.

Doug focused on her use of a rubric as a way to lay out clear expectations for students: “When the teacher is clear, the kids can be clearer. We need to be clear so kids know what to expect” (Obs. of Insv. #2). He also said that the term *rubric* is being replaced by *scoring guide*. Doug chose not to publicly discuss the teacher’s decision to engage the students in an essay exam in order to assess their historical understandings.¹²

Another teacher presented a unit on conflict that she had designed for her fifth/sixth grade combination class. The project required each student to create a radio play that focused on the Civil War (grade five) or World War II (grade six), and then record it on an audio cassette. Two essential understandings from the Social Studies Framework were part of the rubric under the heading of Understanding and Applying Concepts:

- tensions among individuals’ belief system, government policy, and how the law influences individual and group behavior;

- issues of fairness, equity, power, and justice persist as social problems cause tension between the wants and needs of individuals and groups.

The highest rating of 3 required the students to:

- demonstrate an understanding that they were to create a radio show that included at least three big ideas relating to the war;
- use information that accurately represented conflicts involving tension between individuals.

The remaining criteria dealt with written and oral communication, quality work, and self-direction/thinking (Doc. 2.8, Insv. #2).

When this teacher discussed the work her students did, she commented:

Finding appropriate and adequate resources for the students to use was a big problem! I really was not satisfied with the content that ended up in the radio plays. I need to stress this more. Perhaps, having them focus the radio show on one event would be better. . . . And, the students flunked the test! (Obs. Insv. #2)

This comment regarding the content that students displayed in the final product initiated a discussion around the issue of including content in a rubric. Doug summarized: “The question is, What do we want them to know? Chuck was not pleased the first time he included content in a rubric. However, you can tie the content to the presentation piece, so students are teaching peers” (Obs. Insv. #2).

A fifth-grade teacher responded, “As my students were creating state maps with symbols, the kids asked: “Why do we need to know the state flower?” Doug replied:

What is the meaning? How does it fit in? My pet peeve is state or country reports that do not promote meaning making! The kids do activities and that’s it. . . . Next year, you could do an elevation map by scale and this could extend the learning. How else could you extend? (Obs. of Insv. #2)

The issue of a lack of appropriate resources surfaced again when Brenda told about the problems her students experienced when trying to find enough current information on state resources. Doug stressed two key ideas:

When you take a different approach to studying topics or concepts, you will find it challenging to locate resources because districts don't normally purchase materials that way. And, the people who produce the resources don't package resources that way. . . . Since newspapers would be a source for your topic, you could go to the web pages for various leading newspapers. . . . Just one little tip about being reluctant to use the internet because you don't know it--the kids know how to use it like nobody's business! (Obs. of Insv. #2)

As the teachers listened to each other share, they identified topics and approaches they would like to use in their teaching. For example, referring to Brenda's project rubric, one teacher commented, "It looks like any of us could use this report--the first page anyway--and just do a little tweaking" (Obs. of Insv. #2). The teachers also encouraged Brenda to write an article explaining how she and her students went about creating two scales (elevation and distance) for their instant *mâché* map of the United States.

A great deal of interest was shown in the unit "Life on the Homefront During World War II," which Ann and her partner created. The participants listened to their account of how they created a simulation that included students doing such things as: (1) assuming a homefront character who was part of an ethnic group such as Japanese-Americans or Italian-Americans, (2) participating in activities such as the buying of war bonds and using rationing coupons, (3) writing personal reactions to important events such as the attack on Pearl Harbor and the internment of Japanese-Americans, and (4) listening to a speaker who had been in an internment camp. The participants responded by asking questions and making comments such as:

Where did you get the CD you used to provide information on World War II events? What did you use for resources to give the students information on the perspectives of the various groups such as the Italian-Americans? Where did you get the character cards? Did you include any literature? How long did it take you to develop this unit and all of the resources? Wow! Powerful stuff! (Obs of Insv. #2)

In the group dialogue that followed, teachers suggested to Ann and her partner additional resources and approaches. Doug shared a resource from the Smithsonian web site called “Real Audio” that allows teachers to tap into rich historical resources and play them through the computer in their classrooms. He also commented, “They’re going to sell this unit to Interact and make big bucks!” To which Ann and her partner responded, “In a couple of years, maybe.” Several teachers suggested, “Give us a copy first and we’ll give you feedback!” (Obs. of Insv. #2).

As the teachers presented examples of their students’ work, they articulated insights or frustrations regarding the use of performance assessment:

T: The visual presentations may not be good, but the content is right on! I will need to teach how to do a visual presentation and include the criteria on the rubric.

Brenda: I would change the scoring guide for the postcard book to include prompts that led them to think about applying the facts. (Obs. of Insv. #2)

These teacher reflections regarding the quality of student products illustrated two important needs: First, teachers need to teach students the skills to produce a given product. Second, an activity can be interesting and even fun, but not promote the higher-level thinking and deep understanding that was intended.

Important Learnings

At the end of the unit-sharing session. Doug gave the teachers three things to ponder over lunch, and they were to return in the afternoon ready to share: “(1) lessons they gleaned from the process or important things they learned that are useful; (2) what they need help with, and; (3) what they will be doing during the work time” (Obs. of Insv. #2).

Doug opened the afternoon session by asking, “What important things are you taking away from today?” (Obs of Insv. #2). One by one, each teacher articulated a benefit and usually added a question or concern. In response, Doug offered reinforcement, information, or direction. Three main benefits emerged from the teachers.

The first benefit was that many expressed appreciation for the opportunity to get together to share ideas. They saw value in face-to-face dialogue about novel ways to engage students in learning and to provide rich resources for learning. As Brenda said:

I think one of the really valuable things is just getting together as a group of teachers. We don't have time to do this--hardly ever. I don't think there is a person who spoke today who hasn't made me think, “Oh, that would really work well in my classroom!” I'm sure you all felt that way. (Obs. of Insv. #2)

Ann also expressed appreciation for hearing different ways that other teachers are making learning interesting:

I forget that you can do things in different ways to make it interesting--not only for the teacher to look at and grade but for the kids, too. They will learn more if they are involved and interested in what they are doing. (Obs. of Insv. #2)

For the second benefit, many teachers felt that the use of a rubric (scoring guide) helped clarify expectations and made scoring much more objective:

Brenda: I have been using a scoring guide more this year in the lessons I teach. There was an assignment I gave last week that didn't have a scoring guide and my students said, "Where's the paper that tells us what we're supposed to do? They have become accustomed to using a rubric because it makes assignments clearer for them. It also helps me to be clearer about what I expect them to do.

Teacher: I think the framework and using a rubric helps you teach all the kids in your classroom. I believe this is motivating for teachers and kids. It allows higher-end kids to go as far as they want and also builds in success for special-needs kids.

Ann: As a fairly new teacher, it helped me to be more objective in scoring of student work. I also realized that including both teacher evaluation and student evaluation lets the kids self-evaluate their own work. They can say, "Oh, I could do a little bit better." Or, "I did a really good job here!" And that's how they learn. (Obs. of Insv. #2)

The third benefit the teachers saw was using the Social Studies Framework as a focus for student learning. One teacher commented: "For me, using the framework gave me a goal and helped get the kids past the literal level. The Social Studies Framework understandings are definitely at a much higher level than what I am doing (Obs of Insv. #2). Another teacher mentioned that the framework provided him with freedom to get away from following the textbook.

At times during the individual sharing, an interactive dialogue ensued, in which teachers asked questions related to the issues of K-12 articulation of the content and how teachers might connect to share ideas about implementing the frameworks. They wanted to know: (1) Is there a way to get this information out to other teachers? (2) Is there any way to set up a discussion group? (3) Will we have access to project ideas on the WWW (World-Wide Web)? Doug's responses centered on the use of technology as a way to meet the need to connect and share.

In addressing the question, “How do you know what to cover at grade six?” Chuck explained: “The frameworks are frames through which we can teach any content. What students will remember will be concepts, not content. . . . The frameworks are not topically organized! They’re designed to be high-level thinking skills” (Obs. of Insv. #2). Doug suggested that the social studies writing team will be addressing the scope and sequence issue.

The concerns centered around using a rubric--especially scoring for students who are not able to meet the standard--and how teachers can obtain necessary background knowledge in social studies content. During the first inservice session, the concern about using a rubric with students who are struggling to meet the standards was a topic of discussion. (There are no easy answers. It is an item of great interest at the state and local district levels, especially among the teachers who work with special-needs students.)

Focusing on the second concern, one of the teachers articulated the need for teachers to increase their depth of knowledge, and suggested a system reorganization:

That’s what we were talking about earlier in terms of teacher expertise. If you really want to help students reach deeper understandings, you have to know a lot about a given topic, as you guys are finding out. I wonder about the organization of elementary schools now that they are asking us to be experts in lots of fields. It’s impossible to do! Maybe, the talk has to center around how do we organize our school as a system to take advantage of the expertise that people have, rather than being a second- or third-grade teacher. (Obs. of Insv. #2)

Doug’s response was, “That has real ramifications for professional development” (Obs. of Insv. #2). He then went on to talk about the depth of the work elementary teachers are expected to do in teaching science and math, and yet very few elementary teachers majored in science or math. The district has recognized this fact and been able to address the issue of deepening the mathematical subject matter knowledge and pedagogical

knowledge of elementary teachers through an extensive national grant. The issue is yet to be addressed in the area of science and social studies.

Teacher Feedback

A questionnaire was administered to the 14 participants to allow the teachers to elaborate on thoughts expressed during the afternoon session. The questions focused on (1) what was useful and challenging in their use of a framework, (2) their perceptions of student engagement with the learning, (3) use of a scoring rubric, (4) quality of student work, and, (5) thoughts about support needed to create standards-based units and scoring guides (see Appendix U).

The data emphasized that teachers believe it is extremely helpful to meet with grade-level colleagues and share what implementing the frameworks looks like in the classroom. All 14 teachers used the district Social Studies Framework in their unit planning. They found it helpful, but wanted it to be more specific. Their challenges included:

- finding appropriate information/resources,
- understanding the framework,
- creating challenging expectations,
- selecting the correct standard to match the assignment,
- not having enough knowledge about the topics.

For many, learning how to create and use a rubric resulted in clearer expectations for students. Nine out of 13 responses indicated that the use of the standards-based unit and assessment resulted in higher student engagement and higher-quality student work. (Three teachers judged the work to be equal to current efforts, and one teacher had not completed the grading.) The great common challenge the teachers faced was the time required to write a clear rubric that addressed the different levels of student performance.

Their need for support focused on time and opportunity to meet with colleagues for planning and sharing of examples and successes.

Facilitators' Reflection

During this initial phase of working with standards-based planning and assessment, Chuck was impressed by the flexibility of elementary teachers as compared with high school teachers. As he said:

The elementary teachers were just really incredible! . . . It is very encouraging to me the way they jump in, as compared with our first meeting with the high school teachers, which was not an easy one. In part I think this is due to the fact that at the high school level we often teach one content all the time and so the teachers are more grounded in terms of their preparation and are less flexible. (Intv. C#3)

He saw the work of elementary teachers as fitting together with the high school project-based learning, and suggested that at the elementary level there should be a grounding of content in themes that are interesting and relevant to students. He liked some of the things elementary teachers shared--such as role playing and radio broadcasts--to help bring history alive for the students.

Chuck agreed with the teachers' concern that creating a rubric to use as an assessment tool does take a lot of time, but believes it is justified by the resulting improved quality of student work. He mentioned, "Teachers have a lot of these assessment activities in place and so will not have to start with all new ideas or activities. . . . Many will need only some adaptation to align with the core concepts of the content" (Intv. C#3). (The elementary teachers' depth of subject matter knowledge and pedagogical content knowledge in the disciplines that make up the social studies is a factor to be considered.)

During the afternoon of the last session, Doug shared his thoughts:

To me, the beauty of an inservice session is knowing that you have the time to sit down and really plan and work on something that is important to you. One of the lessons I take away is how efficient and how creative you can be when you have the time to do it. I'm knocked out by what I see here! (Obs. of Insv. #2)

In his reflection on the completed inservice, Doug expressed pleasure at the fact that not one of the teachers used a textbook as the basis for his or her unit. Textbooks were used by some, but only as a supplement resource. Thinking about the issue of teacher subject matter knowledge, Doug suggested that perhaps certain teachers could share their expertise by becoming migrating teachers who would travel from building to building working with students on their special unit. He also realized that not all teachers have made the paradigm shift to incorporating authentic performance assessment. This was evident to him when a teacher (whose students had created radio plays) confided, "And then I gave them a test and they bombed!" (Intv. D#4).

Doug thought that through the teacher sharing and discussions, a number of important issues surfaced. He enumerated:

- the tension between content and process (what is important to emphasize and how to get at it),
- the time for standards-based unit development,
- sharing among teachers (how to do it more efficiently),
- what to teach at a given grade level (content scope and sequence),
- teacher expertise--how do teachers get enough information and knowledge to do this type of teaching gracefully--(Intv. D#3).

In his mind, these are historical tensions that people have attempted to address. However, to his knowledge, nobody has developed a model that has worked out these tensions. The district will address the scope and sequence issue through the articulation

process, teacher input, and focus groups. The remaining issues need to be addressed through district- and site-level professional development. Chapter 5 will address this topic in more detail.

Administrator Reaction

Fran, the director of Standards and Assessment, reviewed the data compilation from the second inservice Session 2 questionnaire during a think-aloud task posed by the present researcher, and commented that she was “thrilled” that the teachers understand that the sharing of ideas and discussion are helpful. As she studied their feedback, she said, “Their need for collaboration is very evident! . . . It boils down to the model, the time to do it, and being able to talk to people” (Intv. F#2). After reading that many teachers reported using a rubric improved the quality of their students’ work, Fran concluded, “This is energizing feedback!” (Intv. F#2).

Researcher’s Analysis

During the second inservice session, the teachers shared the standards-based units they had developed. According to the research on professional development, the opportunity to meet with colleagues and share student work can be beneficial in developing teacher understanding (Ball, 1995; Cohen, 1995; Little, 1986; and Lieberman, 1995). In the present researcher’s experience, whenever elementary teachers meet to discuss curriculum and instruction, there are questions about the resources/materials and requests for copies of the unit or activity. This sharing can be helpful when a teacher understands the concepts involved and is willing to process and modify to meet students’ needs in a particular context. Conversely, when a teacher with a limited level of understanding adopts

another's work and uses it *as is*, the resulting teacher-student interaction and final student learning are often not as powerful.

The district viewed the inservice program as a means to introduce the 2.0 version of the social studies framework and to assist teachers in the work of focusing their teaching around social studies standards. During the inservice process, the teachers provided the district with feedback on the social studies content framework, the inservice program design, and their perceived needs for support to carry out the reform expectations. The sharing of their units also illustrated what standards-based social studies instruction looked like in this initial classroom implementation effort.

The facilitators and district administrators were generally pleased with the inservice and the efforts of the teacher participants in their initial implementation of standards-based social studies. The teachers were pleased with the opportunity to work with the initial version of the frameworks, learn about rubrics, and gain ideas from their colleagues. Teacher feedback and facilitator impressions became information to be used in the on-going work of developing the content frameworks and future teacher inservices. Only one teacher focused on the need for teachers to have a strong subject matter knowledge; others were more interested in the resources they could obtain to help their students engage with the learning. The issue of *teacher knowing* is a critical one that needs to be addressed by teachers and district personnel responsible for implementing standards-based reform. (See Chapter 5 for a discussion of this issue.)

Another critical issue, to be considered by district personnel involved in supporting the implementation of social studies standards, came to light when Doug shared his reflective comment at the conclusion of inservice Session 1. He mentioned that teachers need to "muck around" as they work with new standards. The issue centers around the teachers' adoption of the proposed standards-based reforms and raises questions such as:

Is this change an event or a process? Does it take place during a workshop? Is it a six-week process in which they adopt a tool? Or is it a process that continues for years and involves a rethinking of beliefs and practices? Based on the premise that change is a highly personal experience that occurs in a given context (Fullan, 1982, 1991; Fuller, 1969; & Hord et al., 1987), those responsible for supporting change need to think about ways to provide the opportunity for each teacher to work through the process with support provided for on-going needs.

This chapter first focused on the initial input provided for teachers in inservice session Number 1 around the topic of integrating standards-based social studies into their teaching. Then, the report from inservice Number 2 highlighted the implementation efforts of the 14 teacher participants and the important learnings they were taking away from their experiences.

Chapter 4 will present an in-depth look at the social studies teaching of two of the inservice program participants--Ann and Brenda. Each case study will focus on social studies instruction in the particular classroom before the teacher's attendance at inservice Number 1; and then describe the teacher's implementation of a standards-based social studies unit in the same classroom setting. Any changes in practice will be discussed.

District Vision for Implementation of Social Studies Standards

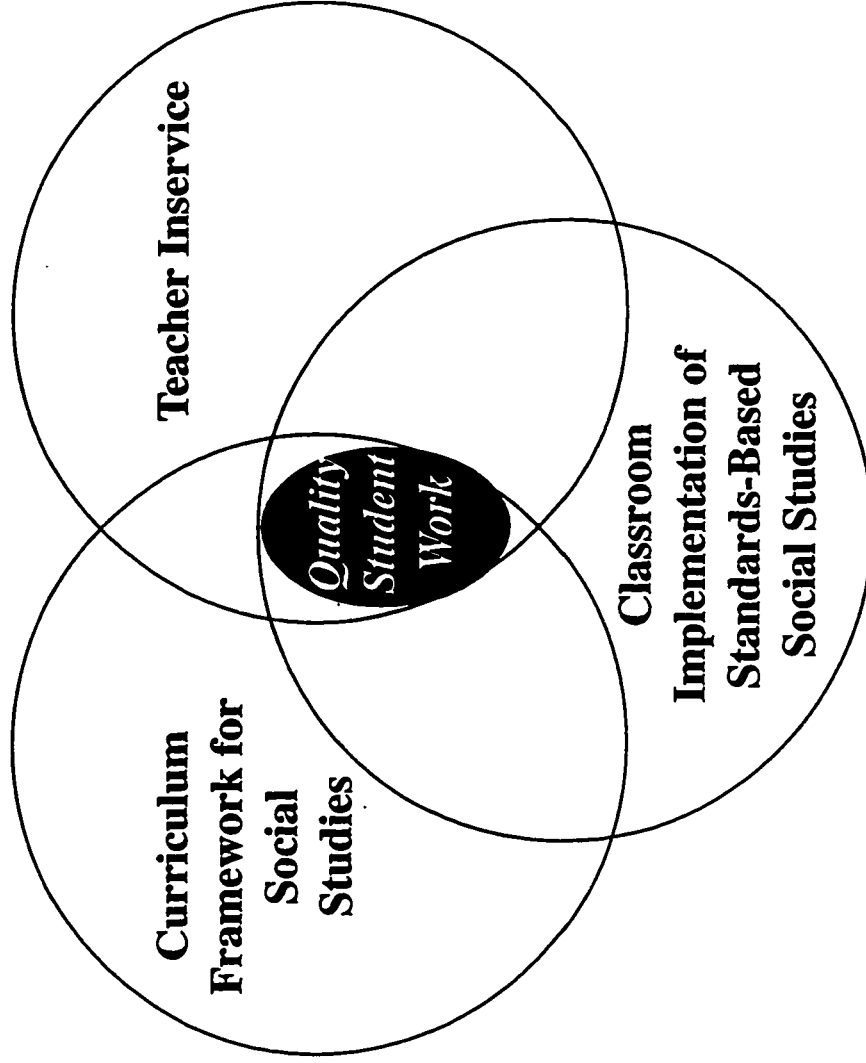


Figure 3.1
District Vision for Implementation of Social Studies Standards

Notes to Chapter 3

1. When I interviewed the administrator who served as the Social Studies Articulation Committee chairperson, he commented, “Our number one goal for the inservice was to have us start developing the inservice model, for when we produce the final framework, we know that there has to be an inservice component. So, this inservice is both field testing and field developing that component for us.” (Intv. E#1)

2. Brenda spends about 45 minutes to an hour a day directly on what she calls history, but then ties in reading (40 minutes a day) as well. She also spends about an hour a week on newspaper events that often relate to the current history unit. And then, there are other social studies topics like the stock market and the primary election that get woven into the day. (Intv. B#1)

3. Pedagogical content knowledge refers to teacher knowledge about the appropriate strategies for teaching within a given discipline. More specifically, pedagogical content knowledge is a construct that refers to “the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful, and yet adaptive to the variations in ability and background presented by the students.” (Shulman, 1987, p. 15).

4. This “stuff” appeared to refer to factual content previously designated as the material students should master in a given course. The teachers were aligning specific content to broad generalizations outlined in the competencies.

5. The handout was titled: “Standards Into Practice: Designing Competency and Content-Driven Assessments.” Notice the emphasis is on creating assessments, not on standards-based unit planning or alignment of instruction with content standards. Given the fact that he provided only examples of project plans from his high school history class, we could conclude that he believed this material would be appropriate and sufficient for teachers to gain an understanding of the components of a standards-based teaching unit.

6. During the first inservice session, Chuck shared examples of rubrics he had developed to align desired student learning and assessment descriptions. In the first two examples, the rubrics did not address the conceptual content that needed to be included in a student’s project, but rather focused more on the quality of the writing or other presentation skills.

However, his third example—a rubric for the Medieval Illumination Project—did address content expectations through qualitative descriptions related to Competency No. 4: Develop a broad knowledge of human civilization. This rubric also focused on expectations for the gathering, organizing, and evaluating information; communicating

effectively; articulating a personal value system; self-assessment; creative artistic expression; and inclusion of diverse perspectives. The evaluation criteria consisted of: *not met*, *somewhat met*, *satisfactorily met*, and *successfully met*. There were no descriptive qualifiers for each level related to each competency or skill to be addressed; however, each skill was described with behavioral criteria relative to the specific project. (For example, Applied creative thinking skills to evaluate and use this information.)

The last example—a rubric for the Renaissance/Reformation Newspaper Project—contained reference to the district social studies framework content standards relative to *change* and had qualitative descriptions for each level of achievement. This rubric showed Chuck’s integration of high school competencies, the district social studies framework, and information he gained from a district-sponsored assessment inservice. (Doc. 1.5.1, Insv. #1)

7. Richard Stiggins is directing a project to promote teacher assessment literacy in Washington. Doug received training from Stiggins and has assisted in the training of district teachers as site assessment coaches.

8. The direction to “start with an activity you are planning to do and see how it fits with the framework,” prompted teachers to work with what they knew or felt comfortable with. Perhaps teachers would not turn to already-prepared materials that provide students with low-level factual knowledge if they first spent time trying to understand what the essential learnings meant in terms of student learning, and then thinking about how best to accomplish this.

9. This was another possible benefit of teacher feedback from the inservice. The question dealt with whether to use a four-point or a six-point rubric, not the type of performance assessment.

10. In fact, Doug had been the facilitator/trainer for these teachers in an earlier standards and assessment workshop.

11. This comment referred to the fact that Chuck was to take the lead as far as working with standards-based teaching in the area of social studies. At least this was Doug’s perception of Chuck’s role during this first inservice.

12. This example of a teacher using an essay exam after the radio play presentations to find out what the students really knew about the Civil War or World War II, begs the question: Was the writing of a play an appropriate assessment choice to allow students to demonstrate their understandings about the war? If the answer is yes, then why should the students also have an essay examination? Perhaps the underlying factor is the teacher’s trust in a more traditional form of student assessment. There is need for teachers to engage in thoughtful analysis and discussion about the appropriate use of various types of assessment.

CHAPTER 4: SOCIAL STUDIES TEACHING IN TWO ELEMENTARY CLASSROOMS

Introduction

Chapter 4 concentrates on question three of the present study: How did teachers implement the district's expectations for standards-based social studies teaching in their classrooms? In order to address this question, two fifth-grade teacher inservice participants were studied as they implemented standards-based social studies instruction and assessment in their classrooms. The data collection consisted of pre- and post-inservice classroom observations, teacher and student interviews, and document analysis.

This chapter describes Ann's and Brenda's social studies teaching before and after their participation in the Seaview School District standards-based social studies inservice program, and notes any changes in each teacher's instruction and assessment practices. A comparison of the two teachers' post-inservice instruction offers some observations about the initial district inservice program. Ann and Brenda are treated as single case studies.

CASE STUDY #1: ANN

Ann was a third-year teacher working with fifth-grade students at Riverside Elementary. She had majored in psychology as an undergraduate, and taken a total of five basic courses in the area of the social studies (geography, anthropology, sociology, and 20th century history). According to Ann, social studies was at the heart of her own teaching--meaning that she integrated other aspects of the curriculum into the current

social studies unit. She and another fifth-grade teacher (a colleague at the same school) co-planned both the pre- and post-inservice social studies units that were observed as part of the present study.

The School Context

Riverside Elementary is a suburban K-6 school with about 475 students. The racial composition of the student population is predominately white (83 percent) with 17 percent minority students. About 3 percent of the students receive assistance through the English as a Second Language (ESL) program. The community low average socio-economic status is reflected in the fact that 29 percent of the students receive free or reduced-price lunch, and 42 percent live in single-parent households. The district range of free or reduced-price lunch is from 3 to 86 percent. The attendance rate is 90 percent (students absent nine days or less from September through February). In the fall of 1995, the school's fourth grade students as a whole performed at the 49th percentile in reading and language, and the 46th percentile in math on the California Test of Basic Skills as reported in NCE (Normal Curve Equivalent) scores.

These school-wide statistics were extended in Ann's description of the students in her classroom:

I really have a lot of at-risk kids in this class who come from lower income homes and who don't get excited about anything school-related except having a fight out on the playground. It is really amazing! . . . But they are learning things; they're getting it! And that is really exciting to me. (Intv. A#1)

She also mentioned that she needed to schedule social studies in the afternoon because that is the only time when all of the students are present in the classroom--when those

needing academic help are not pulled out for learning support or ESL assistance. (It was important to Ann that all students participate in the social studies activities.)

The school's overall staff development focus for the 1995-96 school year was to apply current brain and cognitive research in the teaching of science. As part of their site-level work, the teachers also used inservice time to examine a variety of ways to assess student learning. The standards-based social studies teaching that Ann and another fifth-grade teacher were piloting was additional work in which they had voluntarily engaged.

Curriculum Focus

Ann's guide to determine the topics she would "cover" with her fifth-grade students was the table of contents in the adopted fifth-grade social studies textbook. However, earlier in the year she and another fifth-grade teacher decided that instead of going through the textbook page by page, they would focus the curriculum around the major wars in which the United States had been involved. Pointing to the list of topics in the table of contents, she explained:

We hit this; we hit this, and we did a big unit on the Revolutionary War. We sorta cruised through the War with Mexico. Now, we're doing this huge unit on the Civil War. Then, we're going to do a big unit on World War II. We know we are skipping some things. It is hard to get everything in! (Intv. A#1)

Pre-Inservice Unit: The Civil War

During the initial interview, Ann excitedly began talking about the current social studies unit she was teaching:

I'll show you what we are working on right now. It's from a company called Interact, which has a lot of good simulations. The Civil War Simulation is just fabulous! It breaks everything down into different years--we just finished 1861. The kids get into groups; right now there are four northern contingents and two southern ones. Each has its own flag. They receive telegraph dispatches every day and we play Battle Jeopardy to see how much they know. (Intv. A#1)

Student Learning Outcomes

Ann and her fifth-grade colleague had talked about their overall goals for the Civil War Unit, but had not committed them to paper. According to Ann, their ongoing goals were to make sure that the students came away with an impression of what different time periods in American history were like, and that they understood more than just the facts. They believed that engaging students in a simulation allowed them to take more of an active role and to develop such understandings as "why the Southerners kept slaves."¹ Ann appreciated that the published simulation materials included cultural aspects, such as the invention of baseball, and mentioned that it "covers more than what you would get in the basic textbook. And the simulation does it in a way that you don't lose the kids--that's the nice part!" (Intv. A#3).

When asked if the Civil War simulation manual delineated student learning goals, Ann skimmed the introduction and paraphrased three goals: (1) to humanize and vivify the American Civil War for the students, (2) to learn that it is fun to participate in cooperative groups, and (3) to provide students with perspectives on the leadership of Lincoln, the heroism of individual soldiers, sacrifices of the citizens, and other incidents that we sometimes lose sight of (Intv. A#2).² It appeared that Ann's main goals were to have students learn a number of basic facts about the Civil War battles through engaging and enjoyable activities, and in the process to gain an overall impression of how people were

affected by the Civil War. Her goals were compatible with those outlined in the simulation, and touched upon the deeper understandings being promoted in the new Standards for United States History (see Appendix C).

Classroom Observation

The first observation of Ann's classroom took place in April, the week before the district's first social studies inservice session. The classroom was arranged so that students were seated in clusters of four or five desks. Above each cluster hung a colorful construction-paper banner with symbols and a motto that identified the group as belonging to either the Union or the Confederacy. As the teacher called out, "Company, attention!" the students rose and stood by their desks. The request, "Generals, please come forward," brought two students (a boy and a girl) to the front of the room. As the cassette tape sounded forth a traditional reveille, one of the generals gave the order, "Colonel, take roll and then dismiss." After their names were called, each small group (contingent) responded with a cheer. Thus began another day of involvement in a Civil War simulation for these fifth-grade students (Obs. A#1).

During the remainder of the social studies period, the students were involved in four activities: (1) a cooperative learning activity to review Civil War terms, (2) a whole-group listening and structured note-taking activity that featured six classmates role playing an interview between Horace Greeley and five Union soldiers shortly after the 1862 battle of Fredericksburg, (3) an oral question-and-answer review of factual material contained in the War Office Dispatches (part of the content resource of the Civil War simulation), and (4) a roll of the Destiny Dice to determine a fate for each contingent that resulted in their either gaining or losing points.³

According to the teacher, the main learning activity was the student note-taking during the Common Soldier Interview. Ann had revised this lesson after using it with the previous year's students, but saw a need for further revision:

Last year I just had the kids get up and read it, and what [the other students] got, they got. I thought that using guided listening questions might be helpful, so I used suggested questions from the simulation manual. I will definitely revise some of the questions, like number 2: "Why didn't the one soldier know much about the battle when he was in it?" The kids had a hard time picking out which soldier didn't know--the one who wasn't talking a whole lot. They don't do well when they have to infer; things have to be pretty concrete. They were able to grab onto the more concrete questions like, "How much money did the soldiers make?" a lot easier. . . . Maybe some of these questions should come later. Then, the kids could talk about them as a group. . . . They were trying to listen and watch, and I think that was probably too much. They can get the facts first and then think about what is going on. (Intv. A#2).

The listening questions ranged from "Where is the Rappahannock River? How much money did the common soldier make?" to "Why do you suppose the soldiers believed that if the common soldiers could just talk about the war, they could end it?" (Doc. A 1.3). At one point during the role play, Ann reminded the students to listen carefully because, "This is important stuff that will be on tomorrow's test!" (Obs. A#1).

The third activity--in which students used their War Office Dispatches and worked as a contingent to answer questions--illustrated Ann's understanding of what it means for students to *know history*. The teacher-student dialogue went like this:

Teacher: When the Union army captured New Orleans, they also gained control of a very important river. Who can tell me what it is?

Student: Sherman.

Teacher: No.

Student: Mississippi.

Teacher: Five points.

Teacher: How large was the plot of land for a homestead? Who can tell what the Homestead Act was really about? . . . Talk for a minute in your group.

Student: [Response was inaudible.]

Teacher: Right! The government gave 160 acres of land free, if they lived on it and improved it for at least five years.

Teacher: Who were the two generals on each side?

Student: Lee and McClellan.

Teacher: How many soldiers died at Antietam?

Student: [Response was inaudible.] (Obs. A#1)

After a few more questions, Ann relayed her concern about the upcoming test to the students:

I'm a little worried about the test tomorrow. Before spring break, I could rattle off questions and you could answer just like that [clicks her fingers]! What could we do so you don't bomb on the test?" The students responded, "Study . . . practice . . . read the dispatches." (Obs. A#1)

In this observation of Ann's classroom, there was a heavy emphasis on learning factual content (terms, names, dates, places, numbers) for later recall on a written test. At this point, knowing history for Ann's students was being able to quickly "rattle off" answers to low-level factual questions. Ann's own subject matter knowledge of the Civil

war was developed from her reading of the textbook and studying the Civil War simulation teacher's manual. Her pedagogical approach was directed by the instructional strategies outlined in the simulation materials, but also was influenced by her knowledge of fifth-grade students--both past and present. Later in the unit, Ann also used outside expertise to involve the students in a mock trial, which integrated information from the simulation and a historical novel the students were reading.⁴

Assessment

Assessment for the Civil War unit consisted of several paper-pencil true/false, fill-in-the-blank, and short-answer cooperative group tests--each focusing on a particular year of the war--and individual journal writing. Sample questions from the 1862 test included; (1) The South won the battle of Antietam (T/F); (2) Although the North called this battle Antietam, the South called it ----; and (3) Why did Congress not like the Homestead Act at first? What changed their minds? (Doc. A 1.5).

The students kept a Civil War Journal and made entries after certain battles from the perspective of their field identities. Ann believed that having a field identity would make the journal writing "easier, more personal, and more realistic" (Doc. A 1.1). For example, Ann and the students had talked a lot about the Battle of Bull Run and the dispatches reporting the details of this event. Then she gave the direction, "OK, guys, this is the day after the Battle of Bull Run. As your field army identity, based on who you are, write a journal entry" (Intv. A#2). The following example of a student's journal entry was graded *average*.⁵

July 27, 1861

Today I went to my first battle at Bull Run. It was sad because we lost. We weren't prepared for it, but they, of course, were. It was fought only 30 miles

away from Washington, D.C. People brought picnic lunches to watch us. They thought we weren't really fighting. To the Rebs, they called it Manassas Junction.

Stonewall Jackson and his men scared us and those stupid people away. We ran away. The South won that battle, but it wasn't the only battle the South was going to be in. We plan to attack them any time now, but we had better be ready because we never know when they will attack us. Well, I think I have to go now because I have to go march to Manassas Junction. I don't know why, but we have to march about 40 miles.

Sincerely,
Jeremy Hultkrantz
Patriots (Doc. A1.9)

In response to a different assignment, another student wrote the following journal entry, which was graded *great*:

September 17, 1862

Dear Journal,

Yesterday we lost a battle called Sharpsburg. It's called Sharpsburg because the battle was near Sharpsburg, Maryland. J.E.B. is the leader of a superb cavalry that raided a Union supply depot and caused confusion. That of course delayed our march to Richmond. I still can't believe that the Union won the battle of Sharpsburg. I mean, we had a good role for a while. But I still have to hand it to them, they did do some good work on us. But, then again, they did shoot one of my friends.

What I'm really mad about is that General Robert E. Lee lost his orders called Special Order #191. I'm not sure how.

For us there weren't as many casualties as the North had. We had 10,318 casualties, and one of them was one of my best buddies. I was really mad at them for doing it because they shot him in the leg. When the battle of Sharpsburg happened, the Union attacked on us on the left flank. Later on, we were saved by Major General A. P. Hill. He and his troops arrived from Harpers Ferry just in time!

Sincerely,
Steven B. Madden (Doc. A 1.8).

Ann believed that this type of assessment--creative journalizing in a historical setting--would be enjoyable for the students. It would also allow her a means of judging

how much they had learned about the major Civil War battles, and how well they were able to write in a narrative genre. She saw the students as not just regurgitating facts, but taking the facts and putting them into another setting. As she mentioned, “They are able to pick out what’s important about the battles and tell me what they know by restating the facts within the journal entry” (Intv. A #1). She was also pleased with the growth she saw in their creative writing, but had begun to identify a problem area:

At the beginning of the year, the kids had a real tough time doing any sort of creative writing. Some of them have really gotten into it! In fact, they are getting more into their character and less into the facts. We had a little talk about that today. (Intv. A #1).

Student Thoughts

The students’ responses to several questions posed during an initial interview presented their perceptions about what they learned, how they learned it, and advice they might pass on to future students. In response to the question, “What is the most important thing you learned about the Civil War?” they replied:

Student A#1: Oh, the most important thing is probably about war; it’s pretty bloody. And that it’s kind of gruesome if you think about it and if you were there.

Student A#2: The main thing was that the North was trying to free the slaves and the South was trying to keep slavery in the states. That’s how all these little battles happened.

Student A#3: The most important thing I learned was that slavery is really bad, and it shouldn’t happen again.

Student A#4: [long pause] One important thing? . . . In the war, times were rough. If you lived then, you would be picked to be in the war.
(Intv. #1 with students A1-A4)

The issue of slavery and the personal impact of war were two strong impressions that this sampling of students retained from their study of the Civil War.

The students stated that they enjoyed participating in the Civil War simulations because “it made them feel like they were there.” They each talked about the various materials or activities that helped them learn about the Civil War. These included three print materials—the textbook, dispatches, and Student Guide—and the Common Soldier Interviews. Their advice to next year’s fifth graders included thoughts such as: pay attention, study hard because you need to remember everything to get points for the contingent (the small, cooperative group), and use a lot of imagination in writing the diaries” (Intv. #1 with Students A1-A4).

Researcher’s Analysis

The description of Ann’s overall curriculum and overview of the Civil War pre-inservice unit were derived from the data in Interview #1 and the classroom documents. The reporting of the Civil War lesson reflected the data obtained during classroom Observation #1, Teacher Interview A #2, and Interview #1 with four of Ann’s students.

The analysis process began with the coding of the interview and observation transcripts using a coding scheme based on the study’s conceptual framework. Analysis continued as I reviewed the coded data for specific teacher behaviors, materials, topics of study, student behaviors, and teacher remarks and examples. These data were clustered under the coding category topics (curriculum, instruction, assessment, and subject matter knowledge). These completed categories were displayed in Table 4.1 to provide a description of Ann’s pre-inservice teaching of a major social studies unit.

The following summary highlights what was learned about Ann’s teaching prior to her participation in the district’s social studies inservice program.

Throughout the Civil War unit, the students in Ann's class were involved in engaging activities to help them learn about the major north-south confrontational events, and gain an understanding about the effects of war on individuals (especially the participating soldiers). Ann assessed the students' learning by having them write creatively and accurately about major battles from the perspective of an assigned identity, and through oral and written factual quizzes. The students who were interviewed indicated their awareness of the need to learn the facts and to use imagination in their writing. However, as Ann mentioned, the creative writing aspect became somewhat problematic as the students began to move away from the facts and more into their imaginary characters.

Ann relied on the published simulation for historical information relative to the Civil War, and used her pedagogical skills to adapt some of the activities so that they were more appropriate for her fifth graders. She viewed the students as being very "concrete thinkers," who had difficulty inferring. This belief translated into a focus on factual (concrete) information and activities, such as role playing.

The lawyer who came to the classroom through an enrichment grant, taught the students about trial procedures in the U.S. legal system. Using a character and situation from the historical novel the students were reading, the teacher and the lawyer worked to create a mock trial. The students role-played parts in this simulation to gain a better understanding of court procedures, and to use information they had learned about Civil War army life and military procedures.

Ann's teaching of the Civil War represents a common strategy employed by elementary teachers--supplementing basic textbook information with materials and activities that engage students with the topic of study. The Civil War simulation that Ann used is also utilized by other fifth-grade teachers in the Seaview School District. Ann

viewed this optional resource as an enjoyable way to provide information and actively involve students.

It is important to note that the social studies curriculum in the Seaview School District was in the process of being revised to align with the new standards advocated at the national and state levels. At the conclusion of this case study, Ann's post-inservice teaching is described, and then her pre- and post-inservice teaching (see Table 4.1) are compared in light of the Seaview School District's expectations for initial implementation of standards-based social studies teaching.

Post-Inservice Unit: World War II

Ann and her colleague had done some initial planning of a World War II unit before attending the district inservice on standards-based social studies. After receiving an introduction to three examples of social studies standards, they decided to use both the district Social Studies 2.0 Framework and the High School Competencies to guide and assess student learning. Ann mentioned:

We actually found that we could have used a number of the NCSS themes. We considered number two,⁶ but for the journal project I felt that themes four and five⁷ would probably work best. We could easily have added another section into the rubric on Time, Continuity and Change. . . . It was basically a time factor and we didn't want to overwhelm ourselves and the kids this time around. . . . We had no idea that this World War II unit would "take on a life of its own!" (Intv. A #5)

Ann explained that she saw theme four as addressing history because of the focus on interpersonal relationships--how people interact with each other. (Perhaps her back-

ground as a psychology major provided familiarity and insight into the understandings outlined in NCSS themes four and five.)⁸

Classroom Observations

As part of the data gathering process, I conducted two post- inservice observations in Ann's classroom. The observed World War II unit lessons dealt with rationing and the buying of war bonds. My focus was on the teacher-student interactions during the lesson, the resource materials, and the follow-up assessment. (Interviews and document collection provided data on additional lessons in the World War unit.)

Observation Number One: Rationing

Reflecting on the World War II unit and specifically the rationing lessons, Ann summarized:

The goal was to give the kids an overall understanding of what life was like in the United States during World War II. Rationing was a fact of life! Goods were used to help the military win the war, and what was left over was used for civilian life. . . . You couldn't always get what you wanted, so you had to ration and figure out how much you would use each day so you would have [some of it left]-or make do [without it]. . . . Students need to understand that everyone had to work together to help win the war. (Intv. A #4)

The second visit to Ann's classroom took place four weeks after the first district inservice session. The students were involved in Day Six of the World War II unit. (Previous lessons had focused on pre-WW II, the bombing of Pearl Harbor, the need to shift factories to war supplies, and the Japanese internment [Doc. A. 2.1].) On that particular afternoon, the social studies period was devoted to presenting initial information on wartime rationing. The lesson consisted of four activities:

1. A motivating introduction to focus the student on the concept of rationing.

At the start of the lesson, the students were seated at their desks following along as a classmate read aloud from a handout that described rationing in the United States during World War II. The teacher periodically asked questions or provided information and examples:

Teacher: Well, if the store has 20 cases of butter and one day you go to the store and a rich person comes in and buys all of the butter. Now there's no butter for the rest of the war. How's everybody else going to feel about that? . . . especially when you're making your toast and sandwiches in the morning?

Student: Mad?

Teacher: Well, mad . . . yah, yah.

Student: It's not fair to people who don't have as much money.

Teacher: It's not fair!

Teacher: Another example I have here is this bag of chocolate. No, we're not going to open it up.

Students: Ohhhhhh!

Teacher: I have this one bag of chocolate and it has to last for the entire war. This is all we have for World War II for this whole class! Is it fair if ----- comes in with his big wad of money and says, "I'm going to buy all of this!" Is it fair?

Students: No.

Teacher: What would be a fair way so that everybody gets a chance to buy a little bit of this chocolate?

(Obs. A #2)

The students suggested various ideas such as: "buy more," "divide it among them," "put a limit on how much anyone can buy" (Obs. A #2).

The teacher responded by presenting a scenario in which, even though the limit was one piece of chocolate, a person returned many times (even in disguise) to purchase one piece of chocolate until she ended up buying the entire bag. The students all agreed that this was not fair. In response to the teacher's question, "What can we do?," somebody suggested the idea of rationing. Ann then responded, "exactly!" How many people remember seeing the ration books we passed around? Remember? This is what they did during the war" (Obs. A #2).

2. An informal read-aloud with teacher-student role playing of key terms (black market, hoarding) and teacher questioning to focus on key ideas.

After Ann explained how U.S. citizens used the ration books, the students began inquiring about where the ration books came from, how many each person received, and so forth. She shared from her admittedly limited knowledge about rationing, and then directed the students to follow along in the handout as she read aloud.

3. Individual student skimming of an 11-page illustrated handout to create a list of rationed items.

4. Teacher facilitation of the categorizing of the items into two lists: Goods Needed for War Materials and Goods From Another Country/Hard to Get.

After the students returned from recess, Ann asked, "Did anybody figure out why gas was rationed?" (The students had not been able to infer that because there was a rubber shortage, the government rationed gasoline to preserve the rubber tires on automobiles.) By directing their attention to page 93 and going through a series of questions, a student came up with the reason for gas rationing.

Closure for the initial lesson on rationing consisted of students working in their table groups to answer the question, "What did rationing mean in World War II?" A student from each group reported back thoughts such as:

- “giving out a certain amount of goods,”
- “limiting goods you can buy,”
- “preventing one person from buying all goods in a store.” (Obs. A #2)

In the follow-up discussion (Intv. A#4), Ann explained that she would continue working with the students on the following day to put the partial answers together to form a written definition of rationing. Students would also listen to rationing announcements and advertisements from the compact disk recording of World War II events. The main part of Day Seven would involve students in actually receiving their own ration books that they would use to purchase items such as: eating lunch with a friend, skipping an assignment, no homework, computer time, and chocolate. In addition to the ration coupons, students must also use their *classroom money* to purchase desired items.

Assessment: Journalizing

On Day Eight, the students journalized about receiving ration books (from the perspective of their World War II identities). Ann explained:

They have to pretend that they just went to their local school and signed up for their ration book. After receiving them, I want them to write down their impressions of what they think rationing is going to mean to them. They also have to include what they are doing to help the war effort. (Intv. A #4)

The teacher’s objective in having students write journal entries was to give them an opportunity to “apply the knowledge they’ve learned. And, through their writing, to show that they are really thinking about what they are learning, instead of just learning facts.” She specifically wanted the students “to show how their [imaginary] family, or friends, or just the people they interact with influence how they think--how they feel about the goings on in World War II” (Intv. A #5).

Although they spent a lot of time talking about how they would feel if they were an Italian American, for example, and brainstorming ideas about how they might feel based on an event that had just happened, the students had a difficult time expressing it:

This was actually the hardest part of the whole rubric. It was difficult for them to be in their characters [they were each a different character] and think about how their family, friends, and neighbors might influence them if they were Japanese-American and maybe their neighbors weren't Japanese-American. (Intv. A #5).

The reading of a historically based novel like *Under a Blood Red Sky* had helped students who were assigned to be Japanese-Americans identify with feelings and perspectives held by this group of people. This led Ann to begin thinking about additional ways to provide students with more background information about other American ethnic groups in the 1940s.⁹

*Student Journal Entries*¹⁰

The following two journal entries illustrate how students went about trying to meet the rubric criteria of including facts, as well as showing the influence of family and friends (see Appendix V). A student whose identity was a Japanese-American fourth-grade student living on Vashon Island, Washington, wrote:

May 1, 1942

Today, when I went to school in the morning, our teacher said that some people from OPA [Office of Price Administration] would come and give a ration book to each person.

At first, I didn't know what a ration book was. As OPA explained, I learned that we are starting rationing because the army needs a lot of supplies, so people have to give up things for the war.

After hearing this, I don't know how I feel about it. I sort of feel sad, but I also have a lot of hope about this, since I never had a ration book before. My mom and dad were with me when I got my ration book, and so were my neigh-

bors, the Smiths, and my best friend, Bobby and his family. All my neighbors were excited to have this book, so I felt a little better.

Thinking about what the OPA said, I learned that rubber, shoes, sugar, gas, coffee, and even paper will be rationed. Also, thinking about all the things I know, instead of feeling mad at the U.S., I am really mad at Japan, Italy, and Germany who are on the Allied Powers [sic]. Because of this, I am mad at German- Americans and Italian-Americans. But I know I'm not going to be sitting here blaming other people; I'm going to start collecting tin and rubber, just like I did yesterday for the war, with my friends.

I admire President Roosevelt once again because he is fair and wise. I just hope the war will be over soon, and I am proud of myself for helping out in the war.

Tozuko Okumura (Doc. A #3.1)

Ann commented:

This person is starting to get the idea of what to do. All these people are with this person when they are getting their ration books. So, this person is feeling a little bit better. This boy's character wasn't really sure about it. So, yah--there is an influence. I probably gave this person credit for having that. (Intv. A #5)

Another student with the assigned identity of a Negro-American tire factory worker living in Atlanta, Georgia, wrote:

May 1, 1942

I never got in the army. But I just got my ration book at the high school. My 15-year-old sister got one and so did my 12-year-old sister, but my 7-year-old sister didn't get one.

Today, sugar started to be rationed. We have to stand in line for a long time to get food. My mom and did love coffee, but it's kind of hard to get. However, my mom knows how to make coffee. I don't know how she does, but she can make it.

The way my three sisters and I help the war is we go out every day at 4:00 p.m. to get scrap from metal. The metal on our lunch boxes was put toward the war, so we have cardboard lunch boxes.

I heard my three sisters saying they kind of like rationing. The bubble gum I like is chewy and delicious, but the stuff that is in it is needed for the war. I don't buy it any more.

Joseph Callaway (Doc. A #3.2)

Ann commented:

So, this student doesn't really show how family, friends, and the neighbors influence this character. But we do find out that Mom knows how to make coffee! (You get some interesting things.) (Intv. A #5)

Students' Perspectives--Teacher Response

In order to hear the students' perspectives about the purpose behind journal writing, a small sample of students were asked: "Why do you think the teacher had you write about rationing in your journal?" The students responded:

Student A#1: So maybe we could learn more and then like it more.

Probe: Do you learn more if you write it out?

Student A#1: Yes.

Student A#2: Umm . . . I don't know. [No response to more time and a probe.]

Student A#3: Because we'll learn it better if we write something instead of just hearing it. And, you feel like you're in the story because that makes it more real.

Student #4: Well . . . I think 'cause she wants us to record what we've learned. [This student later mentioned that the WW II stuff was fun]. But the journal entries were killing! 'Cause they hurt your hand. You had to do a rough draft and a final draft almost every day. [However, the student added] The journal writing really made you think and really learn about WW II. (Student Intv. A#2)

At the completion of the present study, Ann looked at the student feedback data and responded, "I'd say that three out of four actually understood my intentions. As student A#3 said, 'You feel like you're in the story 'cause it makes it more real.' Sure.

Sounds good!” (Intv. A#5)

Assessment: Traditional

In addition to the journal writing, Ann also gave the students brief quizzes on the various topics. For rationing, she asked them to write short answers to three questions: (1) Why did the U.S. need to ration things during WW II? (2) List at least four things that were rationed during WW II, and (3) Explain how a person would use a ration book at a grocery store (Doc. A #2.3). The emphasis was on factual recall that had been presented and emphasized in the teacher-directed lessons.

Student Thoughts About What They Learned

Four students from Ann’s classroom responded to the question, “What did you learn about rationing?” with answers that reflected the effects people experienced.¹¹

Student A#1: I learned how people got food during WW II.

Student A#2: We learned what it was like and how people had to wait for certain things to come in so they could get what they needed.

Student A#3: I learned that people during World War II must have had a hard time getting things they wanted because there aren’t many things for everybody, so some times we get it and most other times we don’t.

Student A#4: Well, I learned that it’s not very easy to get what you want.
(St. Intv. A #2, A1-A4)

When asked, “Why did your teacher have you do this rationing?” Three of the four students talked about the fact that by doing it they were experiencing what the people in the 1940s had experienced, rather than just reading about it. (This was in line with Ann’s philosophy of *learning by doing*.)

Observation #2: Buying of War Bonds

The second classroom observation of a WW II lesson, which focused on war bonds, took place one week after the observation on rationing. The lesson consisted of four interrelated parts: (1) an introduction, (2) information input, (3) the simulated buying of classroom war bonds, and (4) the assessment.

The teacher introduced the lesson by describing a situation and posing a question:

Teacher: The war has been going on and it's costing a lot of money. We have this problem that we need to solve--How are we going to pay for the war? Any ideas?

Student: Raise taxes.

Teacher: We could raise taxes. They actually did that. That's a good idea. Okay, we can do that, but we can raise taxes only so much before the people really start to complain that it's not fair, right? We have millions and millions of dollars that have been spent on the war! Gosh, more income from taxes, but that won't help enough. It will raise some money, but we still have a problem.

Student: The government could raise prices.

Teacher: Government can raise prices. Well, they did that.

Student: War bonds.

Teacher: Yes, war bonds! The government did that. What do you know about war bonds? We talked about them a little bit. . . . What do you think they are?

Students: [No response.]

Teacher: Well, that's what we're going to learn today. The government sold war bonds to help pay for the war. It was a way for people to voluntarily contribute some of their money to the war. Before I pass out the materials and you look at war bonds and learn more about them, I want you to listen to this actual World War II broadcast. It's an advertisement to buy war bonds done by Orson Wells, a famous actor. (Obs. A #3)

In order to help the students make sense of the information regarding war bonds, Ann used a number of instructional strategies (pedagogical content knowledge). She provided an example to illustrate the process of buying a war bond and having it accrue interest, and compared the process to her monthly contribution to the teacher retirement fund. She also told a story about her father taking a dime (when he was able) to school during WW II to buy a stamp for his war bond stamp booklet. She emphasized key informational points as she read aloud from the *V for Victory* handout, and role-played with a student the concept/process of accruing interest. (Students expressed excitement over the amount of interest that could be earned over time.) Then, students were asked to do silent reading of the handout (plus an excerpt from *Rosie the Riveter*) and orally share what they had learned about war bonds. The emphasis during this phase of the lesson was on the reason for selling war bonds, the process for buying them, the sales campaigns, and the benefit to individuals.

During the final section of the lesson, the students had the opportunity to purchase replicated war bonds with their *classroom money*. Ann set the scenario:

Well, today is April 15, 1943. So, get yourselves back in the 1943 mode. You know we all need to help pay for the war; it is costing millions and millions of dollars. The first war bond drive was so successful, we're going to have another. Here is the war bond booth where you can pay me 18 tickets now, and before our end-of-school auction you can turn the bond back in for 25 tickets. (Obs. A #3)

*Assessment of Student Journalizing*¹²

After reading, listening, discussing, and even buying war bonds, each student journalized from her or his character's perspective about the buying of war bonds in 1943. Although Ann gave a few verbal directions for their writing, she made no mention

of using the scoring rubric as a guide.

Tell how you and your family feel about it—about the idea of buying war bonds. Be sure you get the things you learned about in your journal entries. . . . Who were some famous people you know about during World War II? Maybe somebody famous is going to be selling you a war bond. (Obs. A #3)

The following journal entries are written by the same two students who journalized about rationing. The first example illustrates a student's ability to include factual content about rationing in an interesting narrative. The content was drawn from class discussion and reading.

April 15, 1943

Today I bought some stamps at my school. Well, what our class is supposed to do is to bring a dime, and buy a stamp for my stamp collection. When the collection book is full, then I'll get a war bond!!! Even thinking about this makes me excited.

Our family is wealthy enough to buy war bonds, and I feel very proud and patriotic, but there are some kids in my class who don't have any money to even buy a stamp. I feel very sorry for those kids.

Everywhere I go, all I can see are war bond signs. Because of this, I was so annoyed by how everyone talked about war bonds; I even thought about not buying any more stamps for the bonds, but my mom said it is really important to buy war bonds, so I changed my mind. Besides, I feel pretty proud whenever I get to add stamps to my collection.

Thinking about war bonds, I've heard that German-Americans, Italian-Americans, and us Japanese-Americans have been buying more stamps than anybody else to help the war effort. Since these people are trying so hard, I guess they're okay after all. I also learned if you buy a war bond for \$18.75, in ten years you will get \$25.50 for that bond.

Ooops!! I forgot to feed my dogs!! They must be starving to death. Well, I just hope and hope the war will be over so I can meet my brothers who are in the Navy right now.

Tozuko Okumura (Doc. A #3.1)

When she was asked to focus on this student's writing, Ann elaborated on how

she used the criteria to assess:

Ann: [Reading from a journal entry] “I even thought I would not buy a stamp for a war bond, but Mom says it is really important to buy war bonds so I changed my mind.” So his parents changed his mind. All right.

Researcher: So, would that be more of what you were looking for?

Ann: That would be a very acceptable answer because that is family influencing. I believe this character was a student. (Intv. A #5)

The second example of student journalizing shows inclusion of limited factual material and much less facility with the creative writing aspect.

April 15, 1943

I just got back from giving \$18.75 to the war bond drive. My sisters gave the same amount as I did. So in 1953 I'll get \$25.00.

I've seen so many advertisements. They're on billboards, the radio, on trains and trucks that go by. When it's 1953, I have to give my bond to the government to get the \$25.

In ten years, I'll be 27, Maria will be 25, Kara will be 22, and Merry will be 17. Maria really likes this. So do my other two sisters. My mom and dad like it. They gave \$37.50 so they'll get \$50 in 1953.

Joseph Callaway (Doc. A #3.2)

When reflecting on the use of the rubric (scoring guide) to assess the journal entries, Ann also mentioned a real dilemma she experienced:

The thing that I had to wrestle with was that there were some journal entries where the students covered the criteria, but when I compared two journal entries, one was much better. How do you get that into the rubric? How do you show that objectively? If you are grading these objectively with the scoring guide, how do you evaluate for *goodness*? (Intv. A#5)

Doug, one of the inservice facilitators, mentioned in his assessment of the inservice session (Intv. D #1) that teachers need to “muck around” with using a rubric to guide and score student assessment tasks. In Ann’s mucking around, she discovered that she needed to consider the *qualitative* (goodness) aspect as well as the *quantitative* in her assessment of the students’ writing. She had designed the rubric to assess the frequency with which the students met the criteria (quantitative), but did not include how well they addressed the criteria (qualitative).¹³

Teacher Reflection

Ann was interested in what the students had to say about the most important thing they learned about WW II:

Student A#1: The most important thing was that the Germans didn’t win because if they did, they probably would have probably taken over the world. And, I don’t think anybody would like that.

Probe: Why?

Student A#1: Well, because Hitler was mean to the Jews, mostly the Jews, but pretty much to some other people too.

Student A#2: I don’t know. . . .

Probe: What would you say about WW II?

Student A#2: We learned about how we defeated Japan and all the Axis powers, the countries that were against us and Germany.

Student A#3: I would say that during WW II, the Japanese-Americans faced a lot of racism and that should never happen again.

Student A#4: How mean the leaders like Mussolini and Hitler were.

Probe: How were they mean?

Student A#4: Racist

Probe: What did one of them do that was racist?

Student A#4: Well, Hitler, I think he hated Jews. He killed a lot of Jewish people.

(St. Intv. A#2, A#1-A#4)

She commented on both the students' responses and what their comments said to her about her teaching:

It is interesting that their responses all had to do with the actual events that happened in World War II and not what was happening on the homefront [which was the major unit goal] . . . Interesting! Toward the end of this unit [which was close to the time I met with the students], we were talking about VE Day and the bombing of Hiroshima and Nagasaki and all the events that you have to talk about to finish World War II. We were still talking about what life was like on the homefront, but we were incorporating all of these things, and maybe that's where their minds were.

. . . . It makes me want to sit down with next year's group when we are learning about something and ask, "Why do you think we are learning about this?" And, to talk more often about what we are learning and why are we learning about it. If the kids aren't sure why they are learning about it or why it is important, why should they learn it? (Intv. A#5).

The students also shared what they thought was most helpful in their learning about World War II:

Student A#1: I think the one thing that helped us most was the C.D. part because you could listen to it instead of just reading it. 'Cause you might get bored or forget it if you just read.

Student A#2: I think it's just all the reading we do and the interacting. The interacting and doing things they did during that time helped me understand.

Student A#3: I think for me, looking at the paper and writing about it and also

actually doing it, like buying War Bonds and using the ration book helped me a lot.

Student A#4: Probably the videos, 'cause they talk you through it and you didn't have to read. When you're reading, you think of what the words say and so some of the time you're not really getting much out of it.
(St. Intv. A#2, A#1-A#4)

Ann noted, "So, it looks like they really like the different ways that ideas were presented. They liked the actual interacting with the ration books and the war bonds and that kind of stuff. All right!" (Intv. A#5). What Ann did not note was that only two of the students mentioned reading and the interactive activities, while the other two talked about getting information through alternatives to reading. This suggests that a variety of learning resources and strategies need to be used by teachers in order to address various student learning preferences.

In the final interview, Ann was asked to examine publications of the NCSS Standards and the National History Standards. She compared them to what she described as the somewhat vague district Social Studies Framework she had used as a guide for the WW II unit:

The NCSS Standards are more detailed, more concrete, and easier for me to understand. The NCSS chart shows the way that the themes develop from the early grades to middle grades to high school. This is helpful. The district framework doesn't have the examples I need. (Intv. A#5).

Skimming through the NCSS example for how students might demonstrate understanding of Theme Five: Individuals, Groups and Institutions, Ann felt that the Japanese Internment Town Meeting activity she had included in the WW II unit fit well with the directive:

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.

Ann shared that the town meeting enrichment activity actually evolved out of working with the lawyer who earlier had facilitated the Civil War mock trial. Because they were studying World War II, the Japanese-American internment was an issue that fit with the idea of a town meeting. She presented the students with the situation that the United States needed to make a decision about the Japanese-Americans. Representing people who lived in the United States during WW II, the students were to present to a presidential commission the reasons they were for or against Japanese internment. To gain an understanding of the issues behind the internment, the students read from several handouts and listened to a Japanese-American who had experienced internment.

When she looked at a section in the National History Standards that described ways to have students engage with the internment of Japanese-Americans during the war, Ann commented:

I think what I did with the Japanese-American part of the World War II unit was actually more interesting than what they have listed there. It's not that what is written here is bad; I think it is really great! But I think by having the kids really look at the issue of Japanese internment, they came up with some great arguments. Some used really higher-level thinking as they prepared their statements for why they either supported or were against Japanese internment. Also, having a person who was actually interned come to speak and show pictures and answer questions was amazingly powerful. (Intv. A #5)

Researcher's Analysis

Classroom Observations A#2 and #3, Teacher Interviews A#3, #4, and #5, Interview #2 with Students A#1-4, and classroom documents provided the data base for an analysis of Ann's post-inservice social studies teaching. All data were coded using the

coding scheme based on the conceptual framework for this study. Specific data were then clustered under the coding category topics (curriculum, instruction, assessment and subject matter knowledge). The completed categories were added to Table 4.1 to provide a description of Ann's post-inservice teaching of a standards-based social studies unit.

The following summary highlights information relative to the four aspects of Ann's teaching of the WW II unit.

Ann and her colleague created an engaging World War II simulation for their students, in the short time frame dictated by the pilot inservice program. The unit plan contained a total of 19 lessons that began with pre-World War II conditions and events, moved to the bombing of Pearl Harbor, and then dealt with such topics as: the need for factories to shift to producing war supplies, the Japanese internment, rationing, salvaging, war bonds, D-Day, the death of FDR, surrender of Germany, VE Day, the dropping of the atomic bomb on Japan, and the end of World War II. The teacher-designed lessons included: teacher presentation of information, in-class reading of handouts, listening to the CD recording of World War II news broadcasts, a guest speaker, and simulation activities.

Ann provided an interesting learning environment for the World War II unit by bringing in artifacts and other resources to help students connect to the topics under discussion. The use of primary resources (especially the presentation by someone who had experienced Japanese internment and the sample camp newspaper she shared) added authenticity and depth to the information presented to students. Ann involved the students in activities (such as the rationing simulation) that would help them gain an understanding of how World War II affected various people on the homefront--the major goal of the unit. Ann explained that her choice to focus on the U.S. homefront during World War II came from a need to avoid the sixth-grade curriculum focus on the events

of WW II. Her main guide for scope and sequence was a World War II book, *V for Victory*.

The same lawyer who had facilitated the mock trial activity in the pre-inservice unit, assisted in the design of a mock town meeting for the World War II unit. During this simulation, the students presented proposals--either supporting or condemning the internment of the Japanese in the United States--to a presidential commission.

In the area of performance assessment, Ann continued to engage students in journalizing to process information about key wartime events and conditions from the perspective of an assigned identity. However, the post-inservice journalizing rubric included two themes from the district Social Studies Framework that indicated certain ways in which the students were to write from their World War II identities (see Appendix V). The rubric also designated a column for student self-evaluation.

Comparison of Ann's Teaching: Pre- and Post-Inservice

Table 4.1 illustrates various aspects of Ann's social studies teaching both before and after participation in the district's standards-based social studies inservice program. The analysis process consisted of a comparison of the descriptive items in each category (curriculum, instruction, assessment and subject matter knowledge). The following summary highlights the similarities and differences of Ann's social studies teaching before and after the inservice.

In keeping with her designated year-long curriculum goal for social studies, both units focused on a major United States war. Both units also included a number of simulations that actively engaged students in activities intended to promote understanding of the effects of war on people. The most noticeable changes in the post-inservice unit

were the inclusion of specific essential understandings from the district Social Studies Framework, the use of a rubric to guide and assess journal writing, and the teacher-designed lessons and simulation activities.

Ann included two NCSS themes in the World War II unit: Individual Development and Identity, and Individual Groups and Institutions. As students wrote their journal entries, they were to show: (1) how their families, friends, and neighborhoods influenced their thoughts and feelings, and (2) how their characters felt about people from different countries/ethnic groups who live in the U.S. Ann found that it was difficult for the students to do this well. She attributed the reading of related literature as a strategy that helped some of the students connect with their assigned identities. However, at the completion of the unit, Ann shared that she was searching for ways she might help her students to better meet the standards that had been incorporated into the journalizing task. *Adopting the new social studies standards may require teachers to develop new teaching approaches.*

In the area of performance assessment of the standards, Ann found the use of a rubric helped her to be more objective in her assessment of student work. However, as she used the rubric--which was designed as a quantitative measure to indicate the frequency with which the students included the criteria in their entries--she discovered that she needed to add a qualitative dimension that would assess how well the students were meeting the standard. Ann attributed the teacher sharing during the second inservice session as the source that provided her with some examples of how she might revise her rubric. *Assessment that aligns with the new history and social studies standards will ask even more of students.*

The town meeting simulation, which required students to prepare and present a stand on an issue, aligns with an NCSS standard that suggests students need to be able to

use information to support a position. The fact that this student-learning experience evolved somewhat serendipitously, speaks to the need for teachers to develop an understanding of the new standards and then to intentionally design learning activities that offer students an opportunity to develop deeper understandings within the topics of the study. (During the final interview, Ann was asked to examine the National History Standards [National Center for History, 1994] which designates a goal of understanding what life was like on the homefront during World War for study at the fifth-grade level. In comparing her unit goals and learning activities with this source, Ann found she had touched upon the suggested goals of economic change and effects, and the internment of Japanese-Americans.)

The creation of the WW II unit required Ann and her colleague to research and process in order to decide the scope and sequence, major resources, and key instructional activities. Although they planned together, each teacher designed how she would teach individual lessons. The analysis of the lesson on rationing, showed that Ann shared four teacher-created representations of related concepts such as: hoarding and the black market. This contrasted with her following prepared lesson plans in the Civil War unit.

Overall, Ann's World War II unit represents a small step forward in using standards to direct the teaching of social studies. She followed the two district expectations presented during inservice Number 1: 1) align a current teaching unit with an NCSS theme, and 2) use a rubric to delineate learning expectations and to assess student work. However, the depth of student understanding proposed by the reforms was not realized.¹⁵ *This suggests that developing teacher understanding of the Social Studies Framework and its alignment with content—as well as a consideration of ways to teach to the standards—are components to consider for future teacher inservice opportunities.*¹⁶

CASE STUDY #2: BRENDA

Brenda was a second-year teacher at Forest Glen Elementary, but this was her first year of teaching fifth graders. In college, Brenda had majored in speech communication with minors in English and theater. As a student, she found history classes to be dull, so as a teacher she uses the emotional aspect of music, art, and literature to “hook” her students. She works to make history connect to what’s happening today to make it less distant for the students. Social studies takes up a large part of the day because Brenda treats history as a separate subject and then integrates other aspects of social studies with the skill areas of reading, writing, and math.

The School Context

Forest Glen Elementary is a suburban K-6 school of almost 600 students. The racial composition of the student population is 89 percent Caucasian and 11 percent minority. The ESL program serves about three percent of the students. Twenty-one percent of the students receive free or reduced-price lunch, and 29 percent come from single-parent families. Student attendance was 93 percent for the majority of the previous school year. Scores reported for the fourth grade CTBS tests were 49 percentile in reading, 46 percentile in language, and 38 percentile in math, with an overall 45 Normal Curve Equivalent (NCE) score.

The school staff and administration believe that parent involvement is the key to learning, and so are building the program into a parent cooperative school. Improving student learning is the stated primary goal of the school staff.

Curriculum Focus

When discussing the overall social studies program in her classroom, Brenda explained:

With American history, it seems like you spend a lot of time on the early, early stuff and you never really do get to World War II or Civil Rights or the more present kinds of things. A lot of teachers spend a lot of time on Native Americans. Well, the students have done Native Americans! They did it in second, third, and fourth grades. And it's neat, but they know a lot about Native Americans. So I didn't want to spend a lot of time on this. I guess my interests lie in later events. (Intv. B #2)

Therefore, Brenda chose to overview events in American history prior to the Civil War through completing a class "What You Know Chart" and a 200-year timeline. Then, the students selected a time period they wanted to study, like exploration, the American Revolution, or the Industrial Revolution. Brenda formed student groups around a particular topic and expected them to do a hands-on activity, write a book response to a fiction book related to the time period, and teach the class about the time period. She pondered the effectiveness of this approach to teaching history:

I don't know if it gave the students enough of an idea of the times or not. If I were to do it again, I think I would give everybody an overview of the information and then have them become experts on their selected time period. . . . But, since I didn't have any example [clear curriculum objectives] to follow, I did it this way! . . . My main learning objective for the kids is for them to really see the connections between historical events--how it all flows. (Intv. B #1)

During her first year as a fifth-grade teacher, Brenda has struggled with the curriculum. About December she was able to think ahead to what she wanted to do in a par-

ticular curriculum area. Until then, she confessed:

You could have asked me three-fourths of the way through [a unit] and I still wouldn't know exactly what I wanted out of it. That has been a real goal--to figure out what's the point? I get these ideas I want to do, but I need to ask myself, "What's the value? What are we trying to do here?" (Intv. B #2)

Pre-Inservice Unit: The 1950s, '60s, and '70s

The history unit focusing on the time period from 1950 through the 1970s was designed by Brenda to give the students a sense of the time after World War II, the interesting time of the counter cultural and political revolution of the 1960s, and the decade of the 1970s. She worked to connect the students to each decade through an appropriate artistic activity. For the '50s, the students made individual montages that provided a visual message of the times (Marilyn Monroe, Barbie, clothes and hair fashions, and the "Leave it to Beaver" family image). For the '60s, the students engaged in a tie-dye art activity relating to the Hippie Movement, and wrote and performed "beat poetry" at their classroom Poetry Slam. For the '70s, the plan was to have the students create a political cartoon. One wall of the classroom was divided into three sections, each displaying student work for one of the decades under study.

Additional learning activities for this unit included: (1) the reading of the novel, *Warriors Never Cry*, which was written by an African-American who was one of the "Little Rock Nine"¹⁷ and (2) involvement of the students in a classroom segregation simulation.¹⁸

Student Learning Outcomes

Brenda admitted that the current work the students were doing on the 1950s, '60s,

and '70s started out to be a "bridge"--something to do after spring break until they started the state reports. She was unsure about the overall learning goals for the students.

[Other] than seeing how events connect to one another, I'm not sure what I want to emphasize. It's something I've been struggling with. I don't really know what my goals were. They certainly aren't anywhere near those in the social studies framework, I am sure. (Intv. B #3)

She related how originally she had intended just to study the topic of Civil Rights during the '50s. However, as she looked more closely at the time period she discovered that there were important things going on (especially in the areas of science and music), so the unit became a larger entity. She talked with another fifth-grade teacher about the fact that she really didn't have something clearly in mind that she wanted the students to know objective-wise, but apparently the colleague had not offered any suggestions (Intv. B #3).

After further reflection, Brenda shared:

The idea I had behind looking at the Civil Rights Movement was for the students to get the sense that all the things that they are able to do, or will be able to do, were fought for. And I think that's overlooked, especially among the young women. They need to know what people had to do in order to give them privileges like being able to vote. That's the big one! And, I also wanted the students to see the kinds of struggles that have gone on, and see how some of them are still going on, especially in the area of race relations. But also, they need to see that there have been big steps forward. At least outwardly now, most people realize that it is not okay to behave certain ways. . . . But I admit these goals are pretty vague. (Intv. B #3)

Classroom Observation

The first observation of Brenda's classroom teaching took place the week before her attendance at Session 1 of the district social studies inservice program. The lesson

consisted of two parts: (1) an informational overview of the time period (1946-early 1960s), which the teacher described as “reading history together” (Intv. B #2); and (2) a small-group worktime for students to engage in their research on a selected five-year time period of the 1950s, ‘60s, or ‘70s.

As I entered the classroom, one student was reading aloud from the district-adopted fifth-grade social studies book (which focuses on U.S. history). The teacher moved around the classroom directing the other students to follow along with reading, asking questions related to the reading, and calling on students to read aloud. When she asked a question, students would raise their hands to volunteer an answer. The following selection illustrates the teacher-student interaction during the read aloud, which was intended to provide all of the students with a general background of the time period under study.

Teacher: Where was the Soviet Union in World War II?

Student: Allies.

Teacher: What was the purpose of the U.N.?

Student: [Could not distinguish] basic human rights.

Teacher: If we were a communist room, we would split our snacks and share grades; if socialist, we would look for equality for everyone. What happened with communism was that people with the power were at the top. There was not much to divide among other people.

Teacher: [Talking about the Cold War} A “stand-off” or threat. You’ve seen MASH; what war?

Student: Korean.

Teacher: [Eisenhower Years] Remember the radio was the place where people gathered to listen to shows like “The Green Hornet.” Some went on to television but they started with radio.

Teacher: [Sputnik} Do you remember when people developed the bomb at Los Alamos? It was a race to create the bomb. The Germans were more advantaged, or so Americans thought. After Sputnik, we wanted children to learn about space.

Teacher: [Kennedy] TV became important. Kennedy was the first president to be on TV. Roosevelt had his radio Fireside Chats. Kennedy was handsome; now looks were a part of politics. His famous quote: “Ask not what your country can do for you; ask what you can do for your country.” (Obs. B #1)

In a period of 15 minutes, the students and teacher read three pages of the textbook and covered events, concepts, and leaders from World War II through part of the Kennedy years. (This common classroom scenario illustrates the *transition* model of learning, which assumes knowledge goes directly from one source [whether a teacher or textbook] to another [the student] [Levstik & Barton, 1997, p. 13]. The standards reform seeks to have students engage in meaningful learning activities that promote students’ constructing knowledge and understanding.)

As they reached the Cuban Crisis, Brenda made a transition to her reading aloud, and also reminded the students about the bias of any given book.

We’re going to stop here. Remember, we talked about whoever writes a history book has a slant or bias? This book is rah-rah for the U.S. It leaves some things out--like the event called The Bay of Pigs. It [the adopted textbook] presents more of an overview. Now, I’m going to read from another source that provides more details and a different perspective. You can put your heads down or take notes, however you listen best. (Obs. B #1)

During the second 15-minute read-aloud, Brenda read, questioned, and talked about Churchill, Stalin, communism, super powers, the atomic bomb, the Iron Curtain, and defecting. As a conclusion, she stated, “The Cold War lasted 40 years. When did it end?” A student answered 1986, ten years ago. Hey, I was alive then!” Brenda responded, “Yes, it did happen during your lifetime! And now our classroom maps are

not current because many countries that had been a part of the USSR are now independent. That is why it's a big deal! (Obs. B #1). (This comment exemplifies Brenda's ongoing effort to help her students make a connection between past history and current times.)

For the 1950s-1970s research project, small groups of four or five students worked together to become the "experts" on a specific five-year time period. Their first task was to select five key events of the time period (two needed to deal with Civil Rights). The second task was for the students to do individual research on one of the events. The group was then required to compile a written outline of the main facts. The final activity was to create a skit that highlighted the outlined events and then present it to their classmates.

On this day, the discussion in most groups centered around who would be responsible for each of the five topics. Some groups were experiencing difficulty with this decision-making. The teacher monitored each group's progress and intervened to facilitate when necessary—even drawing topics out of a hat for a group. One group's members had selected their topics and were moving on to the research task:

Student #1: [She looked at the copy of the historical timeline handout and talked as she turned the pages.] We need to pick two Civil Rights events.

Student #2: We have picked them. [Other two students appear disengaged.]

Teacher: What have you chosen?

Student #1: Kent State, Gloria Steinem, Monday night football, the energy crisis, and Sky Lab.

Teacher: [Brenda marked a star on the handout beside each of the items that had been mentioned.] So you won't forget! You need to use resources in the room, now. I can't send too many to the library.

Student #3: How do I find something about Sky Lab?

Teacher: Use the S volume or look up astronomy. [Teacher walks away.]

Student #4: What do we do? Find out as many facts as we can?

Student #1: Yes!

Student #2: Well, just talk about the development of it.

(In this instance, students were not really connected to researching a meaningful, personally generated question as Levstik and Barton (1997) advocate, so they fell back on the familiar--find the facts.)

Involving fifth-grade students in a research project on the '50s, '60s, and '70s brought the challenge of securing resources. Brenda talked about dealing with this formidable task:

My frustration in doing work like this with the kids is the lack of resources! I go to the public library each time we do a project because our history book gives such a very brief dusting of the time period. (I have a stack of books waiting, but I can't check them out because we're missing a couple from our last unit.) Our school library just doesn't have this time period very well stocked. And really, there aren't many resources for this time period for this age group. I don't understand that. The kids are perfectly capable of understanding; they already have a lot of their own ideas about these events and why they happened. They need to know about recent history--it [has a strong impact] on their lives. (Intv. B #2)

Students' Presentation of Historical Skits

Brenda's intent for this brief unit that focused on the period from 1950 to 1979 was not that the students engage in deep research, but that they get to know the story of the events well enough to be able to act it out. She thought the dramatic time of the Civil Rights era lent itself to story telling. Although they discussed various frames for presenting the information, the students were not allowed to make a script. (*Brenda:* "I told

them it doesn't have to be the same every time as long as the story gets told [Intv. B #2].)¹⁹

The first group of students to present a skit highlighted the years 1955 to 1960.²⁰ Their events included: Disney Land and Mickey and Minnie Mouse, the discovery of the polio vaccine, Rosa Park's refusal to give up her seat on a Montgomery, Alabama bus, and the explosion of the hydrogen bomb. There was a minimum of dialogue. At the conclusion of their presentation, Brenda asked them to explain the ending: "I guess what confuses me is that nobody has ever dropped a hydrogen bomb, so how come it exploded?" One of the students responded, "We just mixed it all up, so it wouldn't be boring." (Obs. B #2). Reflecting on this student presentation, which received three "1's" [the lowest rating according to the scoring rubric], Brenda mused:

You know, it would be easy to act out. . . . Once upon a time there was a woman who worked as a maid and one day her feet were so tired. And a white man came up and wanted her seat and she said, "I'm just gonna stay put!" It is a very, very easy thing to do. . . . It [the bomb exploding] was weird! I will need to emphasize that we need to explain history, not change it! (Obs. B #2)

When selected students were asked, "Why did the teacher have you perform the time period skits?" they articulated an understanding of sharing with other students and demonstrating to the teacher an understanding of what they had learned.

Student B #1: So the class could see what our group did and that would help them to understand what was happening during that time period.

Student B #2: Just to make sure that we had a real understanding of it. . . . If you act something out then you would know what you're doing. If you acted it out and the timeline was out of order, she would know you were confused. [This student also mentioned that he wasn't a visual learner, so it was easier for him to observe something instead of reading it.]

Student B #3: 'Cause she would know what we know because it would look like

what happened. (Intv. #1 with students B #1, B #2, and B #3)

Assessment

A teacher-created rubric articulated expectations for the '50s, '60s, and '70s project, and served as the assessment tool (see Appendix W). This scoring guide focused on four elements: Civil Rights events, knowledge of dates and main events, dramatic elements, and the written outline. Scoring levels of 1, 2, or 3 addressed both quantitative and qualitative aspects as evidenced in the written outline and the dramatic skit. In order to receive the highest mark (a "3"), the students needed to show clarity and accuracy in both the written outline and the skit. The "3" also demanded that they make the skit interesting and show connections to future and past events in the outline (Doc. B #1.1). Brenda realized that she should also have included a cooperative group participation category because, "It is definitely something I'm working on with the students, and they need to know that it counts" (Intv. B #2).

One of Brenda's concerns about creating the scoring guide was the difficulty of writing positive comments about student work at the lower "1" and "2" levels. She believes it is important for children to see what needs to be there, not what's missing--or it is not very useful.²¹

What did students think about using a rubric?

Student B #3: I like a rubric. It's something to go to without asking the teacher everything. It helps me to see what I need to do, so I don't do anything I don't need to do.

Student B #2: I think it's easier when you have a rubric because you know what is expected of you. (Intv. #1 with students B #2 and B #3)

Brenda provided feedback to the student groups on their presentation through the

scoring guide. She had not planned to have the students score themselves, but thought it might be a good idea.

In addition to assessing the small-group presentation (skit), Brenda talked about having the students either create a timeline of five key events or write about one key event of the time period as a means of assessing their reading. However, these ideas were not implemented.

Researcher's Analysis

The descriptions of Brenda's overall goals for social studies, the curriculum focus, and assessment methods were based on data collected through Interview B#1 and classroom documents. The reporting of the lessons from the 1950s, '60s, and '70s unit reflected the data obtained during classroom Observations #1 and #2, Teacher Interview B#2, and Interview #1 with four of Brenda's students.

The analysis process began with the coding of the interview and observation transcripts using a coding scheme based on the study's conceptual framework (see Appendix Q). Analysis continued as I reviewed the coded data for specific teacher behaviors, materials, topics of study, student behaviors, and teacher remarks and examples. These data were clustered under the coding category topics (curriculum, instruction, assessment, and subject matter knowledge). The completed categories were displayed in Table 4.2 to provide a description of Brenda's pre-inservice teaching of a social studies unit.

The following summary highlights what was learned about Brenda's teaching prior to her participation in the district's social studies inservice program.

Data from the initial observations of her teaching and the follow-up interviews suggested that Brenda thought of history as "interesting and dramatic" stories. (She

confided that she was surprised that the students did not naturally see this as she did.) To help the students better grasp this story of history, Brenda grouped a series of related events and created a “meaningful” time period.

Researcher: Was there any particular reason why you grouped the 1920s, ‘30s, and ‘40s, and then the 1950s, ‘60s, and ‘70s?

Brenda: Not really, other than the really clear connections. To see World War I into the ‘20s--the Roaring 20s--and then the Depression at the end. Like, the party ended and then we had the Depression, which is why we didn’t get involved in the war as quickly as maybe we would have. And then, it was good for the country, in a lot of ways, when we did enter World War II. . . . Regarding the 1950s, ‘60s, and 70s, originally I thought that I would focus on Civil Rights during the ‘50s, but I saw that there was so much going on scientifically and musically during this time period that the unit extended into a much longer unit than I originally intended. (Intv. B #3)

The basic goal for student understanding was for them to make connections--see the flow of events within time periods and understand the connections between past events and the present. The readings, discussions, student projects, and integration of music, art, and poetry were designed to help students make meaningful connections and enjoy learning about history. Her guiding questions for curriculum decisions were: (1) What’s the value of students learning this? (2) How does it connect?

During the unit on the 1950s, ‘60s and ‘70s, the students were assigned to small “expert” groups of 4-5 students. Each group focused on a different five-year time period between 1950 – 1980, and selected five key events (political, Civil Rights, the arts, science, sports) to research, outline, and present in a skit to their classmates. The expectations for these tasks were described in a rubric, which also served as the teacher’s scoring guide. There was no mystery to Brenda’s grading system; students and parents could read the descriptions of what each level of achievement on a project represented (see Appendix W).

As a “new-to-fifth-grade” teacher in a district without clear social studies guidelines, Brenda was searching for information to help her know what she was expected to teach in fifth-grade social studies. Therefore, she looked forward to attending the district standards-based social studies inservice, where she hoped to receive some direction regarding the curriculum.

At the conclusion of this case study, Brenda’s post-inservice teaching is described, and then her pre- and post-inservice teaching are compared in light of the Seaview School District’s expectations for initial implementation of standards-based social studies teaching.

Post-Inservice Unit: State Reports

This district social studies inservice provided an opportunity for Brenda to think about what she wanted to do with the states unit she was developing. However, because one of the facilitators challenged parts of her plan, she found herself in a quandary:

I’m not sure what to do with the feedback that I got from Doug. I think that what he had to say was probably right, but I’m not sure how much of it is very realistic for me at this point. . . . My expectation was for the students to do research using this packet of materials to write a traditional report, create a postcard book and a map. What he said was, “What’s a traditional report?” And, when I tried to explain what it was, he said, “Well, why? Why is that important?” And that’s a good point because it’s not! I don’t really see the use. A state report to me is just like one of those old SLOs [Student Learning Objectives]. I was trying to find ways to make it interesting. Because if it were me--if I were the kid--I would be bored by the assignment of doing the state bird and all the rest. And, like Doug said, “Why do they need to know the license plate? How is that going to get you to the NCSS themes and understandings?” I agree, it wouldn’t. These are very, very high-level evaluation and synthesis kinds of themes. (Intv. B #3)

Student Learning Outcomes

The inservice facilitator's advice to Brenda was to have the students pick a state and then select a resource to research. The idea was to follow the resource to figure out why it made sense geographically, and how politics affected the resource and how the resource affected the politics. Brenda was not sure how realistic this approach was, considering the students' skill level and the materials that would be available. As she mused over whether or not to use the published state report materials, she arrived at a compromise:

So, that's what I'm looking at now. I reviewed the topics to research in the state report packet, and doing those would definitely aim students toward the essential learnings I had selected. It seems like the kind of stuff that is important, but the activity I had planned wouldn't get them there. I think by eliminating--or making optional--some of the frivolous things like the license plate activity--the packet is still usable as a guide for research. It gives the students something very concrete to look for, such as history, resources, population, and population growth. We've done lots of research tasks that are very open-ended and they just don't know how to go about looking stuff up. After completing the packet, I'll have them use that information to follow a resource and make that the subject of their written reports. (Intv. B #3)

The state project that Brenda designed presented three student learning tasks:

- Write a research report about an important resource of a given state;
- Create a postcard book to highlight an imaginary trip to important locations within that state;
- Make a three-dimensional, to-scale instant mache map of the state.

Separate rubrics laid out the expectations for each task. The following focus is on the written resource report and the postcard project because each included a stated essential understanding related to Theme 2: Time, Continuity and Change. This provides some comparison with the historical learning outcomes for the pre-inservice unit.

The State Resource Reports

After developing the rubric, Brenda found it necessary to switch from asking the students to demonstrate an understanding of “how politics affect a resource” to “how people affect and are affected by a resource” because of a lack of appropriate resource materials and also because the original essential understanding was confusing to the students (see Appendix X).

Thinking of the task at hand and drawing on her knowledge of the students’ previous attempts at report writing, Brenda used timber as a resource in Washington to model how to write each section of the written report (pedagogical content knowledge in action).

We have gone paragraph by paragraph. We’ve done one paragraph a day together. The modeling has helped tremendously. The students have even used my transitional sentence for each paragraph, but then put it into their own words. This is fine for those who need a jump start. (Intv. B #4)

After presenting the topic and modeling it by writing on the overhead, Brenda let those who could go ahead independently do so. She met with a small group of students who did not feel they could proceed independently, and ended up working one-on-one with several students.

One of the built-in challenges was that the students would not be able to find anywhere the required information as direct answers. In Brenda’s words, “They have to make educated guesses from the research they do.” As she explained:

This isn’t slapped together, easy stuff; it’s thoughtful stuff. I have a couple of students who say, “I can’t find it.” I tell them, “Well, you’re not going to find it; you’re going to have to decide for yourself and see if you can find something that can back that up a little.” And that’s just impossible for some kids! . . . I know plenty of adults who don’t think this way. Yet, they’re the people that you would want to rely on to run the church because—unlike me—they keep things organized

and keep it going. . . . And then [on the other hand] you have students like ----. Her transitional sentence for one paragraph was, "Casinos in Nevada take up a lot of space, but what space are they taking? Whose space was this?" And then she got into the fact that space in the desert was for the animals--the different critters that lived there before development came in. (Intv. B #4)

In the resource report, the students were also expected to show evidence of the essential understanding: "Understands, identifies and uses sources for reconstructing history." Performance levels described on the rubric were:

1. Historical events are included.
2. The author ties in some history with the resource chosen.
3. The author makes clear connections between historical events and the current status of the resource.
4. The author makes clear and evaluative connections between historical and the current status of the resource. (Doc. B 2.1)

Brenda confided that only a few students wrote about how a resource was discovered and used throughout history. In a review of three student reports, only Student #3 received a score for including some reference to historical connections. In one part of the report, the student wrote:

The geography affects the corn in many different ways. Here are some of them. When all the glaciers came in they sanded out the southern part of the state and left the northeast side of the state rough. It also made the southern part of the state have very fertile top soil. . . .

The geography of Iowa affects corn and corn can affect the geography. One way is that in order to make fields of corn, the first white pioneers had to drain some swamp lands. They found some of the world's richest soil. (Doc B 2.2)

For this connecting of past events to the featured resource, the student earned a score of “4.” Brenda explained:

The students had to do some research of history in their packets and they were then able to tie it in. This sounded like, “Ever since early times,” or if they brought in the Native Americans, I counted that as historical. (Intv. B #5)

As the teacher mentioned, this type of information is not easily found. She regretted that the resource books available to the students provided only basic overviews and not the depth of information needed. In addition, the basic factual research the students were assigned to do in order to become acquainted with the state, did not provide the correct base for making the connections outlined in the report rubric. Brenda acknowledged that she should have provided a time block to do research on the resource itself. “We went from the packet into writing, and [had to do] additional research along the way, as I realized they didn’t have the information they needed” (Intv. B #6). (This is an example of trying to use traditional procedures/materials and finding they do not align with the higher demands for student understanding. Students should have researched the history of the geographical area and people’s ongoing interaction with a natural resource in order to make the causal connections outlined in the project rubric.)

Assessment

The rubric for the resource report outlined levels of performance in each of three social studies understandings:

- Understands, identifies, and uses sources for reconstructing history;
- Geography influences a resource and a resource influences geography;
- Values and beliefs influence different economic decisions.

Additional elements on the rubric included: gathering information, organizing paragraphs, writing conventions, and bibliography (see Appendix X). Brenda used the rubric as the scoring guide to assess each student's state resource report and returned it marked with a total score. She also encircled the number of the rubric that indicated the level of performance and included comments if the level was "2" or lower.

Students also used the scoring guide to assess their written reports, assigning their work a "1," "2," "3," or "4" level of achievement. When Brenda reviewed the data from student interviews, she shared this insight:

I was reading the student's comment, "I don't think it was my best work, but it was okay so I gave myself a '2.'" I think to a certain extent that the students felt they were clearly connecting their resources to the geography and the geography to the resource simply because they included the transitional sentence that I used in my modeling. . . . I don't know that a lot of them were actually making the connection; they were just stating that it affects it. (Intv. B #6)

Another student mentioned putting opinions in the report. Brenda commented:

Good! That was one of the things that was missing--there was very little evaluative thinking. I assumed that they were used to doing factual reports, but we also talked about doing higher-level thinking once you can form an educated opinion, and that's different from just saying, "I like it." (Intv. B #6)

(Brenda came to the realization that it will take more than talking about higher-level thinking to have students make the connections that she and the standards are expecting.)

Student Thoughts About the Resource Report

Students found the assignment to be challenging because the requirements went beyond that of doing a regular report. One student described the challenges he faced:

I liked how difficult the assignment was. It was really challenging! [What was challenging?] Well, writing the different paragraphs because you really had to look deeper than in just doing a regular report. [What do you mean?] You had to find your main theme, and that was really hard. And I couldn't do it by myself. [Who helped you do it?] My mom and dad helped me and Miss ----- explained it. . . . We had to find what the facts mean. [How did you do that?] You kinda transform them. (Intv. student B #3)

Another student was challenged by the demands of the written report. He explained that the teacher's modeling of how to make connections and how to organize the topical paragraphs into a report format were helpful:

Researcher: Did you find any part of this assignment challenging or difficult?

Student: Yes. Trying to figure out how to start and end it--the beginning and ending sentences.

Researcher: What helped you with that?

Student: Well, Miss ----- did this thing--she calls it a train because you have an engine (that's where you start), then you have all the cars (that's all the information), and then you have the caboose (that's the ending). I guess that gave me the format of how to do it.

Researcher: How about ideas for what would go in the various parts--was that difficult?

Student: Not really. Most of those things were in the encyclopedias. (Intv. #2 with student B #3)

Reflecting on the purpose for doing the resource report, the students mentioned:

Student B #1: To put down all the things that we had learned into writing.

Student B #2: Because doing a report is a big part of fifth grade. When I was in fourth grade and we were doing our reports on Washington, we were always talking about how next year we would have to do a state report and that it was going to be kind of hard. So I was expecting it.

Student B #3: Every fifth-grade class has had to do it. And the state report is more than just writing a report. We have to do maps and other stuff. [Our teacher] thought the regular report was just boring, and so she wanted us to go beyond. She wanted us to do hard stuff.

Student B #4: I think she wanted us to make the connections. If you look up in the classroom, there's an umbrella on our ceiling with "Connections" written on it. (Intv. #3 with student B #1-4)

Brenda laughed as she read this last comment in the student review data and said, "Connections was the year's theme, which I tried to tie into as much as possible" (Intv. B #6). She was concerned that, according to the student interview data, only two of the four students got something out of the writing project that aligned with her intentions:

If these comments are reflective of the class, and they probably aren't because these are bright kids, then I think there are ways that I could make it clearer. The student who said, "I had to make the connection, I couldn't find it in the book"--that's the point! They need to gather all of the information and then make the connection. (Intv. B #6)

Referring to the student who talked about finding out what the facts mean and then transforming them, Brenda commented: "That person sounds like he or she was moving toward what I had hoped" (Intv. B #6).

Teacher Reflection

After she returned the graded state resource reports, Brenda encouraged the students to do rewrites and submit them for a higher grade. She realized that the students had experienced difficulty in meeting an acceptable level of performance (“3”) in some of the categories. Brenda attributed this to both the difference in framework expectations and the language of the Social Studies Framework:

Some of the elements of the rubric, like those from the Writing Framework, are really obvious. They are pretty concrete. The other elements related to the essential learnings from the Social Studies Framework--this is where the students experienced more difficulty. It seemed difficult for them to relate to some of it. They weren't sure. . . . I think part of that is me and part of it is the wording of the Social Studies Framework. The essential learnings are too esoteric--too out there! Teachers have a hard time grasping them, and you have to reword the essential learnings if you are going to have the kids work with them. I think the language is really slippery and very difficult. (Intv. B #5)

As Brenda discovered, the two frameworks make quite different demands on students. The writing expectations have to do with the progress of writing--a skill-based demand. The Social Studies Framework deals with the conceptual understandings, which puts different demands on teachers and learners. Brenda had talked with the students about what the essential learnings meant, and she trusted that they understood.

Brenda's initial work with implementing the standards illustrates what may take place when teachers and students lack an understanding of the proposed essential learnings--the desired performance level for applying knowledge is not achieved. In any other discipline or curriculum area, a deep understanding of the framework learning demands is a critical aspect of effective teacher implementation.

The State Postcard Project

Creating ten picture postcards about a state and using them to write messages to someone about interesting sites visited during an imaginary trip was the way Brenda planned to have students use the information they had acquired from earlier research. As Brenda explained:

At the beginning I was emphasizing that this was the way we were going to use our facts. But as we got into it, I realized that what the task really should be is planning a trip. You know, what would you bring to dress for certain kinds of weather, etc. If I were to do it again, that would definitely be more of an emphasis because I think the students learned the facts, but that wasn't all I was looking for. (Intv. B #6)

The expectations for the postcard project were presented to the students in a rubric (see Appendix Y). The criteria stressed the application of five writing skills, the inclusion of facts from the students' research, and the need to describe the state from the writer's viewpoint. This last criteria was taken from an essential understanding listed under Theme II: Time, Continuity and Change in the district Social Studies Framework. Three levels of achievement were described for each criteria. The expectations were that students would use the rubric as a guide during their work on this task, and that the teacher and students would use it as the assessment tool for the finished product.

Student Assessment of the Rubric

The teacher-created rubric was given to the students to show them what was expected as they designed and wrote their postcards. Most students found the rubric useful:

Student B #1: I haven't used it much. I do check to see what level I've done.

Student B #2: Well, first of all, if you look at it first, you know what you're supposed to do. Also, it gives guidelines, so I know how many facts to include. On the first two postcards, I wasn't writing very many facts—mostly just fiction. Then I read through the rubric again and I started putting in more facts.

Student B #3: The rubric is kind of a way to go. And the rubric helps you get the top grades—it helps you see what you have to do in order to get the top grades. Instead of the teacher just saying, "Do this and that," and then you have to remember the whole time you're doing it. She just gives us all the rubric and we can just keep in the books.

Student B #4: The rubric is really helpful because it helps us know exactly what we need to do. If we look at our postcards later before they're due, and we look at the rubric, we can see if we have a "1." If we do, we can just redo the postcard and make it into a "2." If we have a "2," and we want a "3," we redo the postcard and make it into a "3."

Researcher: How would you know?

Student B #4: You would know because if you looked at this rubric and read exactly what it says, it says what you need to do. It says, like, "The author . . ." and if you've only done what it says in the "2" box, then you look at the "3" box and if [your work] doesn't have any of that, you'll know.

Examples of Student Work

The following two examples show how students addressed the criteria:

1. [The postcard pictures mountains with a caption that says, "Welcome to the Rockies and the Mountains"]

Dear Grandma,

I took the I-90 to Butte. Man, it is cool up here, and when I say "cool" I mean cool as in cold! The weather changes a lot in the Rockies. There have been many Indian tribes up here. Too many to name. (I was going to write them, but I didn't have enough space.)

Bye! (Intv. #2 with student B #4)

2. Dear Mom and Dad,

Today our plane landed in Denver. We got a really neat rental truck. It's huge! Did you know that Denver is one of the smallest counties in Colorado, but it has the biggest population? Weird isn't it? Tomorrow we're going to Boulder, Colorado. It will be neat! Boulder is where the university is. I will write you another letter tomorrow and tell you how it was.

P.S. Did you know that Denver is the capital?

P.P.S. The front of this postcard is a picture of a Colorado sky. (Intv. #2 with student B #1)

Other postcard examples also illustrated that the students wrote in a conversational, first-person voice to point out facts they had learned about their states. Did their efforts also address the social studies standards criteria?

The district Social Studies Framework was based on the ten themes promoted by the NCSS Standards. Brenda included a historical standard in the rubric—Criteria #1—that in its complete form asks a student to “demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views” (NCSS, 1994, p. 51). This thinking skill of considering multiple perspectives is also defined in the National History Standard 3: Historical Analysis and Interpretation.²² When Brenda later studied these documents, she realized that she had misinterpreted or stretched the essential understanding to fit the state postcard activity. She interpreted the essential learning in the district framework (“description of events in different ways, must include reasons for the different viewpoint” —District Social Studies Framework, 1996) to mean taking (or writing from) a perspective. As Brenda began to understand that the standard had a deeper intent about examining why people describe an event in different ways, she made an immediate connection to different historians writing about the Civil War and the fact that they might be talking about it quite differently if they were Southerners or slaves. Brenda emphasized:

Well, I'm a fairly new teacher and I don't always know what I'm doing, but I think anybody could interpret these [essential understandings] differently from what is meant. In fact, it's a little embarrassing. I was trying to make the framework fit what I wanted to do; I admit that. I believe the danger here is that in trying to be succinct, our district framework writers have taken away the meat. . . . If several years from now, teachers just pick these up, they might do just what I did--interpret it to use an idea they have that sounds like it'll be fun. And we're going to be right back where we started--where kids are not getting the learning that has been deemed necessary. (Intv. B #6)

(Brenda has pointed out a potential flaw in the district framework that the writers need to consider as they work on future revisions.)

Student Perspective

After finishing the binding of their ten completed postcards into a postcard book, the students shared their thoughts about why they thought the teacher had them do this project.

Student B #1: It's really the same thing that we did for the '50s, '60s, and '70s skits--to teach others. We're making books out of these postcards, and we will let people read them so that they can learn about the state.

Student B #2: Well, I think Miss ---- found a fiction postcard book about a kid from the middle of the U.S. who was traveling down to the ocean. . . . That's how she got the idea and she thought it would be a funner way to learn about your state instead of reading through a bunch of facts.

Student B #3: To see how much we know about the state and stuff like that.

Student B #4: I think she wants us to learn writing skills so that we can use them when we get older if we write postcards to other people.

Researcher: Anything else?

Student B #4: I think she chose postcard books because it's a fun way of learning. (St. Intv. #2 with students B #1-4)

Through their doing the postcard project, these selected students perceived that they had learned facts about their states. One student commented on how he was learning some basic writing skills.

Student B #1: Well, I'm learning lots of facts about the state.

Student B #2: Well, you learn a lot about your state and the different places. I had no idea what Lake ---- was, and then, I didn't know there was a place called - ----.

Student B #3: Well, I'm learning more about the state and what kind of things and people are in the state.

Student B #4: I'm learning how to write a postcard, and if I ever actually wanted to make a postcard, I could do that. And I'm learning some writing skills that I need to know.

Researcher: Are you learning anything else?

Student B #4: Well, by looking at the maps I'm learning about the geography of my state. (Intv. #2 with students B #1-4)

Brenda's goal was more ambitious in that she wanted students to use the factual knowledge (such as climatic conditions) to make inferences (such as the appropriate clothing to take on the trip). The students related to the more obvious and more familiar learning demands--learn the facts and do a good job of writing.

Researcher's Analysis

Classroom Observation B#3 and #4; Teacher Interviews B#3, #4, #5, and #6; Interview #2 with Students B#1-4, and classroom documents provided the data base for an analysis of Brenda's post-inservice social studies teaching. All data were coded using the coding scheme based on the conceptual framework for this study. Specific data were

then clustered under the coding category topics (curriculum, instruction, assessment, and subject matter knowledge). The complete categories were added to Table 4.2 to provide a description of Brenda's post-inservice teaching of a standards-based social studies unit.

The following summary highlights information relative to the four aspects of Brenda's teaching of a states of the United States unit.

In the post-inservice unit, Brenda followed a "time-honored tradition" of having fifth-grade students do an individual state report. She used published materials that provided a traditional approach for students to do fact-based research. However, the written resource report task asked students to demonstrate the results of higher-level thinking about the interaction of a resource with people and the connections to the geography. (This was due to the inclusion of three essential learnings from the district Social Studies Framework.) This was challenging for her students.

One of the strategies Brenda used to assist the students in making the desired higher level connections, was to model the report writing task for her students. When assessing the students' reports, Brenda discovered that some of them used her transitional sentences (which sounded good) but did not do the thinking to produce the connections. Reflection on the completed student work caused Brenda to rethink the alignment among desired student learning, resources, instruction, and assessment. *This is part of the sense-making that is necessary as teachers begin to implement more demanding content standards for their students.*

The three parts of the state project--written report on a resource, picture postcard book of interesting places to visit, and a large instant m^âch^ê map--provided a variety of ways for students to learn and demonstrate understanding. Brenda's intent was to provide interesting and challenging ways for the students to use information and make connections.

In the area of assessment, Brenda continued to use a rubric to provide direction for a task and as a means of assessment. Each rubric included at least one essential understanding that addressed a standard from the new district Social Studies Framework. In the state unit, the students also used the rubrics to do a self-assessment of their projects.

The state unit culminated in a State Fair Night to which parents and families were invited. The students' work--resource reports, postcard books, and a large instant mâché U.S. map--were on display and students were present to talk about their projects.

During the final interview, Brenda examined the NCSS Standards and the National History Standards documents. Under Theme 2: Time, Continuity and Change, she focused on "Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others," and commented:

Just having the examples there to read through would have given me some ideas of where to look for other sources for the students to use. If you compare that wording to "understand, identify and use sources for reconstructing history" in the district framework, this is much clearer! And, looking at the Middle Grades Section, I see the term *reinterpreting* which is an important component. That is the idea I was looking for--students making the connection themselves. Gathering the information and then making that connection on their own because they are not going to find it in a book. I think that would have helped me to explain it, and that would have been more meaningful on the rubric. (Intv. B #6)

Brenda stated that she would rather have the standards presented in more depth, in smaller print, and on more pages than to receive a watered-down version that does not provide her with adequate direction for student learning (Intv. B #6).

Brenda's work to implement standards from the district Social Studies

Framework brought to light two weaknesses in the inservice that need to be addressed:

1) having the teachers work with a very early draft of the frameworks did not provide

them with a lot of content direction; 2) there was really no time devoted to helping teachers understand the content of the essential understandings. The first concern will be addressed in the evolving versions of the framework; the second concern will be discussed in Chapter 5.

Comparison of Brenda's Teaching: Pre- and Post-Inservice

Table 4.2 summarizes various aspects of Brenda's social studies teaching (curriculum, instruction, assessment, and subject matter knowledge) both before and after participation in the district standards-based social studies inservice program. The analysis process consisted of a comparison of the descriptive items in each category. The following summary highlights the similarities and differences of Brenda's social studies teaching before and after the inservice program.

Brenda's two units that were studied during this inquiry were quite different in design and student learning demands. The pre-inservice unit focused on a time period--the 1950s, '60s, and '70s--and involved students working in cooperative groups to create an outline of information and present an original skit. The post-inservice unit focused on the geography of the United States, and required each student to work independently to do research and complete projects on a selected state. Two of the state projects--the formal resource report and the conversational postcards--demanded use of an information base and the application of writing skills. The third task was a hands-on map project that required application of math and artistic skills, as well as the inclusion of geographic information.

The common factor to both units was an individual research task. In both instances, Brenda provided a structure and basic resources for the research. In the 1950s,

'60s, and '70s project, the students did individual research and then shared the information with a small group in order to complete the common outline and create a skit. However, in the state project, students needed to expand their search for information, and then use the factual information to arrive at some conclusions.

In both units, Brenda used teacher-designed rubrics to guide and assess assigned student tasks. Because of previous exposure to this practice, she was far ahead of a number of the inservice participants in the use of a rubric. As she mentioned in the last inservice, her students had come to expect a rubric for any major project. The post inservice rubric differed in that it included essential learnings from the district Social Studies Framework that demanded a demonstration of higher-level understandings from the students. Brenda did not fully understand the intent of one of the essential learnings, and so used it in a way that made sense to her and fit with the project. *This is an example of what can happen if teachers are not well-grounded in an understanding of the content of the standards.*

As Brenda reflected on the year's work in social studies, she felt that she had provided interesting and powerful history projects that really engaged the students, but she realized a possible key for improvement:

I know each and every one of the students engaged somewhere along the line. But I didn't leave enough time to reflect, to talk about why we do this, what was the point here? What are you going to take away? And that is crucial! I know that is it. It was in my lesson plans, but somehow it was always the thing that got knocked out because of a lack of time. (Intv. B #6)

Brenda's reflection touched upon the need for teachers to be intentional about student learning expectations and the potential power of reflection and debriefing with the students about the learning.

Brenda followed the two district expectations presented during inservice Number 1: 1) align a current teaching unit with an NCSS theme, and 2) use a rubric to delineate learning expectations and to assess student work. However, the depth of understanding proposed by the social studies reforms was not realized. *Developing teacher understanding of content and appropriate teaching strategies, and providing readily available resources are two support issues for school districts to consider.*

Implementing Standards-Based Social Studies: A Comparison of the Efforts of Ann and Brenda

Table 4.3 is a compilation of the post-inservice teaching data from Table 4.1 (Ann) and 4.2 (Brenda). The analysis process consisted of a comparison between the data in each category—a between-case analysis. Because the data described very different units of study, the comparison of some of the specific data was not meaningful. Therefore, I also drew upon earlier summaries of teachers' post-inservice teaching challenges and lessons learned.

The following comparisons of Ann's and Brenda's post-inservice social studies teaching are more at the macro level.

Ann and Brenda left the first inservice session with drafts of their plans to implement standards-based social studies in their classrooms. Ann's focus was on creating a World War II simulation to help the students learn about life on the homefront in the United States during the war. Brenda's focus was on providing the opportunity for her students to do the traditional fifth-grade state report in ways that challenged their thinking and allowed them to apply information and integrate writing, map, and art skills. Neither Ann nor Brenda had previous experience teaching the content of the units they planned to implement.

Both teachers selected essential learnings from standards in the district's 2.0 Social Studies Framework to guide student learning and assessment. The criteria for demonstrating these understandings and other related basic skills (writing, organizing information, etc.) were outlined in rubrics, which were presented to the students. The focus on the standards and the use of the rubric forced the teachers to be more intentional and clear about the learning goals, the related tasks, and the criteria for assessment.

Through the use of a rubric, Ann learned that she needed to include the qualitative aspect (how well the criteria were addressed) as well as the quantitative aspect (how many times the criteria were met). Brenda discovered that it is important to have a clear understanding of the content standards in order to apply them correctly as criteria for a specific project.

Both teachers learned that doing what they are presently doing in the teaching of social studies may not produce the results (learning) demanded by the new standards. Ann encouraged the students to write creatively to show how family, friends, and neighborhood can influence an individual's thoughts and actions. She found the students had a difficult time with this criteria and that the connections that appeared in the journal writings were quite shallow--more a display of creative writing than a result of understanding group/ethnic values. The results of the students' work left her pondering how to help students identify more with the ethnic groups of the 1940s in the United States. Levstik and Barton (1997) have recommendations for how teachers might go about helping students gain insight into the perspectives of people in the past.²³

Brenda found that having students use a traditional factual research packet, and then asking them to make connections regarding people's effect on a state's resource and the effects of a resource on the people was too much of a leap for her fifth-graders. After working with the students and assessing their final written report, she realized that a more effective strategy would be to direct the initial research toward the eventual goal of making connections. Brenda felt that the new framework requires students to do both synthesizing and evaluation. She saw the area she needs to address with the students is that of synthesizing--how to pull together a lot of ideas from different sources to make the connections.

Within the short time frame allowed by the Seaview School District's spring social studies inservice pilot, these two teachers put forth a great deal of effort to incorporate related new social studies standards into their teaching. The challenges they faced, articulated, and attempted to address were important ones that can help direct their future efforts in working to implement standards-based social studies. Ann's and Brenda's willingness to open their classrooms to a researcher also provided the opportunity for data collection that can be used in the refinement of the district's future social studies inservice programs. Chapter 5 will address these issues in more detail.

Table 4.1:
Social Studies Teaching: Ann

Year's Theme: Major Wars in U.S. History

Goal: Get a good feeling for different time periods in United States history

	<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
CURRICULUM		
Topic	Civil War	Life on the American homefront during World War II
Goals	Take an active role to gain understanding	NCSS Theme 4: Individual Development; Theme 5: Individuals, Groups, Institutions
Learning Outcomes	What life was like during the Civil War (homefront/battle-field) Vocabulary Concepts	Understand what it was like to be in U.S. during WW II; what people did to help the war effort Know how people had to work together Identify with assigned ethnic identity and understand influence of on thoughts and feelings Relate feelings about people from different countries and ethnic groups in the U.S. Communicate effectively in written journals
Student Tasks	Use information and perspectives to write journal entries related to key battles Participate in simulation activities Role play assigned part in mock trial	Use information and perspective to write journal entries related to wartime events and conditions Participate in simulations In town meeting, present a position regarding the internment of the Japanese in the U.S.

Table 4.1 (continued, pg. 2)

	<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
Content	Five major battles Political events Historical people Army life Vocabulary Culture Factual information	What people were afraid of How they acted toward each other Dress Music Economy Homefront conditions & activities Major war events Japanese Internment in U.S.
Sources	District-adopted textbook used as reference Table of contents served as general guideline Interact simulation on Civil War: Student Guide war dispatches Civil War novel--boy in army/prison Lawyer (mock trial) Fifth-grade colleague	District Social Studies Framework High school competencies <i>V for Victory</i> Fiction book on Japanese-American family living in Hawaii Lawyer Fifth-grade colleague CD of WW II Artifacts Teacher's parents Supplemental textbook handouts Japanese internment speaker
INSTRUCTION		
Strategies	Published simulation activities Students assumed battlefield identities (prepared) Co-op groups; dispatches, Battle Jeopardy, tests, scripted role play Reading of Student Guide/ War dispatches Destiny Dice Class reading of a Civil War novel Integration of basic subjects Questioning.	Teacher-created simulations Students assumed WW II character identities (teacher-created) Teacher examples/stories Reading of handouts on WW II topics Cooperative groups Class reading of WW II novel Town meeting Integration of basic subjects into unit Questioning

Table 4.1 (Continued, page 3)

	<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
Content Pedagogical Knowledge	<p>Revised war dispatches for grade 5 reading level</p> <p>Developed listening/note taking guide for 1862 interview</p> <p>Each student responsible for knowing 1-2 war dispatches (jigsaw)</p> <p>“Students don’t do well when have to infer; things need to be concrete.”</p>	<p>Teacher representations (oral examples to explain concepts like rationing, role playing of concept of hoarding)</p> <p>Teacher-developed rationing activity with items relative to fifth-graders</p> <p>Prepared students to defend perspective on the internment of Japanese in the U.S.</p>

ASSESSMENT

Journal-Scoring Sheet: perspective of a North/South soldier after specific battles (4 facts, vocabulary, include information from discussions, War Dispatches)

Short answer/true-false quizzes-- fact-based

Daily Battle Jeopardy

Each assessment earns points for the contingent.

Journal rubric: perspectives of assigned ethnic group after key events in WW II, also needed to include facts

Rubric to guide teacher evaluation

Students could use rubric as guide for writing

Individual short answer quiz (recall).

SUBJECT MATTER KNOWLEDGE

Second year using Civil War Simulation

Limited knowledge of persons, events.

First time using sources and working with content

Unsure regarding details of rationing, war bonds

Learned from sources

Shared information from parents

Table 4.2:
Social Studies Teaching: Brenda

Year's Theme: Major Periods in U.S. History--Focus on 20th Century

Goal: To have students understand the flow of history--the connections

Pre-Inservice Unit

Post-Inservice Unit

CURRICULUM

Topic

Time period of the 1950s, '60s, & '70s.

Individual states of the United States.

Goals

Awareness of key events: political, social, scientific, & cultural
Connect Civil Rights Movement with laws & current rights.

NCSS Theme 2: Time, Continuity & Change

NCSS Theme 3: People, Places & Environments

NCSS Theme 7: Production, Distribution & Consumption.

Learning Outcomes

Gain overall awareness of this period in history

Students appreciate civil rights people history

Effective small-group interaction.

Make connections between resource & the geography of a state

Understand how people affect a people

Learn about the history of a resource
Discover a state's important geographical features and sites

Write a formal research report

Write from a viewpoint.

Student Tasks

Each student researches one key event

Small group completes an outline of five key events in an assigned time period

Small group creates/presents a skit to teach class about five key events

Each student completes a '50s montage, a '60s tie dye design, a '70s political cartoon.

Use research to write a formal report about the resource of a state.

Use research to create picture postcards about imaginary trip through the selected state

Create a 3-dimensional to-scale map (instant m^âch^é) of selected state that includes major geographical features.

Table 4.2 (Continued, page 2)

<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
<p>Content Key political, social, scientific & cultural events from 1950-1980 Focus on Civil Rights events, segregation in U.S. in the '50s & '60s Art, music & poetry to represent decades</p>	<p>Formal report writing How historical events affected a given resource Connection between geography & a given resource Influence of resource on people & People's influence on a resource Interesting places to visit in a given state Geographical features of a given state Distance & elevation scales</p>
<p>Sources <i>Scholastic Timeline for the United States in the 20th Century</i> <i>History of the United States</i> (Neusom) Novels: <i>Grapes of Wrath</i>, <i>Of Mice and Men</i>, <i>Warriors Don't Cry</i> Encyclopedias District-adopted textbook Music (The Doors) Books from school & public libraries Teacher's personal knowledge "Beat" poetry.</p>	<p>Encyclopedias Internet Library non-fiction books Published state report unit Classroom maps.</p>
INSTRUCTION	
<p>Strategies Teacher read aloud Class reading of textbook Individual research Teacher-led discussions Cooperative groups; teacher monitoring Simulation Related art projects Writing/presenting poetry at Poetry Slam Teacher versus the Class (oral review)</p>	<p>Teacher modeling of report writing & map making Individual research Teacher-led discussions Teacher feedback on writing Students encouraged to rewrite reports and resubmit Families invited to State Fair Night Publishing of postcard books</p>

Table 4.2 (continued, page 3)

<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
INSTRUCTION (continued)	
Strategies (continued)	
Class meeting	
Told stories regarding historical events	
Pedagogical Content Knowledge	
Teacher read aloud from a book about U.S. history to present another perspective	Teacher found it necessary to work with small group and 1:1 on report writing after modeling for class
Talked to students about author/book bias	Modeled postcard book project after fiction book about boy who traveled
Assigned 5-year periods to small groups	Viewed some students as concrete, organized thinkers who have difficulty making connections; others viewed as having ability
Used class meeting to debrief simulation	Encouraged use of a variety of resources for research
Viewed Civil Rights events as a dramatic story; had students present skits to tell story	
Saw some students as concrete, organized thinkers who have difficulty making connections; saw others as having ability	
Encouraged use of a variety of resource materials for research	
Provided additional resources	
Used period-related music and art as keys to promote student understanding	
Teacher explanations (communism, socialism)	
Told stories regarding Civil Rights events	
Engaged students in a segregation simulation	

Table 4.2 (continued, page 4)

<u>Pre-Inservice Unit</u>	<u>Post-Inservice Unit</u>
ASSESSMENT	
<p>Teacher-designed project rubric to assess written outline & skit presentation</p> <p>Teacher monitoring of cooperative group work</p> <p>Teacher assessment of class discussions & oral review activity</p>	<p>Teacher-designed rubrics to assess written reports, postcard books, maps</p> <p>Rubrics included content and process</p> <p>On-going monitoring of individual work</p>
SUBJECT MATTER KNOWLEDGE	
<p>First year teaching fifth-grade social studies</p> <p>Learned from resources listed above</p> <p>Personal understandings regarding time periods</p> <p>Grouped decades into time periods based on conceptual connections</p> <p>Created segregation simulation</p> <p>Helped students delineate Civil Rights events</p>	<p>First time helping students with state reports</p> <p>Devised method of computing map scales</p> <p>In modeling of report writing, presented information about timber—a Washington resource.</p>

Table 4.3
Post-Inservice Teaching: Ann and Brenda

<u>Ann</u>	<u>Brenda</u>
CURRICULUM	
Topic	
Life on the American homefront during World War II.	Individual states of the United States.
Standards-Based Goals	
NCSS Theme 4: Individual Development	NCSS Theme 2: Time, Continuity & Change
NCSS Theme 5: Individuals, Groups, Institutions.	NCSS Theme 3: People, Places & Environments
	NCSS Theme 7: Production, Distribution, & Consumption.
Learning Outcomes	
Understanding what it was like to be in U.S. during WW II; what people did to help the war effort	Make connections between resource & the geography of a state
Identify with assigned ethnic identity & understand influence of family, friends, & neighborhood on thoughts & feelings	Understand how people affect a resource and how a resource affects people
Relate feelings about people from different countries and ethnic groups in the U.S.	Learn about the history of a resource
Know how people had to work together	Discover a state's important geographical features and sites
Communicate effectively in written journals.	Write a formal research report
	Write from a viewpoint.

Table 4.3 (Continued, page 2)

<u>Ann</u>	<u>Brenda</u>
CURRICULUM (continued)	
Student Tasks	
Use information & perspective to write journal entries related to wartime events & conditions	Create a 3-dimensional scale model (instant m \hat{a} ch \acute{e}) of selected state that includes major geographical features
Participate in simulations	Use research to write a formal report about the resource of a state
Present a position for or against the Internment of the Japanese in the U.S. during the Town Meeting.	Use research to create picture postcards about imaginary trip through the selected state.
Content	
What people were afraid of	Formal report writing
How they acted toward each other	How historical events affected a given resource
Homefront conditions and activities	Connection between geography and a given resource
Dress	Influence of resource on people and people's influence on a resource
Music	Interesting places to visit in a state
Economy	Geographical features of a given state
Major war events	Distance and elevation scales.
Japanese internment in U.S.	
Sources	
District Social Studies Framework	District Social Studies Framework
High School Competencies	Encyclopedias
<i>V for Victory</i>	Internet
Fiction book on Japanese-American family living in Hawaii	Library non-fiction books
Lawyer	Published state report unit
Internment speaker	Classroom maps.
Fifth-grade colleague	
CD of WW II	
Artifacts	
Teacher's parents	
Supplemental textbook handouts.	

Table 4.3 (Continued, page 3)

<u>Ann</u>	<u>Brenda</u>
INSTRUCTION	
Strategies	
<p>Teacher created simulations Students assumed WW II character identity Teacher examples/stories Reading of handouts of WW II topic Cooperative groups Class reading of WW II novel Town meeting Integration of basic subjects into unit Questioning.</p>	<p>Teacher modeling of report writing & map making Individual research Teacher-led discussions Teacher feedback on writing Students encouraged to rewrite reports & resubmit Publishing of postcards books Families invited to State Fair Night.</p>
Pedagogical Content Knowledge	
<p>Teacher representations (oral examples to explain concepts like rationing, role playing of concept of hoarding) Teacher developed rationing activity with items relative to fifth graders Prepared students to defend position on the internment of Japanese in U.S.</p>	<p>Teacher found it necessary to work with small groups and 1:1 on report writing after modeling for class Modeled postcard book project after fiction book about boy who traveled Viewed some students as concrete, organized thinkers who have difficulty making connections between events/information; others viewed as having ability to do so Encouraged use of a variety of resource materials for research.</p>
ASSESSMENT	
<p>Journal from perspective of Japanese American and other ethnic groups after key events in WWII (4 facts, perspective, wartime efforts) Rubric to guide teacher evaluation Students could refer to rubric Individual short answer quiz (recall)</p>	<p>Teacher-designed rubrics to assess written reports, postcard books, maps Rubrics included content and process Students used rubric for self-evaluation On-going monitoring of individual work</p>

Table 4.3 (Continued, page 4)

AnnBrenda**SUBJECT MATTER KNOWLEDGE**

First-time using sources & working
with content
Unsure regarding details of rationing,
war bonds
Learned from sources
Shared information learned from
parents.

First-time helping students with state
reports
Devised method of computing map
scales
In modeling report writing, presented
information about timber—a
Washington resource.

Notes to Chapter 4

1. Ann did not explain how students would gain such an understanding through involvement in the simulation. There may have been an activity that focused on slave ownership, or the idea may have been addressed in the printed resource materials.

2. The unit was based on a published *Simulation of the Civil War* by Interact.

3. The prepared “fates” were based on historical events that took place during the Civil War.

4. A retired lawyer worked with two fifth-grade classes at Riverside Elementary to help students learn how the judicial system works. During their study, students found out about the reasons for trials, the participants, the role of each participant, the concept of witness validity, and the rules of conduct.

After visiting the country courthouse to observe a trial in progress, the students conducted a mock trial in their classroom. The students were divided into teams: prosecution, defense, and judge/bailiff/jury. The teams prepared and acted out their roles (many in period clothing and make-up) in the trial of the United States vs. Ransom J. Powell, a 13-year-old drummer boy in the Union Army during the Civil War. The trial was based on the historical novel, *Red Cap*, by G. Clifton Wisler. A tattered United States flag from the Civil War provided an authentic background for the trial. (Doc. A1.12)

5. Ann used a grading form that reported points earned out of points possible for each of the following criteria: four relevant facts (8), spelling (3), complete sentences (3), punctuation (3), grammar (3), creativity (2), cursive writing (1), written in blue/black ink (1), and neatness (1). There were 25 possible points.

She explained that the students did not have the form as they wrote, but they knew they should “incorporate four facts learned from discussions, the War Office Dispatches, and other things, and write from the perspective of their identity.” (Intv. A #3)

6. The NCSS Theme No. II: *Time, Continuity and Change*, mainly draws upon content from the discipline of history.

7. The NCSS Theme No. IV, which is titled, *Individual Development and Identity*, features content from the disciplines of psychology and anthropology. The NCSS Theme No. V, which is titled *Individuals, Groups and Institutions*, draws upon the content of the disciplines of sociology, anthropology, psychology, political science, and history. For further information, see National Council for the Social Studies (1994),

Chapter 2: "Ten Thematic Strands in Social Studies."

8. For further information on the effect of teachers' academic background on their teaching, see Wilson and Wineburg (1988).

9. In the final interview, Ann articulated several ways she might better prepare the students to think about how family, friends, and neighbors influence a person's thinking. "I think it's an important thing, and it goes along really well with the district standards, but I think what we need to do is to go through the character cards the kids are given and re-evaluate those. Maybe realign those more along with these standards--add information to help the kids with family, friends, and neighborhood influences. We could also provide some really good background information on each individual group. That's going to mean researching that this summer! But, that's what we need to do because the information we had was okay, but it was a little over the kids' head. We need to make it a little more concrete for them." (Intv. A#5).

Note that the students are being asked to identify with a group, to develop some affinity with them, and then to transpose feelings about an event. That is difficult! (See the work of Downey (1994) regarding children's identifying with people of another time period.)

10. These two journal entries from the World War II unit were one of the nine total entries written by each student. Ann graded the complete journal packets of these two students at 98 percent and 83 percent.

11. In response to an earlier question, the students had talked more about the purpose of rationing.

12. Ann also assessed the students' learning about war bonds by an individual paper-pencil quiz. The three questions were (1) What was a war bond? (2) Why did Americans need to buy war bonds? and (3) Why did Americans want to buy war bonds? (Doc. A 2.4)

13. The majority of Chuck's sample rubrics that were shared during inservice session #1 dealt with the frequency of meeting a criteria and did not provide qualitative descriptions for the various levels of addressing (achieving) the criteria.

14. See Levstik and Barton (1997), Chapter 14 for a discussion of performance assessment-historical writing. One key idea is that "historical writing *uses* rather than *reproduces* information." (p. 166)

15. See National Center for History in the Schools (1994, pp. 121-127) for a description of grade 5-12 student demonstrations of key understandings regarding World War II.

16. See National Center for History in the Schools (1994, pp. 31-33) for a discussion of historical issue-centered analysis and decision-making. The student achievement example relates to the WW II internment decision that Ann had her students defend.

17. The story describes what happened when nine African-American students became the first black students to attend Central High in Little Rock, Arkansas during court-ordered desegregation of public schools.

18. Brenda designed this simulation after a well-known “blue-eye, brown-eye segregation simulation.” In her classroom, Brenda segregated all students who were wearing red on a given day. They had to sit in the back of the classroom, drink from a designated drinking fountain, could not mix with other students at recess, etc. Her goal was to give the students a feel for where Civil Rights decisions and laws have come from.

Although she had planned to continue the simulation for a week, Brenda ended it on the second day because some of the students were taking it too seriously. The class debriefing that followed included an opportunity for students to discuss their feelings and actions. Brenda emphasized that people have the capability of being cruel, but they also have a choice about the direction they want to go.

19. Brenda was very comfortable with this approach due to her background in drama. The students did not seem to see these episodes in history as stories, as Brenda did. She conceded, “I realize that these kids haven’t had the exposure to drama that I had. As a child, I was sitting there watching rehearsals by the stage” (Intv. B #2)

20. I did a second pre-inservice observation of Brenda’s classroom in order to observe the student presentations. Only one group was ready to present on that day. The earlier part of the class period was devoted to a historical information review activity titled “The Teacher Versus the Class,” to allow some last-minute preparation time for the group that was to present.

21. Brenda shared that it is difficult to write positive descriptors for the “1” and “2” levels of achievement. She credited Erickson’s book, *Stirring the Heart, Mind and Soul* (1995) as providing her with the incentive and direction for how to do this.

22. See National Center for History in the Schools (1994, pp. 7, 7-19). It should also be noted that a revised edition of this resource was published in 1996.

23. See Chapter 2 in this resource.

CHAPTER 5 SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter includes: A study summary, the findings, recommendations for policy and practice, and suggestions for further research.

Summary

The Context

In 1993, the Washington State Legislature adopted a comprehensive Education Reform Act with the stated intent of raising the academic achievement levels of all students. The reform vision was outlined in four basic student learning goals (see Appendix D). The Commission on Student Learning (CSL), which was established to carry out the primary reform goals, began its work to formulate the Essential Academic Learning Requirements (EALRs) in the various subject areas of the curriculum. The EALRs were intended to provide guidelines for curriculum reform in local school districts, and to create benchmarks for state-generated assessment measures.

The Seaview School District was noted for its early efforts to align a district curriculum restructuring effort with the national Goals 2000 vision, the Washington EALRs, and the recommendations of the national professional groups (such as the National Council for the Social Studies [NCSS]). In this district, classroom teachers were an integral part of the process of developing curriculum frameworks and aligned performance assessment. When a framework reached a given state of development, the next step was to involve a number of additional teachers in a piloting effort.¹ The Social Studies Framework pilot effort in the spring of 1996 included 14 fifth-grade teachers. As part of

this pilot effort in social studies, the district held an inservice training that was designed to assist teachers to: (1) become familiar with the new district framework, (2) develop standards-based units to use in their classrooms, and (3) create effective means of assessment (Doc. 1.1, Inserv. #1). The two inservice sessions and the implementation efforts of two selected teachers were the focuses of this study.

Purpose of the Study

The purpose of this study was to examine how a school district would begin constructing the critical connection between higher curriculum standards for students and furthering teacher capacity to implement the intended reform. The Seaview School District offered an opportunity to study this aspect of reform in its initial stage.

Four focus questions guided the research:

- What were the district expectations for teachers regarding standards-based social studies instruction?
- What did the district do to assist teachers to understand the expectations?
- How did teachers implement the district expectations in the classroom?
- What types of support did teachers say they needed to competently implement standards-based social studies instruction?

Methodology

This study investigated how an inservice program that promoted the teachers' use of social studies content standards and aligned performance assessment influenced the teaching of social studies/history in elementary classrooms. The nature of the setting (school-based classrooms), combined with the explanatory nature of the question,

suggested the use of a qualitative methodology. The case study strategy was selected to allow the researcher to gather data from a variety of sources--interviews, observations, documents--in order to compile a rich description of the real-life context of the phenomenon. Such a broad array of evidence was deemed necessary to help the researcher gain an understanding of how teachers translated inservice training into classroom practice.

The scope of the study included documenting the district's inservice program, which introduced the standards-based social studies curriculum framework to intermediate-level teachers; and observing two teachers as they implemented the framework in their classrooms. The multiple-case design with pre-post data collection allowed comparisons within each case and between the two selected participants.

All data from the classroom observations, teacher/student interviews, and document examination were transcribed and coded according to a coding scheme developed from the study's conceptual framework and the pre-post design. The coded data were clustered and displayed in a table format to illustrate pre- and post-inservice teacher behaviors and decisions in the areas of curriculum, instruction, assessment and subject matter knowledge (see Tables 4.1 and 4.2). The reiterative process of examining the data using the constant comparative method suggested an overall theme for each teacher.

A second focus for data collection was the district inservice program. Data were collected through: (1) observations of the inservice sessions, (2) interviews with the inservice facilitators and district administrators responsible for the development of social studies standards, (3) questionnaires that asked the 14 teacher participants for feedback, and (4) document collection. These data were coded using a coding scheme developed from the study's conceptual framework and the topics suggested by the data. From a comparative analysis of the data, a pattern emerged that suggested a desired link between

district actions and expectations for teachers and students. A visual diagram was created to display these data (see Figure 3.1). The teacher questionnaire data were clustered into topics and displayed under each question with a notation indicating the number of teachers who had expressed the idea. These data were shared with the inservice facilitators and with administrators responsible for the development of the district social studies standards. The data may inform decision making with regard to revising the content standards, refining the inservice model, and developing the support needed for elementary teachers to implement a standards-based social studies curriculum framework.

Focus #1: The Inservice Program

A group of 14 fifth- and sixth-grade teachers met on two days with two district teacher inservice facilitators. The major instruction for the teacher participants centered around the use of a scoring guide--a rubric--as a means of laying out clear expectations and assessing the students' work. The teachers received a draft of the district's Social Studies Framework for use as a planning reference. Their main responsibilities within a seven week period were to create, teach, and eventually share a standards-based unit that included some type of aligned performance assessment.

The inservice facilitators believed that teachers needed time to "muck around" with the process of using a rubric to assess student work. At least one of the facilitators was confident that teachers would also learn from each other through the sharing that was planned as part of Inservice Session 2. The overall expectation was that the use of a teacher-created rubric based on framework standards would produce higher quality student work.

Focus #2: Classroom Implementation of Standards-Based Social Studies

Two selected fifth-grade teachers became the focal points of the study. These teachers were interviewed and observed in their classrooms as they implemented standards-based units of study.

Each teacher designed and taught a post-inservice social studies unit that focused on at least two of the NCSS themes and related essential learnings. Each also devised a rubric to explain expectations for student learning, and to assess the related student performance. The following summaries describe the post-inservice teaching of Ann and Brenda.

Ann: Engaging Students

Ann and her fifth-grade colleague created a simulation focusing on life on the U.S. homefront during World War II. Ann provided an interesting and rich learning environment for the WW II unit by bringing in artifacts, resources, and a speaker to help students connect to the topics under discussion. Ann involved the students in activities designed to help them gain an understanding of how various people on the homefront were affected by WW II. For example, a rationing simulation helped students experience rationing in ways that were meaningful to them. A highlight of the unit was a mock town meeting at which each student made a presentation either supporting or not supporting the internment of the Japanese in the United States during World War II.

In the area of performance assessment, Ann engaged students in journalizing from the perspectives and feelings of assigned World War II identities. The journalizing project, which asked students to write about nine WW II events or conditions, related to essential understandings in the district Social Studies Framework. In Ann's "mucking around" with the use of a rubric, she discovered that she needed to consider the *qualita-*

tive (goodness aspect) as well as the *quantitative* in her assessment of the students' writing. She had designed the rubric to assess the frequency with which the students met the criteria (quantitative), but did not include how well they addressed the criteria (qualitative).

Table 4.1 summarizes various aspects of Ann's social studies teaching (curriculum, instruction, assessment, and subject matter knowledge) both before and after participation in the district's standards-based social studies inservice program. The most noticeable changes were the inclusion of specific content standards in the curriculum goals, the use of a rubric to guide and assess journal writing, and the teacher-created simulation activities.

Brenda: Making Connections

In the post-inservice unit, Brenda had the fifth-grade students each do a research-based report on a self-selected state in the United States. The three parts of the state project—a written report on an important resource, a picture postcard book of interesting places to visit, and a large instant *mâché* map—provided a variety of ways for students to learn and demonstrate understandings. Her overall intent was to provide interesting and challenging ways for the students to use information to make connections. The unit culminated in a State Fair Night, which provided an opportunity for the students' parents and family members to view the work of this fifth-grade class.

In the post-inservice unit, Brenda used teacher-designed rubrics to guide and assess the three student tasks. Each rubric included at least one essential understanding that addressed a standard in the new district Social Studies Framework. The students—who were accustomed to receiving a rubric for any major project—also used the rubrics to

do self-assessments of their projects.

Table 4.2 summarizes various aspects of Brenda's social studies teaching (curriculum, instruction, assessment, and subject matter knowledge) both before and after participation in the district standards-based social studies inservice program. The common factors to the pre- and post-inservice units were an individual student research task and the use of a rubric that provided qualitative descriptions of student work at four levels of achievement. Brenda provided a structure and basic resources for the research in both units. However, in the state project (the post-inservice unit) students needed to expand their search for information, and then use the factual information to make connections and arrive at some conclusions. This was a higher-level task than that assigned in the pre-inservice unit. Brenda experienced frustration when she was unable to provide appropriate resources for students' research on this more demanding task.

Findings From the Study

The findings resulted from the analysis of (1) the two teacher case studies--the pre-inservice social studies teaching and the post-inservice standards-based implementation efforts of Ann and Brenda; (2) the inservice program data obtained from observations of the inservice sessions, interviews with the inservice facilitators and district administrators, and the questionnaires completed by the 14 teacher inservice participants.

1. *The use of a rubric can provide clearer expectations for student learning and an objective method of assessing student performance.*

Ann's introduction to the use of a rubric at Inservice Session 1 provided her with a more definitive method of presenting expectations for student performance. The rubric for the journal project showed students the criteria they were to address and how their efforts would be scored according to the frequency with which they met the criteria. A student self-reflection was also included. In her use of the rubric, Ann discovered that she needed to include a qualitative aspect that would address how well the students wrote to the criteria.

Brenda was familiar with the use of a rubric to guide and assess student performance when she came to Inservice Session 1. She was already creating rubrics that not only identified the criteria, but also presented qualitative descriptions for each level of student performance. The development of three rubrics for the states project helped Brenda focus on what exactly she expected students to be able to do to demonstrate their understanding or ability relative to each of the criteria.

Both of these teachers incorporated both content and process into a rubric. During the inservice, Chuck (one of the inservice facilitators) had questioned whether this was feasible.

2. Elementary teachers may lack the discipline-based subject matter background to understand and feel comfortable with the content of the new social studies standards.

In this study, Ann and Brenda represent novice teachers who do not have a strong educational background in the disciplines represented in the subject area of social studies. A lack of discipline-based subject matter knowledge was evidenced in Ann's interaction with the students as they read aloud from the informational handouts on the topics of rationing and buying of war bonds. As she admitted, she was learning along with the

students. It was also interesting that when selecting the standards for the WW II unit of study, Ann turned to the areas of psychology and sociology rather than history. Perhaps her educational background in psychology influenced this decision.

A lack of discipline-based knowledge was evidenced in Brenda's misunderstanding of the essential learning from the history standard that pertained to the basis for people expressing different viewpoints. She used it in a way that made sense to her and that also fit with the unit plan. (Including a standard in a project rubric does not guarantee that the intended learning is addressed.) When exposed to a more detailed presentation of the standard, Brenda gained a clearer understanding and was able to relate an appropriate example from her teaching of history.

Unfamiliarity with the discipline-based concepts also created a communication problem. Brenda thought the essential understandings were too esoteric, which made it difficult to figure out the gist of what the students were expected to learn (Intv. B #3). Ann thought the essential learnings were a little vague, and appreciated the more concrete (skill-based) high school competencies that provided her with more direction for student learning (Intv. A #3).

These teacher experiences suggest that helping teachers to understand the content and intent of the standards might be a way of furthering discipline-based subject matter knowledge, and minimizing misuse in classroom implementation. This has implications for teachers' professional development and district/site-based support.

3. The standards may require new teaching approaches.

The short timeline of this study permitted only a short-term look at changes in teacher thinking and behavior. It was not surprising that both teachers continued their

familiar patterns of instruction. However, both teachers did begin to question the approaches they used to help students achieve the targeted standards. In the World War II unit, Ann asked students to identify with assigned ethnic or racial identities, and write about their feelings and how their families, friends, or neighborhoods influenced their actions. She found that the factual information in the textbook or supplemental readings did not provide an adequate background for the students to do the task as well as she had expected. Using a fictional account of how one group of people felt and behaved during World War II proved more helpful. Resources are available to teachers that provide strategies for helping students with such historical perspective taking.² In her work with the state project, Brenda found that it is necessary to have the end goal clearly in mind when structuring a research activity. She recognized that there needs to be close alignment between the expected performance and the tasks students are assigned. For example, having the students collect a generic set of basic facts using published traditional state report handouts made it difficult for them to later make the higher level connections about the resource and the geography, or the historical interaction of people with the resource that were outlined in the project rubric.

Both teachers became aware of the higher student learning and performance demands associated with the new standards. The standards expect that students will be able to demonstrate understandings beyond factual recall. Working with the new standards may cause teachers to rethink their current demands for student learning and how they provide students with relevant learning opportunities.

4. Adoption of new standards may require an expansion of resources.

During the implementation of their standards-based units, both Ann and Brenda

discovered that the classroom, school library, and even public library resources were not adequate for their students' need to access more in-depth information. Other teachers participating in the inservice reported the same problem of finding appropriate resources to support the standards-based learning. Consideration needs to be given to how teaching to the new standards can be supported by appropriate resources that are readily available. During the inservice, Doug spoke to the need to increase teachers' knowledge about the wealth of information available through the Internet, and their technological skill to access such information. This may be one appropriate way to address the resource issue.

5. Use of the standards may promote more intentional higher-level learning experiences.

In the World War II unit, Ann involved the students with the issue of Japanese internment. Their presentations at a mock town meeting either supporting or condemning the U.S. action to intern the Japanese, offered the students an opportunity to use information to support a position. As Ann explained, this learning activity developed somewhat serendipitously as she worked with an outside enrichment resource person to develop a town meeting simulation.

The National Standards for History and the NCSS Standards offer examples of such learning experiences as ways that students can demonstrate understanding of a given standard. Helping teachers to develop an understanding of the new standards and how they might intentionally design learning activities that aim at helping students gain a deeper understanding would be in line with the intent of the standards-based reform in social studies.

In the course of working with students on the resource report, Brenda found it necessary to model formal report writing. She led them through the report, paragraph by

paragraph. During her reading of the reports, Brenda discovered that some students used her transitional sentences (with slight modification), but did not do the thinking to produce the connections. Reflection on the students' performance caused Brenda to realize that meeting the standard meant that students needed to be able to synthesize information to arrive at higher-level conclusions. Her modeling had shown the results of her synthesizing, but did not help her students to engage in this type of thinking.

6. There was a lack of emphasis during the teacher inservice on the content framework.

The first inservice session provided a very limited introduction to the district Social Studies Framework, and no structured interaction for teachers to further their understanding of the document. The inservice emphasis was on the use of a scoring guide to clarify expectations and assess the students' final product. Brenda summed it up:

I was disappointed that we didn't spend time on the actual draft of the frameworks. . . . We spent all of our time talking about the High School Competencies and that is really cool. But their expectations are not the district frameworks; they are their own competencies that they have developed. This is great, but we were supposed to be there to talk about the district framework. . . . We really didn't get to look any of it over before we started using it. (Intv. B #3)

Teachers received a two-page summary of the ten NCSS themes, a copy of the district framework with a list of essential understandings for each of the themes, and were told to "think of an activity you have in mind and see how it ties to an NCSS theme" (Obs. of Insv. #1).

There seemed to be five factors that influenced the inservice facilitators' decision

to avoid spending more than a minimal amount of time focusing the teachers on the district Social Studies Framework:

1. the early stage of development of the framework;
2. the fact that the state social studies essential learnings were undergoing revision;
3. a belief on the part of the facilitators and administrator that the use of any one of three examples of standards offered at the inservice would help teachers begin the process of using a standard to direct student learning.
4. the facilitators' lack of awareness of the participants' subject matter knowledge in the disciplines addressed in the social studies framework.
5. a desire to have teachers use a rubric as a means to communicate clear learning expectations and to assess student performance.

Alignment of instruction and assessment with the framework should be more than a matching exercise. As Lampert (1994) asked, "Where's the beef?" Where is the time spent helping teachers understand what the NCSS themes are trying to do to reform student learning? Can we assume that teachers understand the essential learnings? Do they know how to help students understand the meaning of these key concepts, and then demonstrate their understanding in appropriate applications projects? Based on the data from the research on the two teachers' initial efforts, I do not believe we can make this assumption. Some teachers will need to grow in their understanding of the disciplinary content and appropriate ways to engage students in developing understandings. This may call for a type of inservice different from the one presented in this pilot effort.

7. District personnel responsible for promoting standards-based teaching in social studies did not indicate a clear understanding about the role of teachers' subject matter knowledge.

In a discussion with one of the administrators regarding what I perceived as the missing piece in the content of the inservice program—teacher understanding of the framework from a discipline perspective—he acknowledged a potential problem.

That's really going to be one of our challenges, especially at the elementary level, because we have so many elementary teachers who do not have a strong background in the social studies. That's not their passion or area of expertise. . . . Some focused thinking skills specific to the various disciplines are going to be new to many people. For example, if the teachers don't have an understanding of historical thinking, or haven't had an opportunity to work with it, then there are real implications for both the framework and teacher inservice. Do we address it in the framework? Do we need to address it in the inservice component? Do we have to tie-in and clarify through sample assessments? These are all questions we have discussed in the generic sense, but we haven't come up with any conclusions. (Intv. E #1)

The teacher inservice facilitator who took the lead in presenting examples of how to connect a current unit to the social studies framework was not consistent in his references to the importance of teachers' subject matter knowledge:

I don't think anything that I did was because I was a history major. I think I could sit down and create a rubric for a science project just as easily, even if it weren't my area or specialty. I don't think it's necessarily a presupposition that you have to have a real strong content knowledge base. You need to have an understanding of the frameworks, but these are things that anyone can understand—whether that is their specialty or not. (Intv. C# 1)

However, when this same inservice facilitator elaborated on the important things a

teacher should know, he was talking about deep subject matter knowledge and historical thinking skills:

You need to have an idea of what things are important and understand that content. For example, the ability to relate things to the modern world, or the ability to analyze history, or look at multiple perspectives and bias in historical writing. (Intv. D. #1).

I would suggest that he does not understand that his own background as a history major has provided him with knowledge, skills, and viewpoints that may not be shared by teachers who have backgrounds in other disciplines or those who are generalists.

8. *Teachers view sharing with colleagues as a critical need.*

Feedback from the 14 inservice participants focused on the need for time and opportunity to plan and share examples and successes with other teachers. Teachers want to be able to confer with other teachers in order to gain ideas about units of study and teaching ideas, and they want to do it efficiently.

Both Brenda and Ann expressed an appreciation for the teacher sharing that took place during Inservice Session 2. In her final reflection, Ann related:

I didn't fully realize the possible solution to the problem I was having with my scoring guide for the WW II journals until the last social studies inservice. It was extremely helpful to listen to other teachers talk through their projects, and I learned a lot about my own WW II assessment from this. In restructuring the scoring guide [rubric] for next year, I would like to model it similarly to a Middle Ages project that was presented. In their rubric, there were different levels of achievement, and it seemed to also take effort into account.

Although I participated in the Social Studies Framework inservice and created and implemented a standards-based unit, I am still not completely comfortable with this new form of assessment. I think that to be successful at creating and implementing performance-based units and scoring guides, more practice is

needed. Teachers need to be given time to plan together, try out their units and assessments, and get back together to talk about their successes and failures.

Limitations of the Study

The limitations of this study related to the duration of the pilot program, the sample of teacher participants, and the limited number of classroom observations.

Duration of the Pilot Program

The limited seven-week duration of this district pilot implementation effort offered a short time to study the influences of the inservice program. After participating in Inservice Session 1, the two teachers in the case studies had six weeks to teach the planned units in their classrooms. This offered a modest time span for the collection of data regarding changes that might take place in the areas of curriculum, instruction, and assessment.

Sampling of Teacher Participants

Only two teachers were selected as the individual focuses for data collection. They were both fairly inexperienced teachers (two and three years of teaching). This did permit some comparison of two novice teachers; however, the small sample did not include the more experienced teachers who were also present in the total group of 14 participants. The reasons for the limited sampling included willingness of the teachers to participate, previous inservice training on the question being studied, association with the researcher, and the researcher's time limitations.

Classroom Observations

A larger number of observations would have been preferable for each case study. Deterrents to this effort included: limited time span, conflicts regarding scheduling, and occasional lack of communication between the teachers and the researcher.

Implications for Policy and Practice

Waves of reform are not new to education.³ The question is, Do they exist only in the reform literature, or have they the potential to bring about changes in the schools? Cooley, Cage, and Scriven (1997, pp. 18-19) noted:

[Waves] tend to be highly visible at the surface, but do not affect what's going on down in the lower depths. The superficial nature of the more highly visible reforms is not surprising because educational reformers are very strongly encouraged to go broad and thin. . . . It is nice that we have some people thinking globally, but we need more people acting locally.

As we look to helping students achieve new levels of understanding and achievement, we must also consider the learning needs of our teachers. They will be the implementors of the standards-based reform--the agents of change.

Discipline-Based Subject Matter Knowledge

To deepen student understanding and application of knowledge as called for in the current social studies reform, teachers need a deep understanding of subject matter knowledge and the skills to help students construct understanding. Districts and other

entities providing professional development might consider building teacher capacity, rather than providing prescriptions or another strategy for the “bag of tricks.” If the depth of student understanding proposed by the reforms is to be realized, teachers may need to learn more than a process for planning. They may need to engage in constructing knowledge about what the standards are asking of students and how those standards relate to the knowledge and thinking within a given discipline. As Gardner (1991) pointed out, the best curriculum guideline and ways of assessing it are of little value unless teachers embody the precepts in their teaching.

Acknowledging the context of elementary level teaching—which requires teachers to be responsible for numerous area of the curriculum, how can this need for teachers to develop deeper knowledge of the disciplines and related thinking be addressed? The *thoughtful learning* approach described by Parker (1991, p. 353) might offer a solution.

Between the deep-content and direct-teaching-of-skills approaches can be discerned a modest, middle way. From this perspective, the predominant concern, as in the deep-content view, is thoughtful learning on a limited number of topics. However, interest in the meaningful learning of selected content is paired with an interest in the learning of strategies that can be used to construct and operate on knowledge.

Discussing this concept of thoughtfulness for social studies lessons could offer elementary teachers an opportunity to examine the topics at their grade level that warrant deep understanding and thoughtful engagement. In addition to engaging in these curricular decisions, teachers should also discuss the most appropriate instructional strategies to promote the construction of key social studies understandings (Parker, 1991). The third component of the discussions would be a consideration of aligned

performance assessment methods to encourage demonstration of student understanding.

New Model of Staff Development Needed

Teachers are being asked to rethink their classroom practices and teach in ways they have not experienced as students. Preservice education, inservice, and graduate education providers must also consider rethinking how they go about helping teachers to develop professionally. Darling-Hammond (1995, p. 598) suggests:

Beginning with preservice education and continuing throughout a teacher's career, teacher development must focus on deepening teachers' understanding of the processes of teaching and learning and of the students they teach. Effective professional development involves teachers [as both learners and teachers] and allows them to struggle with the uncertainties that accompany each role. . . . Existing policies and practices must be assessed in terms of their compatibility with two cornerstones of the reform agenda: a learner-centered view of teaching and a career-long conception of teachers' learning. . . . Administrators, no less than teachers, urgently need the chance to rethink practice and to learn the new perspectives and skills that are consistent with reformers' visions of teaching and learning for understanding. . . .

The complexity of teaching for understanding within a discipline will not permit packaged, teacher-proof implementation, as was attempted in the 1960s. Teaching for understanding requires the teacher to be more knowledgeable about content and more skillful pedagogically in order to promote student thinking and facilitate depth of learning (Darling-Hammond, 1996).

Without providing for and encouraging the type of teacher learning that is aligned with the demands of the new standards for student understanding, there is a likelihood that the reform effort will be only a "wave of rhetoric." "The Case of Mrs. Oublier" (Cohen, 1990) is a vivid example of a teacher who believed she had revolutionized her

mathematics teaching in line with the new state curriculum framework. Yet, in fact, she was trying to teach the new math with an old math mind. She was given very little assistance to rethink her own knowledge and practice.

Instead, the California State Department of Education taught her about the new math with the very pedagogy that it criticized in the old math. She was told to do something, like students in many traditional math classrooms. She was told that it was important. Brief explanations were offered, and a synopsis of what she was to learn was provided in a text. California education officials offered Mrs. O. a standard dose of knowledge telling. The state acted as though it assumed that fundamental instruction reform would occur if teachers were told to do it. New goals were articulated, and exhortations to pursue them were issued. Some new materials were provided. Although the state exhorted teachers to devise a new pedagogy for their classes, it did so with an old pedagogy. (Cohen, 1990, p. 343)

A new constructivist model of on-going staff development is needed to address teachers' knowledge of a discipline. In spite of growing awareness and implementation of constructionist approaches in curriculum development and pedagogical practices, most teachers have not developed a rich knowledge of the structure and content of the discipline(s) they teach (Wineburg & Wilson, 1988). Therefore, the ability to formulate and share powerful "epistemological representations" with their students is limited. It will be problematic to secure the resources (especially time, money, and human expertise) that are needed to assist teachers to grow in their *knowing* in this way.⁴ However, unless we help teachers to understand more deeply the disciplines they teach, we are limiting the ways in which students will engage in developing understanding (Darling-Hamied, 1996).

Recommendations for Next Steps

Brenda's recommendation for the next inservice was: "How about focusing on the framework!" Intv. B #3). This suggests that any future inservice program needs to provide the time and means for teachers to focus on their understanding of the learning expectations outlined in the framework--and in a manner that differs from the usual inservice training. Modeled after the Washington State Essential Learnings, the revised district Social Studies Framework is divided into four main sections: history, geography, civics, and economics. The intent of the standards-based reform can be furthered by thoughtful teacher dialogue, facilitated by people who have deep knowledge of the structure, critical concepts, and ways of thinking in each of those particular disciplines.

As an example of gaining discipline expertise, teachers need to dialogue about what it means to know history in order to go beyond the concept that history is names, dates, and events. The objective would be to assist teachers in gaining an understanding of what the NCSS theme of Time, Continuity and Change is proposing, and to gain a sense of how the discipline of history works as a system of thought (how one justifies, explains, solves problems, and manages inquiry (Boix-Mansilla & Gardner, 1997; Gardner, 1991; Perkins, 1993; Schwab, 1978). Then, teachers might focus on what it means for students to understand history. They could focus on how they, as teachers, can engage students with the essential understandings contained in the new curriculum framework, and what types of meaningful assessments will allow students to demonstrate understanding (Wilson & Wineburg, 1988; Wineburg & Wilson, 1988, 1991).

Suggestions for Further Research

Contemplating the limitations of the study generated thoughts about suggestions for further research in the area of elementary teacher implementation of standards-based social studies.

1. Because this study examined only the teachers' immediate implementation, a follow-up study with the two teachers featured in the case studies would allow a look at their on-going efforts at implementation. It would be interesting to know:

- if they are continuing to address the standards in their current units of study,
- if they have questions regarding the content of the standards,
- if they used the researcher-recommended resources to flesh out information regarding the targeted student learnings contained in the standards,⁵
- how they are addressing the issue of aligning resources with the more demanding standards.

2. The two teachers studied were comparatively novice teachers with limited subject matter knowledge and pedagogical content knowledge in social studies. A study could focus on the teaching of two experienced fifth-grade teachers who are involved in implementing the social studies standards to see how their subject matter knowledge and pedagogical content knowledge compare with those of the two novice teachers. It would be interesting to understand how they go about integrating the standards into their teaching, and if their work with the students is at a higher level of understanding.

3. The limited duration of this study suggests a study that would allow a researcher to do year-long case studies on several elementary teachers as they implement a number of standards-based social studies units. It would be most beneficial to observe

each social studies lesson to learn how teachers work with a variety of topics and learning demands. (The work of Wineburg and Wilson [1988] at the secondary level has been informative in this regard.)

4. The limited focus on the content standards in this study suggests a study that would focus on the effects of an inservice program that worked with a group of teachers over a period of three years to document their understanding of what it means to teach standards-based history to fifth-grade students. The data collection would include a longitudinal look at teachers' concepts of history, their choice of resources, instructional practices, and methods of assessment (the Work of Weintraub⁶ in the Oakland Public Schools has followed a similar path).

5. The limited sample in this study suggests a study of a sufficient sample of fifth-grade teachers to do statistical analysis regarding such factors as: years of teaching, academic preparation, and inservice training. The multiple case studies could provide topologies regarding teacher implementation of standards-based social studies with common fifth-grade topics.

Notes to Chapter 5

1. See District Development of Curriculum Standards in Chapter 1 for a description of the standards-based curriculum development process in the Seaview School District. Teacher inservice opportunities are integrated into the process.

2. See Levstik & Barton (1997).

3. The past decade has seen a growing and more vocal concern about the quality of education for all students. The first wave of reform concentrated on the acquisition of basic skills and the need for higher standards. The second wave of reform addressed issues of professional development for teachers, and increasing responsibility for school and students' education at the principal and site level. The third wave is proposing that the purpose of education should be to achieve understanding (Gardner & Boix-Mansilla, 1994).

4. The legislature in the state of Washington has provided resources for teachers to become more knowledgeable about the EALRs through the annual Student Learning Improvement Grants (SLIG). Now that the work in the area of social studies has advanced at both the state and district levels, the SLIG money is an important resource for building-based professional development.

5. The resources shared (as a think-aloud task during the final interview) were: 1) National Council for the Social Studies (1994); and 2) National Center for History in the Schools (1994).

6. See Kawazoe (199-). This article explains a historiography workshop for elementary teachers and the results of their work with students.

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Appendix A
Goals 2000 (Revised)

Goal 1: School Readiness

By the year 2000, all children in America will start school ready to learn.

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4,8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Goal 4: Teacher Education and Professional Development

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Goal 5: Mathematics and Science

By the year 2000, US students will be first in the world in mathematics and science achievement.

Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 7: Safe, Disciplined, and Alcohol-and Drug-Free Schools

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children

Source: Northwest Report. (1994, Summer), pp. 1-20.

Appendix B
National Council for the Social Studies Themes

- I CULTURE
- II TIME, CONTINUITY, AND CHANGE
One example of numerous student performance expectations for the Early Grades:
 - c. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past; (p. 34)
- III PEOPLE, PLACES, AND ENVIRONMENTS
- IV INDIVIDUAL DEVELOPMENT AND IDENTITY
- V INDIVIDUALS, GROUPS, AND INSTITUTIONS
- VI POWER, AUTHORITY, AND GOVERNANCE
- VII PRODUCTION, DISTRIBUTION, AND CONSUMPTION
- VIII SCIENCE, TECHNOLOGY, AND SOCIETY
- IX GLOBAL CONNECTIONS
- X CIVIC IDEALS AND PRACTICES

Source: National Council for the Social Studies. (1994), pp. iii.

Appendix C
**National Standards for United States History: Exploring the
American Experience (Grades 5-12)**

Standards in Historical Thinking

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretations
4. Historical Research Capabilities
5. Historical Issues - Analysis and Decision-Making

United States History Standards for Grades 5 - 12

The historical understandings of *ten eras* of United States history are integrated with the five Historical Thinking Standards.

- Era 1: Three Worlds Meet (Beginnings to 1620)
- Era 2: Colonization and Settlement (1585-1763)
- Era 3: Revolution and the New Nation (1754-1820s)
- Era 4: Expansion and Reform (1801-1861)
- Era 5: Civil War and Reconstruction (1850-1877)

Standard 1:

Student should understand: The causes of the Civil War.

Students Should Be Able to:

- 1A Demonstrate understanding of how the North and South differed and how politics and ideologies led to the Civil War by:

[5-12] Explaining the causes of the Civil War and evaluating the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]

Grades 5-6 Example of student achievement:

- Draw upon letters, stories, and pictures to describe views held by people in the largely rural South with its agricultural economy and slavery and the industrial North, with its industry and small family farms.

Standard 2: The course and character of the Civil War and its effects on the American people

Standard 3: How various reconstruction plans succeeded or failed

Era 6: The Development of the Industrial United States (1870-1900)

Era 7: The Emergence of Modern America (1890-1930)

Era 8: The Great Depression and World War II (1929-1945)

Era 9: Postwar United States (1945 to early 1970s)

Era 10: Contemporary United States (1968 to the present)

Source: National standards for United States history: Exploring the American experience grades 5-12. (1994), pp. 18-19, 35-37, 122.

Appendix D

Washington State Learning Goals

The Commission on Student Learning is working to raise academic standards for all students in Washington. Those standards focus on achievement of four state learning goals:

- GOAL 1** *Read* with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

- GOAL 2** *Know* and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

- GOAL 3** *Think* analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

- GOAL 4** *Understand* the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Source: Washington State Commission on Student Learning. March 3, 1997, p. 2.

Appendix E
District Social Studies Framework
Draft Version 2.0

Intermediate Grades

Theme II

Essential Understandings

**Time, Continuity
and Change**

Historical facts impact decision making issues.

People in different times and places have different views of the world.

Understand, identify, and use sources for reconstructing history.

Past events, people, places or situations contribute to understanding history.

Vocabulary associated with past, present, and future show patterns in history.

Description of events in different ways must include reasons for the different viewpoint.

Guiding Questions: (to be developed)

Appendix F
Washington State Essential Academic Learnings for the Social Studies

1. History

1. The student understands and examines major ideas, eras, themes, developments, turning points, chronology, and the cause-and-effect relationships among them in Washington state, U.S., and world history.
2. The student understands that historical accounts and artifacts are subject to analysis and interpretation from multiple perspectives.
3. The student understands the impact of technology, ideas, and creativity on history and social change.

2. Geography

1. The student uses maps, charts, and other geographic tools to understand spatial information about people, places, and environments on Earth's surface.
2. The student understands the complex physical and human characteristics of places and regions.
3. The student observes and analyzes the interaction between people and their environment.
4. The student identifies, compares, and assesses the impact of cultures on individuals, groups, and society.

3. Civics

1. The student understands and applies the core values and principles of American democracy as set forth in founding documents, including the Declaration of Independence and the Constitution.
2. The student analyzes the purposes and organization of governments and laws.
3. The student understands the purposes and organization of international relationships and how American foreign policy is made.
4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4. Economics

1. The student understands basic economics and analyzes the effect of economic systems and the changing workplace on his/her life now and in the future.

Source: Washington State Commission on Student Learning. 1996, pp. 43-45, 49-50, 55-57, 63.

Appendix G
Presentation to School Site Staff
January 4, 1996

Introduction

- Pat Chandler, Principal at _____
- Doctoral student at University of Washington

Purpose

- . Seeking involvement of a small group of fifth- or sixth-grade teachers who are interested in working with the newly developed district social studies framework - especially in the area of United States history

Question

- . I understand that some of you have already been involved in the framework implementation training that _____ and others presented in October and November.
- . Is there anyone who is a 5th or 6th grade teacher who hasn't taken the training?
- . I believe _____ (your principal) told me that your social studies focus this year is United States history, is that correct?

Overview of the Pilot Project

- . Is there anyone who might be interested in participating in a pilot inservice project in the area of social studies?
- . If so, we could meet separately to discuss any questions you may have.

Questions

- . Are there any questions?

Response

- . Anyone who is interested, please call me at _____ by mid next week.

Thank You

- . Thank you for letting me explain this upcoming opportunity. I appreciate your time.

(The following is a handout used at the presentation.)

Appendix G
Handout at Presentation to School Site Staff

Social Studies Framework Implementation
Spring 1996

Purpose

A small group of teachers will be invited to participate in a pilot inservice project that focuses on implementing the new district social studies framework. We are interested in finding out the content and process that are helpful to teachers. This knowledge will assist in our planning for a larger inservice program to be instituted in the fall of 1996.

Inservice will include:

- introduction to the social studies framework
- process of standards-based unit planning
- creating performance assessment
- support system

Expectations for teachers who are involved:

- participation in 1 or 2 days of released time inservice sessions
- participation in several after school sessions (curriculum rate of pay)
- individual / team unit development
- classroom implementation of the unit
- individual interviews/conferences with researcher
- classroom observations by researcher
- personal learning log / reflections

Time Period

- February to June
- Inservice sessions will begin in April (Framework draft available in March)
- unit will need to be taught in May or June

Benefits

- personal knowledge / skills
- pioneer in implementing new framework
- collegial interaction
- curriculum development compensation
- clock hours or college credit can be arranged
- personal reflection

Appendix H
Phone Protocol to Recruit Teacher Participants
March 1996

1. Greeting

2. Introduction:
This is Pat Chandler from_____. I believe you have registered for the social studies framework inservice which is scheduled for April. Do you have a few minutes to talk with me now?

3. Purpose of Call:
I will be gathering information on the inservice and would like to work directly with several teachers as they participate in the training. I am calling to see if you might be willing to be one of these teachers.

4. Procedure:
I would be interviewing you several times and also visiting your classroom before and after the inservice training.

5. Would you be willing to meet with me to discuss this further?

6. Set date / time to meet:

7. Thank you.

Appendix I INTERVIEW SCHEDULE

<u>Participant</u>	<u>Purpose</u>	<u>Date</u>
1. Teachers		
A#1	Background and overview of classroom social studies	4/2/96
A#2	Post observation #1 and unit sharing	4/19/96
A#3	Post inservice #1 and unit sharing	4/30/96
A#4	Post observation #2	5/28/96
A#5	Post inservice #2, final reflection on standards unit, think aloud tasks: student data and NCSS Standards and National History Standards	6/25/96
B#1	Background and overview of classroom social studies	4/2/96
B#2	Post observation #1 and unit sharing	4/19/96
B#3	Post inservice #1 and unit sharing	4/23/96
B#4	Post observation #2 and unit sharing	5/30/96
B#5	State report rubric	6/10/96
B#6	Post inservice #2, final reflection on standards unit, think aloud tasks: student data and NCSS Standards and National History Standards	6/26/96
2. Students		
A1#1	Focus on Civil War Unit	5/28/96
A2#1	Focus on Civil War Unit	5/23/96
A3#1	Focus on Civil War Unit	5/23/96
A4#1	Focus on Civil War Unit	5/30/96
A1#2	Focus on World War II Unit	6/14/96
A2#2	Focus on World War II Unit	6/14/96
A3#2	Focus on World War II Unit	6/14/96
A4#2	Focus on World War II Unit	6/14/96
B1#1	Focus on the '50s, '60s & '70s	5/23/96
B2#1	Focus on the '50s, '60s & '70s	5/23/96
B3#1	Focus on the '50s, '60s & '70s	5/23/96
B4#1	Focus on the '50s, '60s & '70s (Student was absent)	5/23/96
B1#2	Focus on state postcard	5/30/96
B2#2	Focus on state postcard	5/30/96
B3#2	Focus on state postcard	5/30/96
B4#2	Focus on state postcard	5/30/96
B1#3	Focus on written state report:use of a state resource	6/10/96
B2#3	Focus on written state report:use of a state resource	6/10/96
B3#3	Focus on written state report:use of a state resource	6/10/96
B4#3	Focus on written state report:use of a state resource	6/10/96

Appendix I
INTERVIEW SCHEDULE (Continued)

<u>Participant</u>	<u>Purpose</u>	<u>Date</u>
3. Inservice Presenters		
C#1	Background, experience with standards-based units and expectations for inservice	4/19/96
C#2	Post Inservice Session #1	4/22/96
C#3	Post Inservice Session #2	6/4/96
D#1	Background, experience with standards-based units and expectations for inservice	3/13/96
D#2	Post inservice Session #1	4/22/96
D#3	Phone interview prior to Inservice Session #2	6/3/96
D#4	Post Inservice Session #2	6/4/96
4. District Administrators		
E#1	District Framework development, teacher inservice	5/31/96
F#1	Curriculum Frameworks, assessment, teacher support	7/10/96
F#2	Think aloud task: Examining teacher feedback from inservice sessions	7/10/96

**Appendix J
OBSERVATION SCHEDULE**

<u>Participants</u>	<u>Purpose</u>	<u>Date</u>
1. Classroom Teachers		
A#1	Lesson on Civil War prior to inservice	4/18/96
A#2	Lesson on rationing in World War II (unit developed in inservice session #1)	5/28/96
A#3	Lesson on buying of war bonds in World War II	6/5/96
B#1	Lesson from unit on '50s, '60s & '70s prior to inservice session #1	4/18/96
B#2	Student presentations on '50s, '60's & '70s	5/2/96
B#3	Lesson on state report project (unit developed in inservice session #1)	5/30/96
B#4	Lesson on map making	6/3/96
2. Inservice Sessions		
INS. #1	Day long Inservice session to introduce new Social Studies Framework and facilitate teacher planning of a standards-based unit	4/22/96
INS. #2	Inservice session devoted primarily to teacher sharing of standards-based units	6/4/96

Appendix K
Protocol for Initial Teacher Interview (Continued)
April 1996

3. Is there a set social studies curriculum for your classroom? ___ yes ___ no

How are topics determined?

- | | |
|---------------------------------|--------------------|
| . District SLOs / Framework | . Grade level |
| . Personal interest | . Student interest |
| . School based scope & sequence | |

Does your curriculum vary from year to year?

4. Is history a part of what you teach in social studies?

5. Are there designated resources / materials you use?

6. In planning a social studies unit, do you plan alone or collaborate with others?

7. What is going on now in your classroom in the area of social studies

Final: a) Any other comments or ideas you would like to share?

b) Let's set a date and time when I can come to observe the classroom during a social studies lesson. _____

c) Try to arrange for a post-observation interview on that date, if possible.

Appendix L
Protocol for Final Teacher B Interview
June 26, 1996

1. Review Framework Essential Understandings

A. Time, Continuity and Change

* Uses sources for reconstructing history

? 1. Define sources

? 2. What were sources students used?

? 3. You mentioned earlier that students had trouble connecting resource of a state to history. (Your example of Washington state had a clear connection - not sure about other states.) Was this true in general?

2. Think aloud tasks

a. react to data from student interviews regarding state reports

? Scores on student's reports as compared to teacher scoring

b. review data from Postcards - think aloud

c. Let's look at NCSS Theme #2 (History) - think aloud as you review (2)
- probe for understanding regarding perspective

d. Think aloud- Theme #3 (Geography)

e. Think aloud - Theme #7 (Economics)

3. If you were to do this unit again, would you make any changes?

4. Did you keep on-going journal?

Please write a reflection and mail to me:

- reaction to using frameworks as a planning guide
- what went well
- challenges / struggles
- what you noticed
- needs for teacher inservice
- thoughts about involvement in the study

Appendix M
Protocol for Student Interview # 2 - SITE A
June 14, 1996

Student ID # _____

FOCUS ON WORLD WAR II

1. Rationing

a. What was rationing and why was it used in WW2?

b. Journal Entry - Use of scoring rubric

1) 4 facts

2) influence of family, friends, neighborhood

3) help war effort

4) How did you score yourself?

5) How did teacher score?

c. Why did teacher have you do this?

d. Did rationing simulation in class.

- What did you buy?

- What did you learn about rationing?

- Why did teacher have you do this?

2. War Bonds

a. Simulation

- Did you buy a war bond?

- What did you learn about why the government sold war bonds

- Why did teacher have you do this?

Appendix M
Protocol for Student Interview # 2 - SITE A (Continued)
June 14, 1996

b. Journal Entry - Use of scoring rubric

- 1) 4 facts
- 2) influence of family, friends, neighborhood
3. help war effort
4. How did you score yourself?
5. How did teacher score?

c. Why did teacher have you do this?

3. You did other things to learn about WW II.

- What helped you learn the most?
- What was the most important thing you learned about WW II?

4. Any comment for your teacher?

Appendix N
Protocol for Interview #1 With Inservice Presenter (C)

Purpose: to elicit data from a key participant who is responsible for the delivery of the teacher social studies inservice program

Time: pre-inservice
30 - 45 minutes

Name: _____ (assigned) **date:** _____

Position: _____ **time:** _____

1. College/University degree(s) _____

Major _____ Minor _____

2. What is your teaching background?

3. What training have you received relative to the teaching of social studies/history?

. courses

. workshops

. other:

4. Describe the social studies inservice you will be facilitating. (components, process)

5. What do you hope teachers will learn? (goals)

6. Think aloud task:

stimulus: use examples from the standards documents

- Washington State Social Studies Essential Learnings

- NCSS Standards

- National History Standards

purpose: elicit data on his interpretation of the reforms needed

Appendix O
Protocol for Interview #1 With Social Studies Articulation Chair
May 31, 1996

1. Please summarize the work that you are coordinating in the area of social studies relative to the development of district social studies standards.

2. Have NCSS Standards influenced district work to develop a framework?
If so, how?

3. Have Washington State Essential Learnings for Social Studies influenced the district work to develop a framework?
If so, how?

4. Current Pilot Inservice for Fifth- and Sixth-Grade Teachers:
 - . goals
 - . format -
 - Why two days instead of three?
 - . teacher facilitators
 - . Have you seen feedback from Day # 1?
 - . Day #2 will focus on unit sharing

5. What do you see as “next steps” in the district’s work in social studies?

Appendix P
Protocol for Interview # 1 With Director of Standards and Assessment
July 10, 1996

1. Please describe the overall work being done in the district with regard to standards and assessment.
2. What is the relationship of this work to the national and state standards?
3. What do you see as the main purpose of this work?
4. Focus on Social Studies Frameworks
 - stage of development
 - Is there a connection to the state Essential Learnings?
 - Describe.
 - Reaction to WSCSS rejection of state Essential Learnings in Social Studies?
5. Plans for teacher inservice and other support in the district in area of social studies?
 - What are you finding helpful in other areas?
6. After teachers create a standards-based unit, what is the next step? (Review?)

Protocol for Interview # 2- Director of Standards and Assessment
July 10, 1996

Think-aloud Task

- a. react to data from Inservice #1 - April 22, 1996
- b. react to final feedback at completion of Inservice #2 - June 4, 1996

Other thoughts:

Appendix Q Coding Scheme for the Interviews and Observations

District Support

F	Frameworks for social studies curriculum
F-wa	Washington State Essential Learnings
F-ncss	National Council of Social Studies Themes
F-d	District document
INS	Teacher Inservices
INS-A	Inservice held in April
INS-J	Inservice held in June
INS-A/J-G	Goals
INS-A/J-D	Design
INS-A/J-M	Materials
INS-A/J-A	Assessment
INS-A/J-TI	Teacher Implementation
INS-A/J-TP	Teacher Perceptions
TP-b	benefits
TP-in	improvements needed
INS-A/J-PR	Presenters
PR-r	presenter reflection
INS-A/J-I	Issues

Teachers

TA	Teacher - site A
TB	Teacher - site B
TC	Teacher - high school inservice facilitator
P	Pre-Inservice
PO	Post Inservice
TA/B/C-SMK	Teacher Subject Matter Knowledge
TA/B/C-KS	Knowledge about Students
TA/B/C-C	Curriculum
C-lo	learning outcome
C-cc	content
C-s	source
C-r	resource
TA/B/C-IS	Instructional Strategies
TA/B/C-PCK	Pedagogical Content Knowledge
PCK-r	teacher representations
PCK-l	relates to learners
TA/B/C-A	Assessment
TA/B/C-SW	Student Work
TA/B/C-SP	Student Perceptions
TA/B/C-TR	Teacher Reflection
____ -IR	Investigator's Remark

Appendix R

_____ High School Competencies

The student will be able to:

1. Understand one's relationship to the global environment, in order to make responsible decisions based on various economic, political, technological and social issues and impacts.
2. Understand human relations as it applies to interpersonal, family, group and work settings.
3. Gather, select, interpret, organize, evaluate and use information.
4. Develop a broad knowledge of human civilization. (Expanded to show detail)
 - A. Demonstrate an historical perspective of world and American civilization.
 - B. Demonstrate knowledge about cultural similarities and differences.
 - C. Accept, celebrate, and be sensitive to the various ethnic groups encountered in our local and world community.
 - D. Understand basic human rights and responsibilities.
5. Practice wellness skills to aid in developing life-long programs for the body and mind.
6. Communicate effectively in a variety of formats to different audiences.
7. Think analytically, creatively, and logically to form reasoned judgments and solve problems.
8. Develop, articulate, and act upon one's value system.
9. Use assessment to improve one's educational progress and plan future growth, becoming a self-directed learner.
10. Approach the changing world of work by developing and articulating a high school plan and a post-high school plan.
11. Recognize, experience, and express oneself creatively through various art forms, developing and achieving a sense of aesthetics.
12. Understand, evaluate, and use both applied and abstract technologies, that allow human beings to enhance our natural and artificial environment.
13. Use mathematical thinking skills.
14. Demonstrate knowledge of economic systems on a personal, community, state, national, and global level.
15. Read, analyze, and interpret various types of written materials.
16. Use basic science methods and concepts.

Source: Doc. 1.6, Insv. #1.

Appendix S
Inservice Presenter's Teacher Evaluation Form for Session Number One

Standards Into Practice:
Designing Competency and Content-Driven Assessments

*Please circle the extent to which you agree or disagree with the statements below.
Comments are also appreciated.*

1. Before today's session I felt comfortable and confident implementing standards-driven social studies assessments into my curriculum.

Strongly agree Agree Not Sure Disagree Strongly Disagree

comments:

2. As a result of today's session, I feel more comfortable and confident implementing standards-driven assessments into my curriculum.

Strongly agree Agree Not Sure Disagree Strongly Disagree

comments:

3. I believe creating standards-driven assessments can help me to improve the outcomes of my lessons and projects.

Strongly agree Agree Not Sure Disagree Strongly Disagree

comments:

4. Creating standards-driven assessments will require that I change and adapt significantly the work I already do.

Strongly agree Agree Not Sure Disagree Strongly Disagree

comments:

5. The presenter's presentation was valuable in providing me with ideas I will be able to apply in my curriculum.

Strongly agree Agree Not Sure Disagree Strongly Disagree

comments:

Source: Doc. 1.9, Insv. #1.

Appendix T
Researcher's Teacher Reflection Form for Inservice Session Number One

Participant Reflection

1. In this initial look at the district Social Studies (2.0) Framework, how do you think it compares with what you are currently doing in your social studies classes with regard to:
 - a. content
 - b. learning demands for students

2. Will you need support to implement the framework with students? If so, what would be helpful?

3. What are your reactions to the assessment strategies presented today?

4. Do you think you will need support in the area of assessment? If so, what would be helpful?

5. What is the most important learning for you today?

6. What questions do you have?

7. Other comments:

Participant ID # _____

Source: Doc. 1.10, Insv. #1.

Appendix U
Researcher's Teacher Reflection Form for Inservice Number Two

Participant Reflection

Participant ID # _____

1. Unit Topic _____

2. Please indicate which guideline(s) you used to help plan your unit:

_____ District Studies Framework (2.0 document)

_____ High School Revised Competencies

_____ Minneapolis Public Schools Social Studies Content Standards

3. What did you find useful and / or helpful?

4. What were your challenges as you planned a unit based on standards for student learning?

5. What was your perception about how the students approached or engaged with the learning? Was this different than usual?

6. Did you use a rubric to direct / assess the students' work?

7. How do you rate the quality of student work for this unit:

_____ lower than usual

_____ same as usual

_____ higher than usual

8. What are your thoughts about support for teachers as they begin to use the district Social Studies Framework to create standards based units of learning?

9. What are your thoughts about support for teachers as they begin to create rubrics to guide and assess student learning?

Other comments:

Name _____ (Optional) Grade Level _____

Source: Doc. 2.11, Insv. #2.

WORLD WAR II JOURNAL

- 0= Criteria met in 1 or less journal entries
- 1= Criteria met in 2-3 journal entries
- 2= Criteria met in 4-5 journal entries
- 3= Criteria met in 6 journal entries

Appendix V Rubric for World War II Journal Project

	Self Evaluation	Teacher Evaluation
1) Gather, select, interpret, organize, evaluate, and use information		
* Information from at least 4 relevant facts was used in each journal entry		
* Each journal entry was written from character point of view		
* Each entry is written in cursive and is at least 3/4 of a page in length		
2) Individual Development and Identity		
* Each journal entry will show how your family, friends, and neighborhood influence your thoughts and feelings		
* Each journal entry will show how your character is working to help the war effort		

Source: Doc. A 2.2.

Appendix V
Rubric for World War II Journal Project (Continued)

	<i>Self Evaluation</i>	<i>Teacher</i>
3) Individual Groups and Institutions		
* Each journal entry will show how your character feels about people from different countries/ethnic groups who live in the U.S.		
* Each journal entry will show how your character is working with others to help the war effort		
4) Communicate Effectively		
* Journal is free of spelling errors		
* Journal is free of grammatical errors		
* A new paragraph is begun for each new idea		
* Journal is neat and easy to read		
* Journal is my best work		
TOTAL		

Source: Doc. A 2.2.

Appendix W
Rubric for the 1950s – '70s Project

Grading Rubric for 1950-70 Projects

Inclusion of 2 Civil Rights Events	1 Events are included but unclear	2 Events are included and clearly acted out in the skit.	3 Events are included and clearly acted out. They are also included in the outline. Dates and names are clear.
Knowledge of Dates and Main Events Evident	1 A timeline is evident but unclear	2 A timeline is evident and clear.	3 The 4 to 5 main events included in the timeline are clearly acted out and written about. Names and dates are included.
Dramatic Elements included	1 Voices are clear and the action can just be followed.	2 Voices are clear, action is clear and rehearsal is evident.	3 Voices and action are clear. The skit is interesting and understandable.
Written outline included	1 Written outline spelled correctly and handed in on time.	2 Written outline spelled correctly, in on time and includes all required information.	3 Outline correct, on time, required information is included and connections are made to future and past events.

This rubric should be handed in on the day of your performance along with your written outline.

Appendix X
Rubric for State Resource Report

Understands, identifies, and uses sources for re-constructing history	1 Historical events are included.	2 The author ties in some history with the resource chosen.	3 The author makes clear connections between historical events and the current status of the resource.	4 The author makes clear and evaluative connections between historical events and the current status of the resource.
Geography influences culture and culture influences geography.	1 The author mentions the geography in some respect.	2 The author creates a connection between the geography and the resource.	3 The author clearly connects the resource to the geography and the geo. to the resource.	4 The author clearly connects the geography and resource, states opinions as to why the connection may exist.
Values and beliefs influence different economic decisions.	1 The author mentions economy.	2 Some attempt has been made to connect the resource to the economy.	3 The author connects the resource and economy, and reflects on cultural values affected.	4 Clear connections are made between the economy and the resource and how people's values and beliefs are affected.
Conventions: grammar, spelling, correct paragraphing	1 There are some spelling, grammar and punctuation errors. Revision is not evident yet.	2 Some revision is evident. There are some errors.	3 The report is within one revision of meeting grade level expectations	4 Grade level conventions are adhered to: spelling correct, grammar and punctuation

Source: Doc. B 2.2

Appendix X
Rubric for State Resource Report (Continued)

Bibliography	1 A list of sources is included.	2 An alphabetical list of sources is included.	3 A labeled, alphabetical list is included at the end of the report. An attempt has been made at appropriate formatting.	4 Bibliography is included at the end of the report, it is labeled, and the appropriate format is used.
Gathers information from outside sources	1 Information has been gathered from at least one source. Research packet has main items completed.	2 Information has been gathered from at least one source and the packet is complete.	3 Information has been gathered from more than one source, the packet is complete.	4 Sources have been gathered from more than one place, time was used wisely to do this, packet, it is complete and neat.
Strong lead and conclusion	1 Thesis and closing sentences are included.	2 Thesis and closing paragraphs are included.	3 Strong thesis and closing paragraphs are included.	4 Strong, interesting thesis and closing paragraphs are included.
Uses transitions	1 Paragraphing marks transitions.	2 Transitional sentences exist in the right places.	3 Transitional sentences exist and are logical.	4 Transitional sentences exist, are logical and smooth.
Organization is logically sequential	1 Paragraphs exist.	2 The beginnings of logical paragraphing are evident.	3 The paper has logically organized paragraphs.	4 Paragraphs are logically organized, and smoothly fit with the overall organization.

Appendix Y
Rubric for Postcard Project

Description of events in different ways must include reasons for the different viewpoint.	1 The author is clearly writing to an audience from the chosen state.	2 The author is attempting to relate travels to the reader.	3 The author successfully relates imaginary travels to the chosen audience. The audience can learn about the state from reading.
Writes for various purposes.	1 The author has chosen an audience and stays with it.	2 The author stays with the audience and creates a believable correspondence.	3 The author creates a believable travel log for the audience. The reader learns from the travels.
Organizes ideas in a logical sequence.	1 Some sense of organization exists.	2 Logical organization exists.	3 The piece is logically organized and beautifully presents.
Generally writes clearly.	1 The post cards are easily readable.	2 The author writes clearly enough for the reader to get a sense of the state.	3 The author pulls the reader along the travels through clear, concise writing.
Connections with research.	1 At least 3 post cards incorporate some facts from research.	2 All the postcard incorporate facts from research.	3 The postcards relate facts from research in interesting, original, yet logical ways.
Conventions	1 Some attempt at revision has been made.	2 Within one proofread of being publishable.	3 Conventions for grade level are correct. Publishable.
Clear images, interesting vocabulary, clear voice.	1 Voice is developing through word choice.-	2 Voice exists and word choices are usually interesting.	3 The piece has strong voice, interesting word choice and the reader can engage his/her senses while reading.

Vita
Patricia M. Chandler

Education:

- 1998 Ed.D., Educational Leadership & Policy Studies, University of Washington
- 1985 M.A., Curriculum & Instruction, Seattle University.
- 1968-87 Post Baccalaureate Studies, Professional Growth, Seattle Pacific University.
- 1974 Fifth College Year Teacher Education Program, University of Washington.
- 1968 B.A., History, Elementary Education, University of Washington.

Accreditations:

- Washington State Continuing Principal Certificate
- Washington State Continuing Program Administrator Certificate
- Washington State Elementary and Secondary Teaching Certificate

Summary of Professional Experience:

- | | |
|---|----------|
| Building Administration Leadership (principal and vice principal) | 6 years |
| Program Leadership (staff development and curriculum specialist) | 9 years |
| Instructional experience (elementary, junior high, university) | 25 years |

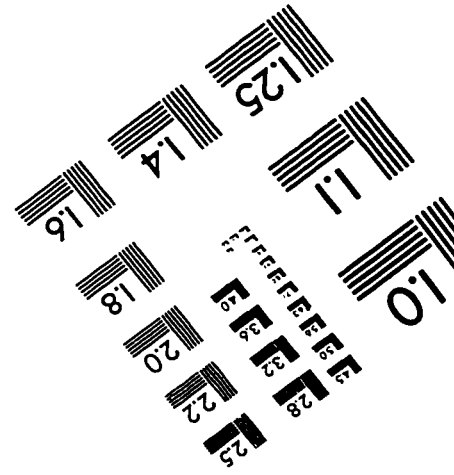
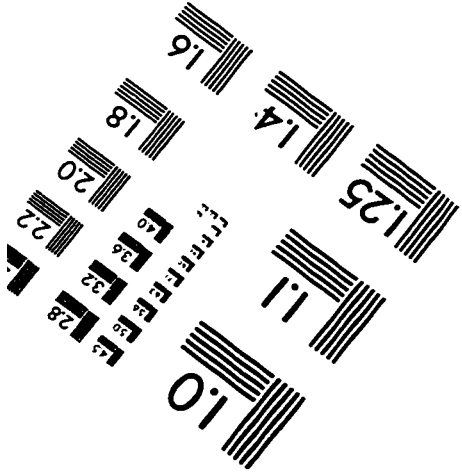
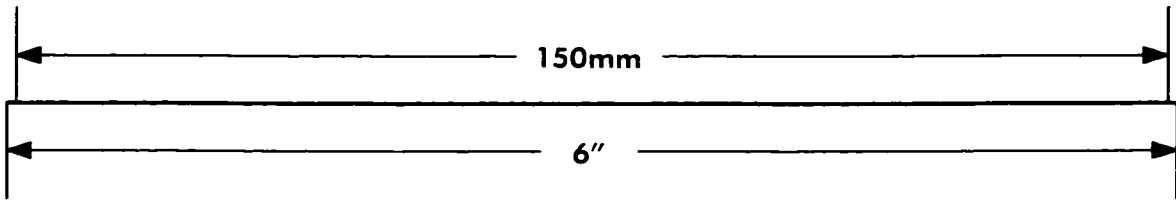
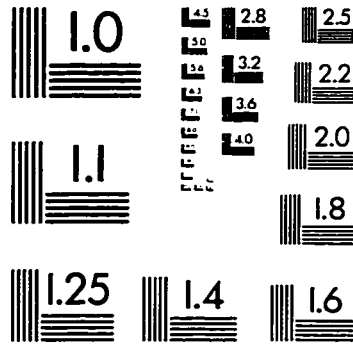
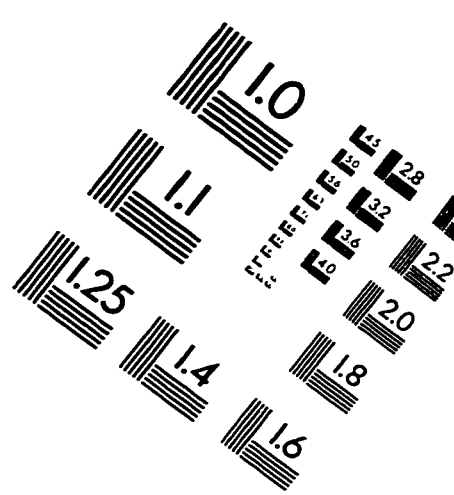
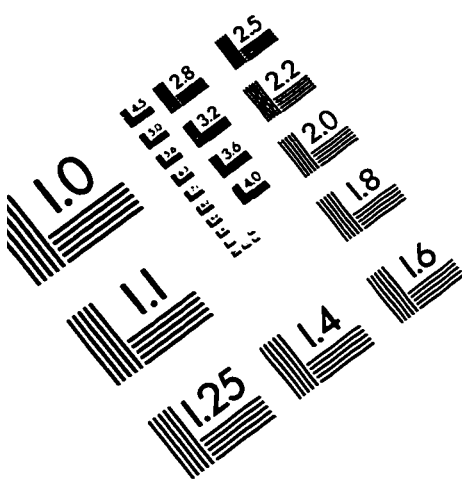
Professional Memberships:

- Washington Association of School Administrators
National, and Washington State Association for Supervision & Curriculum
Development
- National & Washington State Staff Development Councils
- Phi Delta Kappa, U.W. Chapter
- National & Washington State Councils of Social Studies

Honors and Awards:

Phi Beta Kappa, University of Washington; Shoreline PTSA Scholarship; Alpha Delta Kappa, Women's Education Honorary; Inspirational/Excellence Award, Shoreline Educational Assn.; Pi Lambda Theta, Women's Scholastic Honorary; Christa McAuliffe Award, State of Washington; Western Wash. Univ., Professional Excellence Award.

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE, Inc
 1653 East Main Street
 Rochester, NY 14609 USA
 Phone: 716/482-0300
 Fax: 716/288-5989

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