

Chesterfield County Public Schools Teaching American History Project

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**Teaching American History Project
Chesterfield County Public Schools
P.O. Box 10
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ABSTRACT

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Chesterfield County Public Schools, located in central Virginia between the two historic cities of Richmond and Petersburg, will partner with the Virginia Historical Society, Jamestown Island, Colonial Williamsburg and the National Park Service to provide three yearlong Teaching American History Project (TAHP) Institutes for 120 – 6th, 7th, and 11th grade U.S. History teachers. Members of the faculties of the Departments of History of the College of William and Mary, the University of Richmond, and Virginia Commonwealth University will supplement the lectures of professional historians and staff historians from the partner organizations. Each year's Institute, held for cohorts of 40 teachers, will consist of a series of two-day seminars during the school year and culminate in an intensive two-week Summer Institute conducted by the Virginia Historical Society.

Chesterfield's middle and high school history teachers will have an opportunity to advance their understanding of our nation's history under the guidance of pre-eminent academic and professional historians. The TAHP Institutes will provide sustained intensive professional development consisting of lectures and guided readings by expert historians, immersion in the Virginia Historical Society's extensive collections of rare original manuscripts and materials, and guided field experiences at some of the most significant of Virginia's wealth of historical sites. Each day's content-rich presentations and discussions will culminate in collaborative work in grade-level teams to integrate content and teaching strategies, with the ultimate goal of improving students' understanding of American History and performance on Virginia's rigorous Standards of Learning Assessments.

Through the grant, teachers will have the opportunity to receive three hours graduate credit in History as well as scholarships toward the completion of a Master's in History and/or higher level teaching endorsements.

Teachers will be supported through the life of the grant and beyond by a combination of curriculum resources including an Electronic Resource Notebook that will contain CDs and other media reproductions of materials from the Virginia Historical Society's collections, access to intranet-based discussion boards and on-line lesson plans, and on-going support from the Project Director and VHS staff. A Virginia Commonwealth University professor and former high school history teacher will provide guidance in the integration of the Institute's lessons into classroom strategies.

Project objectives include:

- Increased historical and pedagogical content knowledge on the part of 120 U.S. History teachers in 6th, 7th, and 11th grades.
- Successful transition to U.S. History as a separate subject in 6th and 7th grades, fully aligned with Virginia's rigorous, standards-based assessments
- Achievement of higher levels of professional qualification on the part of U.S. History teachers

III. Project Narrative

A. Quality of Project Design: (40 points)

Chesterfield County Public Schools (CCPS), in partnership with the Virginia Historical Society, the Association for the Preservation of Virginia Antiquities, Colonial Williamsburg Foundation, and the National Park Service proposes to conduct a series of three year-long Training Institutes for cohorts of 6th, 7th, and 11th grade U.S. History teachers. Institute lecturers will include representatives of the Departments of History of Virginia Commonwealth University, the University of Richmond, and the College of William and Mary.

Virginia is at the heart of the study of American history. The state's history is inexorably intertwined with the nation's, from the encounters of diverse peoples in 17th-century Jamestown, through the fight for independence that had beginnings at Williamsburg and ended in Yorktown, through the struggle of the Civil War whose epicenter was Richmond, and finally to the 21st-century significance of the Pentagon in Northern Virginia near Washington, D.C. These sites and many more are all within a two-hour drive of Chesterfield County.

Through this grant, Chesterfield's middle and high school history teachers will have an opportunity to advance their understanding of our nation's history under the guidance of pre-eminent academic and professional historians. Through sustained intensive professional development consisting of lectures and guided readings by expert historians, immersion in the Virginia Historical Society's extensive collections of rare original manuscripts and materials, guided field experiences at some of the most significant of Virginia's wealth of historical sites, and collaborative work in grade-level teams to integrate content and teaching strategies, Chesterfield's U.S. History teachers will acquire a deeper understanding and appreciation of traditional American History, and enhance their skills in teaching to higher standards. Through participation in this Institute, teachers will be better prepared to deepen their students'

understanding of significant issues in the history of the United States and how the principles of liberty and democratic government have shaped America's social, political and legal institutions.

Teacher competence and content knowledge are keys to student achievement. Studies repeatedly demonstrate the connection between teacher training in content areas and improved student performances, a connection stressed in the *No Child Left Behind* legislation's requirements for ensuring teacher quality. How well history is taught in the schools depends on how well history teachers know their subject (Wilson & Wineburg, *Subject Matter Knowledge in the Teaching of History*, 1992). Shulman identifies seven categories of base knowledge for teachers: content, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students and their characteristics, knowledge of educational contexts, and knowledge of educational ends. Of these, perhaps most important is pedagogical content knowledge, the blending of content and pedagogy into a clear understanding of how particular topics are organized, represented, and adapted to the diverse interests and abilities of the learners. Pedagogical content knowledge is what enables the master teacher to translate important information, ideas, and concepts into engaging instruction that deepens students' understanding (Shulman, *Knowledge and Teaching: Foundations of the New Reform* 1987).

This coupling of immersion in content with training in practical classroom application will be the focus of Chesterfield's Teaching American History Project (TAHP). During each year of the grant, approximately forty CCPS U.S. History teachers will enroll in that year's TAHP Content Training Institute. To focus on improving student achievement, participants will be selected on the basis of their need for content training, their educational or endorsement status, and/or on their school's low standardized test scores.

Each year's Institute will begin in October and conclude the following August. Three high-interest two-day seminars will be conducted during the school year. Each seminar will follow the same format: on Friday, participants will travel to a selected historical destination to engage

in a detailed site visit. Led by professional historians, teachers will explore the history and experience the physical presence of the site. On Saturday, teachers will convene at the Virginia Historical Society to continue to study the history exemplified at the previous day's site. Guided by guest lecturers and experts in the historical era under examination, participants will also examine relevant original documents and other source materials. The seminar will conclude with the teachers breaking into grade-level teams for practicums in the integration of the seminar's content into the classroom curriculum.

Jamestown Island: The first site visit will be to Jamestown Island, where the first permanent English settlement in North America was established in 1607, to tour the Association for the Preservation of Virginia Antiquities' *Jamestown Rediscovery* archaeological excavation of the settlement's original fort. Project archaeologists and historians will explain how discovery of new artifacts is enhancing historians' understanding of the early decades of the Jamestown settlement and roles of leaders such as Captain John Smith.

Historian Jon Kukla, an expert in the early history of Virginia, will make a presentation and lead a discussion on the establishment of governmental institutions in Virginia, including the General Assembly, the earliest representative legislative body in North America. Dr. Kukla's presentation will also cover the origins of Virginia as a slave society. Dr. Kukla is the author of *Political Institutions in Virginia, 1619-1660*.

Historian Helen Rountree, an expert in the history of the Powhatan Indians of Virginia and their neighbors, will make a presentation and lead a discussion on the encounters between Europeans, Africans, and Native Americans in early Virginia and their consequences. Dr. Rountree's presentation will also summarize the subsequent struggle for survival and modern revival of Virginia's Indians. Dr. Rountree is the author of *Pocahontas's People: The Powhatan Indians of Virginia through Four Centuries*.

Colonial Williamsburg: The second site visit will be to Colonial Williamsburg, which, as the capital of Virginia, was the scene of dramatic events as Virginians such as Patrick Henry, Thomas Jefferson, and George Mason joined leaders in other colonies first in challenging and then in breaking with the British Empire. Staff historians of the Colonial Williamsburg Foundation will provide a tour of the restored colonial capital, with attention to the maturation of colonial society during the 18th century.

Historians Woody Holton and Robert A. Gross will make presentations and lead discussions about the era of the American Revolution in Virginia and Massachusetts, respectively. Each will also explore how the methods of social history, especially with attention to the lives of people who were not members of the colonial elite, can add depth to understanding of the Revolution and the establishment of a constitutional republic. Dr. Holton is the author of *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*. Dr. Gross is the author of *The Minutemen and Their World*.

“The Road to Appomattox:” The third site visit will begin at the National Park Service’s Richmond Battlefield headquarters at the Tredgar Iron Works in Richmond. The tour will then follow the paths of the Union and Confederate armies south to the Petersburg National Battlefield. When the Union Army finally broke the Confederate lines there in spring 1865, Robert E. Lee’s army hurriedly retreated toward Appomattox Court House, where he surrendered to Union general Ulysses S. Grant on April 9, 1865.

Historian Chris M. Calkins, of the National Park Service and author of *The Appomattox Campaign*, will lead the tour and discuss the military history of the Civil War. Melvin Patrick Ely, author of the forthcoming book, *Israel on the Appomattox: A Southern Experiment in Freedom*, about a community of free blacks in Prince Edward County, adjacent to Appomattox County, will make a presentation and lead a discussion about life in the antebellum South and the transition to freedom after 1865.

Summer Institutes: The culminating Summer Institutes will provide a two-week period of in-depth exploration of key eras of American History, beginning with the early 1800's. Each day's agenda will begin with an introduction to materials from the Society's collections related to that day's subject matter, using the original sources to spur higher-level analysis. There will then be a 75-minute lecture by the guest historian followed by discussion of both the presentation and the readings, guided by the lecturer and the Project Director.

Following the daily content presentations by expert historians, teacher/participants will identify the themes that will provide the conceptual framework for units and lessons in their classrooms. Time for collegial discussion and feedback will allow each participant to take the information from the lectures and readings and plan instruction around the key ideas that go to the heart of the discipline of history. Dr. John Rossi, Associate Professor of Teacher Education at VCU and a teacher of high school history for 21 years, has extensive experience in conducting lively explorations of strategies for the teaching of American History. He will lead the Institute's efforts in connecting content to instructional strategies that promote student understanding and engage students actively in their learning. The final exercise of the day will consist of a debriefing during which teachers will have the opportunity to reflect on the day's activities and lesson, and to consult with Institute faculty.

The daily schedule for the Summer Institute will be as follows:

- 9:00 – 10:00 Using the Collections of the Virginia Historical Society
- 10:00 – 11:30 Topical Lecture
- 11:30 – 12:30 Discussion of Lectures and Readings
- 1:30 – 3:00 Integrating Content and Instructional Strategies
- 3:00 – 3:30 Debriefing

Specific eras and topics to be addressed during the Summer Institutes include

- Expansion and Reform

- Civil War and Reconstruction
- Urbanization and Industrialization
- Contradictions of Reform
- Depression and the New Deal
- Hot and Cold Wars
- The Era of the Civil Rights Movement
- Post-Y2K: A New Era?

A detailed matrix of each day's activities and the historians who have been invited to address the day's topic can be found in Appendix A. Vitae are included for those historians who have confirmed their participation.

The entirety of the Institute will focus on distilling conceptual themes of the American experience into specific teaching strategies that will make history exciting and meaningful for students. Instructional strategies will include: the use of visual images and role-playing to teach historical ideas and events; use of online primary sources from the Library of Congress' *American Memory Collection*, from the National Archives, and from other American History web sites to research historical problems; and the use of Webquests, political cartoons, maps, and other graphic information to teach American history.

Electronic Resource Notebooks: Additionally, the Project Director and Institute faculty members will identify and select VHS primary sources for inclusion in a permanent Electronic Resource Notebook (ERN), which will be part of the TAHP curriculum. The ERN, containing materials unavailable elsewhere, will be distributed to all Institute participants for use in their classrooms. When requested, TAHP curriculum materials and the ERN will also be made available to other Chesterfield teachers, to surrounding school districts, and disseminated through the National Teaching American History Project.

Coaching: Throughout the three-year period of the grant, the Project Director will serve as coach and mentor to CCPS History teachers, providing guidance in the development of stronger lesson plans that incorporate the resources and content of the Institute. The Project Director and Institute faculty will also be available as guest speakers to classes, while the CCPS Instructional Specialist for Social Studies will provide on-going monitoring of the teachers' classroom performance.

Graduate Course Credit: Teachers will have the opportunity each year to register their participation in the Institute as an independent study course with Virginia Commonwealth University's Department of History. With successful completion of the Institute and an additional scholarly research paper, teachers will receive three credits toward completion of a Master's Degree in History. Additionally, to encourage formal professional development beyond that provided by the TAHP Institutes, a scholarship fund will be created to assist teachers in completing graduate-level coursework in pursuit of a Masters Degree in American History, or to assist 6th and 7th grade teachers with K-6 or K-8 endorsements to obtain a secondary history endorsement

Continuing Training: Teachers' participation will not end with their completion of the Institute. All graduates of each year's Institute will have the opportunity to participate in the next year's trainings, and some graduates will be selected to serve as facilitators for the instructional strategies workshops at subsequent Summer Institutes. TAHP participants with particular interests and skills will be able to use the CCPS studio and equipment to videotape demonstrations of new resources, lesson plans, and instructional techniques. New teachers, elementary teachers, and others who have not been able to participate may use these resources as reference materials. In this manner, and through the availability of the Institute's Electronic Resource Notebook, the substance of the project will be disseminated to benefit the school district. TAHP participants will also continue their professional growth throughout the school

year and beyond the grant period through the use of *Blackboard*, Chesterfield's intranet-based electronic learning platform that provides access to online lessons, discussion boards, curriculum resources and interactive teaching.

At the conclusion of the three-year grant period, a concluding conference for all participants and faculty will be held to debrief, share lessons learned, obtain evaluation data and celebrate the conclusion of the project.

The specific goals and objectives of the project shown on the following table indicate the expected outcomes of the increased knowledge of content and teaching strategies.

<p>Program Goal: By September 2006, as a result of improved knowledge of historical and pedagogical content on the part of U.S. History teachers, a minimum of 80% of Chesterfield students in grades 6, 7, and 11 will achieve a passing score on the Virginia Standards of Learning U.S. History assessments.</p>
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Program Outcome Goals	Objectives
<p>1. By September 2006, as a result of participation in yearlong TAHP Content Training Institutes and continuing content-oriented staff development, 120 U.S. History teachers (40 trained each year) will demonstrate improved knowledge of historical content and instructional methodologies.</p>	<p>1.1. Each year by June 2005, 2006, and 2007, 120 participants of the 2004, 2005 & 2006 Training Institutes will demonstrate improved content knowledge, use of methodologies, and new strategies for teaching U.S. History, as documented by lesson plans and classroom observation</p> <p>1.2. In the spring of 2005, at least 34 (85%) of forty 6th, 7th and 11th grade TAHP participants will demonstrate improved content knowledge by scoring 90% correct or better on the SOL test for the course they teach.</p> <p>1.3. In the spring of 2006, at least 38 (95%) of forty 6th, 7th, and 11th grade TAHP participants will demonstrate improved content knowledge by scoring 90% correct or better on the SOL test for the course they teach.</p> <p>1.4. In school years 2004-05 and 2005-06, the Instructional Specialist will document improvements in classroom instruction by those teachers who have participated in the Institutes in comparison to those who have not yet participated.</p>
<p>2. By September 2006, Chesterfield County Public Schools will complete a successful transition to teaching U.S. History as a separate distinct subject in 6th, 7th and 11th grades, aligned with rigorous standards-based assessments</p>	<p>2.1 Beginning in September 2005, as a result of extensive training in content, CCPS administration and 6th and 7th grade teachers in eleven Chesterfield Middle Schools will develop separate, dedicated U.S. History curricula and lesson plans aligned with Virginia Standards Standard of Learning U.S. History objectives.</p> <p>2.2 By May 2006, lesson plans of TAHP Institute participants for 6th 7th and 11th grade U.S. History courses will refer to specific Standards of Learning objectives and will be aligned with pacing guides as documented by ongoing review of lesson plans.</p> <p>2.3 Beginning in May 2006, 6th and 7th grade Chesterfield students in each of eleven middle schools will be tested in the U.S. History Standards of Learning tests, successfully achieving a minimum 80% pass rate.</p>
<p>4. By September 2006, Chesterfield Public Schools Project Staff will publicize and assist CCPS U.S. History teachers in attaining higher levels of professional achievement and endorsements.</p>	<p>4.1 By January 2004, TAHP project staff will survey CCPS U.S. History teachers and identify potential candidates for a Master's Degree in History, or History endorsement.</p> <p>4.2 By August 2004, a minimum of 10 CCPS U.S. History teachers will have enrolled in or completed coursework leading to a Master's Degree in History, or endorsement for teaching U.S. History at the secondary school level.</p> <p>4.3 By August 2006, a minimum of 25 CCPS U.S. History teachers will have enrolled in, or completed coursework leading to a Master's Degree in History, or endorsement for teaching U.S. History at the secondary school level.</p>

C. Need for Project (20 pts)

Demographics: Chesterfield is a large and economically diverse county located in central Virginia between the two historic southern cities of Richmond and Petersburg. Its school system is the fourth largest in the state, serving approximately 54,000 students in grades kindergarten through 12. The county's demographics include a predominance of middle-class neighborhoods, as well as areas of extreme poverty and of relative wealth. Although the district's overall free and reduced lunch rate of 22.9% is comparable to the national rate (approximately 21%), schools located along the transportation corridor between Richmond and Petersburg have an average free and reduced lunch rate of 60.6% and qualify for school-wide Title I services. Not coincidentally, it is these schools that consistently score lowest on Virginia's mandated standardized assessments.

During the past fifteen years, CCPS has added approximately 16,000 students, or an increase of close to 30%. Adding to the challenges facing the school district is an explosive growth in non-English speaking residents. According to Census 2000, Chesterfield County has seen 59% and 263% increases in the Asian and Hispanic populations respectively since 1990. Most of the recent arrivals have little knowledge or understanding of the American historical experience and require extensive instruction in the basic concepts of the nation's history.

These demographic changes, together with the estimated replacement of 45% of current History teachers within the next five years due to retirement and attrition, ensure a substantial influx of new teachers entering the system. Research indicates that teachers are more effective as they gain experience in the classroom, and there is no question that the large numbers of new teachers will have an impact on the teaching of History in Chesterfield County.

Accountability: In 1994, the Virginia Department of Education began a statewide system of accountability for both teaching and learning. The Virginia Standards of Learning (SOLs) set high, clear, and measurable academic standards, regularly test student progress toward meeting those standards, and ensure accountability by tying school accreditation to student achievement.

The Virginia SOLs for Social Studies are history based and include specific standards in U.S. History at the elementary, middle, and high school levels. Virginia's system for accountability and higher achievement has been recognized as one of the leaders in the nationwide movement toward standardized assessment, now institutionalized in the *No Child Left Behind* legislation. Virginia's SOL tests have been consistently recognized for presenting an accurate measure of student knowledge (American Federation of Teachers Report, *Making Standards Matter: A 50 State Report on Efforts to Raise Academic Standards*, August 1995, 1996, 1997).

As the Standards of Learning reform effort has progressed, schools throughout Chesterfield have aligned curriculum to assessments, and the district has trained teachers to use disaggregated SOL test results to drive instructional improvements. As a result, Chesterfield has achieved substantial progress in meeting or exceeding the minimum pass rate in all content areas. Scores in American History, however, have consistently lagged behind scores in other core content areas. Only in the past year has the county average on U.S. History scores met the minimum pass rate. This improvement has been the result of a number of initiatives, including multiple offerings of the SOL test coupled with intensive remediation efforts. Some county schools still fall significantly below the target pass rate. Teachers in these schools will be those first targeted for participation in the Training Institute.

History as a Separate Subject: In the fall of 2001, after careful analysis of the acknowledged deficits in student achievement in history, CCPS administration began a transition to a restructured sequence of history coursework. Previously, American History was taught in conjunction with civics and economics in 7th and 8th grades as Social Studies I and II. In accord with the premise of the Teaching American History Grant Program, CCPS concluded in 2001 that American History is best taught as a separate, distinct course, emphasizing content and devoting instructional time to communicating major concepts, themes, and turning points in the nation's past. The table below shows the new middle school structure:

	Course Sequence Prior to 2001	Course Sequence Beginning 2004
6th Grade	Introduction to World History	U.S. History I (through Reconstruction)
7th Grade	U.S. Social Studies I (History, Civics & Economics through Reconstruction)	U.S. History II (post-Reconstruction)
8th Grade	U.S. Social Studies II (History, Civics & Economics post Reconstruction.)	Civics & Economics

This restructuring confronts the district with a serious deficit in content knowledge: 6th and 7th grade teachers need immediate and intensive training in American History and ongoing support as they begin teaching the new curriculum. Sixth grade teachers, who may have little or no content knowledge of American history, will need preparation to teach a dedicated course in early American History. Seventh grade teachers, who previously taught early American History, will need substantial preparation in post-Civil War American History.

Teacher Quality: Of Chesterfield County’s current base of approximately 200 secondary History teachers, 65% of high school and only 39% of middle school teachers have undergraduate History degrees or degrees in education with concentrations in History. In the middle school grades (6th, 7th and 8th) 47% of those currently teaching History or Social Studies hold only a general elementary school endorsement, and a mere 10% hold Master’s Degrees in History.

Surveys of secondary school department chairs consistently identify the need for additional staff development in content to maintain and improve teacher competence. Teachers rate in-depth study of content and of new methods of instruction as most influential in improving their classroom practice (National Center for Educational Statistics, 1998). From the advent of Virginia’s SOLs in 1994 to the present, CCPS has not provided content-oriented staff development in American History. Instead professional development has focused on aligning curriculum with the SOLs, the analysis of disaggregated data, test-taking strategies, and on improving study skills. In the past funding for staff development through Title II has focused on

Science and Mathematics, and, with the broadened focus of Title II, the district is now concentrating on staff development in reading as the foundation of academic success.

The lack of previous and ongoing content-oriented professional development, combined with schools with low achievement scores on rigorous standardized assessments, relatively low percentages of teachers holding degrees in history and history endorsements, new teachers coming into the district at a high rate, and a major restructuring into new instructional areas are all factors that provoke concern. Without significant intervention, Chesterfield County may experience a decline in student scores in the History-based SOLs rather than continuing progress toward exceeding minimum standards of achievement.

D. Partnerships (10 points)

The Virginia Historical Society: Chesterfield's primary partner in the Teaching American History Project will be the Virginia Historical Society (VHS). Located in nearby Richmond, the Society was established in 1831 to collect and preserve the materials of Virginia's history. In the ensuing 170 years, the VHS collections have grown to include more than six million processed manuscripts, 120,000 books (8,000 of which are considered "rare"), 700 portraits, 100,000 photographs, and tens of thousands of newspapers and artifacts. Because of the importance of these collections to the whole of American history, more than 10,000 people from all over the world visit the Society annually to conduct research in its libraries.

From its inception in 1990, the VHS's Education Department identified Virginia's teachers as its primary constituency and providing them with accurate, content-specific programs based on the latest historical scholarship as its primary task. In 1998, the Society opened its long-term core exhibit "The Story of Virginia, an American Experience." The exhibit, tours, and guidebook are closely tied to the state's Standards of Learning objectives for Virginia and American history, and teachers find the exhibit an engaging way to teach history and reinforce the standards. Consequently, more than 20,000 students visit the Society annually.

Chesterfield is extremely fortunate to have the resources and expertise of the Virginia Historical Society nearby. Over the years, many of the district's teachers have taken advantage of its exhibits and seminars, but without the opportunity for the intensive sustained professional development described here. Because of its wealth of experience, unique collections, international reputation and the previously established relationship with the county's educators, the Society was the logical first choice for partnering on the Teaching American History grant.

The Virginia Historical Society will contract with Dr. John Kneebone to serve as the Project Director for Chesterfield's TAHP. Most recently Director of the Publications and Educational Services Division of the Library of Virginia, Dr. Kneebone is a distinguished historian who served as Director of the Virginia Colonial Records Project and co-editor of the Dictionary of Virginia Biography from 1986 through 2002. With a strong background in the history of the American South, Dr. Kneebone has developed and taught a number of courses at Harvard, Princeton and the University of Virginia, and currently teaches at Virginia Commonwealth University.

Dr. Kneebone, VHS Director of Education William Obrochta, and VHS Curator of African American History Laurantette Lee will be instrumental in the development of the Institute curriculum, identify which of the Society's wealth of resources and materials the Institutes will reference, and direct the activities of the Institutes.

The Association for the Preservation of Virginia Antiquities (APVA): The APVA is the oldest statewide preservation organization in the nation. Founded in 1889, with the purpose of rescuing Jamestown Island from decay, the APVA began to acquire and preserve properties of all description. Today the APVA maintains 34 historic properties, the most prominent of which is Jamestown Island. Historians and archeologists of the APVA continue to excavate and date thousands of artifacts dating to the first half of the 17th century. Through this grant, teachers will

have the opportunity to see current excavations and learn from on-site archeologists the implications of recent findings.

The Colonial Williamsburg Foundation (CW): A private, not-for-profit educational institution, CW preserves and provides interpreters for the restored historic town. While the foundation is an active participant in history education in schools through a wide variety of educational outreach programs, historians with the foundation also offer teachers the opportunity to examine the historic area as a living laboratory, and to discover new and engaging ways to present the past to their students.

The National Park Service (NPS): Fully 60% of the National Park Service's 388 parks are preserved as historic sites. Virginia is rich in historic areas under the protection of the Park Service, including Jamestown Island (with the APVA), Richmond National Battlefield Park, which oversees five visitors' centers in and around the capital city, Appomattox Courthouse, and a number of other sites significant to our nation's history. Historians with the NPS are available for in-depth presentations on the events and significance of each site.

Additional Partners: Individual historians and professors of History will partner with Chesterfield County in this project including members of the faculty of the Departments of History at the College of William and Mary, the University of Richmond, Virginia State University and Virginia Commonwealth University. Curriculum Vitae and letters of commitment can be found in the appendix.

E. Quality of management plan (10 points)

Chesterfield's Teaching American History Project will utilize the combined staff resources of the partners, with primary fiscal responsibility for the project resting with Chesterfield County Public Schools Central Administration. Dr. Kneebone, under contract to the Virginia Historical Society, will direct the activities of the Institute and serve as lead faculty in each of the trainings, providing thematic and contextual continuity between expert guest lecturers. He will also serve

as the principal liaison between the project’s partners and guest lecturers, ensuring the cohesiveness of project as a whole. Dr. Kneebone, William Obrochta, and Laurantette Lee will coordinate the project activities through the Virginia Historical Society, contracting with additional partners and lecturers for the Institutes.

Joel Dexter, the Chesterfield County Public Schools Instructional Specialist for Social Studies will serve as the Project Director’s point of contact with the teachers and the district. Mr. Dexter has over 27 years experience in the classroom, the majority of which was as a high school Social Studies teacher, and nine years as Department Chair. He has been Instructional Specialist for three years and as such, is responsible for the activities of all of Chesterfield’s History and Social Studies teachers, including curriculum development and alignment with Virginia Standards of Learning, and coordinating all staff development efforts. It will be his responsibility to identify and enroll each cohort of teachers for the Institutes, and to ensure the integration of Institute knowledge and resources into the CCPS U.S. History curriculum at each of the three target grade levels. Mr. Dexter will also be responsible for serving as liaison between the project and CCPS Instructional Technology Staff who will maintain and update *Blackboard* discussions and lessons.

The Project Director, VHS staff, and the CCPS Instructional Specialist will be supported by a part-time administrative assistant who will have responsibility for facilitating communications between the partners, managing the logistics of the Institutes, and assisting the Project Evaluator in collecting data.

A timeline detailing project tasks, benchmarks and staff responsibilities follows:

Time Frame	Activities	Responsible Partners
October 2003	Project Team Convenes , including <ul style="list-style-type: none"> ▪ Dr. John Kneebone, TAHP Project Director ▪ Joel Dexter, CCPS Instructional Specialist for Social Studies ▪ Fred Scott, CCPS Instructional Specialist for Technology ▪ William Obrochta, Virginia Historical Society Director for Education 	Project Director, Project Team

	<ul style="list-style-type: none"> ▪ Lauranette Lee, Virginia Historical Society Curator of African American History ▪ Dr. John Rossi, VCU School of Education, Associate Professor Division of Teacher Education ▪ Dr. James H. McMillan , Metropolitan Educational Research Consortium, Virginia Commonwealth University ▪ CCPS Instructional Specialist works with CCPS Staff Development office to identify potential candidates for Masters Degrees and/or secondary endorsement ▪ 40 – 2004 Institute participants selected. Criteria include teachers in low-performing schools and those needing secondary endorsement. ▪ Develop evaluation tools & assessments 	<p>CCPS Staff Development</p> <p>CCPS Project Staff Dept. Chairs</p> <p>Project Evaluator</p>
Late October/ Early November 2003	2004 TAHP Institute Convenes. First Training Seminar conducted: 2 days including Institute introduction & overview, field experience at Jamestown, lecture, & discussion. Pre-test conducted with participants	Project Team, Institute Faculty Project Evaluator
Early February and Late March 2004	2nd & 3rd Training Seminars conducted: 2-Day trainings, Visits to Colonial Williamsburg and Appomattox Courthouse. Second day consisting of related lectures, discussion, interactive exercises and methodology.	Project Team Institute Faculty
October 2003 – June 2004	<ul style="list-style-type: none"> ▪ Publicize opportunity for pursuit of graduate degrees and/or secondary endorsement ▪ Identify and select VHS materials for Institute use ▪ Plan and schedule tours of area sites ▪ Develop Summer Institute Curriculum ▪ Identify, invite and confirm Institute Guest Lecturers ▪ Discuss and research application of technology, including development of resource materials. ▪ Develop Institute materials including texts & notebooks 	<p>CCPS Instruc. Specialist</p> <p>Project Director, Administrative Assistant, Project Team</p>
July – August 2004	2004 Summer Institute conducted for 40 – 2004 Institute participants, two weeks, five days/week, seven hours/day.	Institute Faculty
August 2004	Project Director & CCPS Instructional Specialist work with 2004 TAHP Institute graduates to develop lesson plans and individual instructional strategies	Project Director CCPS Inst. Sp
September 2004 – June 2005	<ul style="list-style-type: none"> ▪ 2004 TAHP graduates implement Institute strategies in classrooms, assisted and monitored by Project Team. ▪ New content information, VHS research and resources, peer comment and feedback available to 2003 TAHP graduates via <i>Blackboard</i> online learning platform. ▪ Selected 2004 graduates develop & produce training videotapes demonstrating Institute strategies and resources 	<p>2004 TAHP graduates</p> <p>CCPS Instructional Technology</p> <p>2004 TAHP graduates</p>

	<p>for use by CCPS U.S. History teachers.</p> <ul style="list-style-type: none"> ▪ 40 – 2005 Institute participants identified and invited. ▪ Planning for 2004 Summer Institute, including revisions to curriculum, etc. as above. ▪ 	<p>CCPS Instructional Specialist Project Team</p>
<p>November 2004 – August 2006</p>	<p>2005 and 2006 Content Training Institutes continue as above, with revisions and improvements as indicated by evaluation findings</p>	<p>Project Team, Institute Faculty Evaluator</p>

G. Quality of the project evaluation (20 points)

Dr. James H. McMillan, Director of the Metropolitan Educational Research Consortium (MERC), will provide evaluation services. MERC, a partnership between Virginia Commonwealth University and seven Richmond area school divisions, provides a vehicle for providing technical expertise and personnel skilled in evaluation. The design will utilize quantitative and qualitative data gathered through surveys and focus groups of each cohort of Institute participants, interviews with Institute facilitators and instructors, and surveys of U.S. History CCPS teachers. Interim reports following each evaluation activity will be provided to relevant Project Staff members to permit periodic assessment of progress.

The increase in teacher knowledge will be assessed by documenting the direct link between the yearlong training and improved teacher knowledge of historical and pedagogical content. A Likert-type survey with open-ended questions will be completed by Institute participants at the beginning of each First Training Seminar and again at the end of the Summer Institutes to assess self-perceived changes in knowledge of historical and pedagogical content and the degree to which targeted areas in U. S. History content and pedagogy are understood (*TAHP Participant Survey (Pre- and Post-)*). This *TAHP Chesterfield Teacher Survey* will contain a demographic section that outlines key variables such as years of teaching experience, district geographic location, grade level, and area of endorsement.

At the end of each of the three Training Seminars and the Summer Institutes, participants will also complete a short evaluation form to offer immediate feedback to Project Staff members. To capture in-depth perceptions of professional development, focus groups will be conducted with the 25 participants after each yearlong Training Institute, and once during the school year (*TAHP Focus Group Protocol*). Interviews will also be conducted with Training Institute facilitators and instructors to obtain data on participant improvement in historical and pedagogical content knowledge.

The impact on CCPS students will be assessed by documenting the direct link between improved teacher knowledge of historical and pedagogical content and quality of instruction. This will be accomplished by working with other Project Staff members to collect and analyze classroom observation data each year for the 40 TAHP graduates. Pre- and post- SOL test results of participants, teacher lesson plans, teacher degree type or endorsement area, and student SOL test scores will also be housed in a database. To the extent possible, classroom pre- and post-tests will be used to document student learning.

Items on the instruments of evaluation will draw from the Virginia Standards of Learning objectives for U. S. History, the goals of the Project, and the scholarly literature on teachers' content and pedagogical knowledge. Instruments will be developed in consultation with appropriate Project Staff members and piloted by Dr. McMillan. Survey data will be entered and analyzed in SPSS Software for Windows. Descriptive statistics will be calculated for each item on the instruments, and open-ended questions will be analyzed for themes and trends. Interviews will be tape recorded and transcribed to enhance authenticity of the results, and transcripts will be coded and reviewed using Hyperresearch qualitative software.