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### A. Quality of the project design (35 points)

The 2014 National Assessment of Educational Progress illuminated the state of history, civics, and geography education in America: only 18% of Gr. 8 students were proficient in US history, 23% in civics, and 27% in geography.<sup>1</sup> Research shows a correlation between studying civics in school and adult civic engagement. A 2012 survey by the Center for Information and Research on Civic Learning and Engagement shows a “very clear relationship” between civics education and adult civic engagement: 63% of respondents who reported studying voting in high school cast ballots in 2012 versus 43% of respondents who said they had not studied voting.<sup>2</sup>

At a time when issues around citizenship are at the forefront of the national conversation, the contrast between what students should know and what they do know is stark. In a speech in 1959, Dr. Martin Luther King Jr. said, “In order to set forth a meaningful analysis of the future, it is often necessary to get a clear picture of the past.”<sup>3</sup> Nearly sixty years later, E. D. Hirsch, professor emeritus of education and humanities at the University of Virginia, describes “a current America longing for a more perfect union,” but frustrated by “our sense of loss and disunity.”<sup>4</sup> Hirsch places responsibility for the disunity on a failure to teach American history and its civic principles to all Americans across geographic, generational, and party lines.

The National Council for the Social Studies’ College, Career, and Civic Life (C3) Framework states history, civics, and geography education should “prepare students for their post-secondary futures . . . and the critical thinking, problem solving, and collaborative skills needed for the workplace.” When students study US history, civics, and geography, they internalize

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<sup>1</sup> Source of data: 2014 National Assessment of Educational Progress, <https://nces.ed.gov/nationsreportcard/>.

<sup>2</sup> “What Do Young Adults Know about Politics? Evidence from a National Survey Conducted after the 2012 Election,” Center for Information and Research on Civic Learning and Engagement (Boston: Tufts, 2013).

<sup>3</sup> Martin Luther King Jr., Speech delivered at Yale University, January 14, 1959, The Gilder Lehrman Institute of American History, New York NY, GLC07706.

<sup>4</sup> E. D. Hirsch, “A Sense of Belonging,” *Democracy* 44 (Spring 2017).

these skills to be knowledgeable and engaged participants in their communities.

K-12 history and civics education has often centered on secondary sources in which the words and thoughts of historical figures have been filtered and interpreted. However, primary sources are increasingly recognized as vital to student engagement and learning. Beyond content knowledge, close reading of primary sources benefits student learning in all subject areas. They explore multiple perspectives, tease out arguments, examine the factual basis of those arguments, and develop their own abilities to express opinions and arguments.

But for students to hone these critical skills, teachers must have the resources and the strategies to incorporate content knowledge and primary sources into lessons. The Gilder Lehrman Institute of American History sees *A More Perfect Union* (AMPU), a K-12 professional development program, as an opportunity to increase over 250 teachers' content knowledge and provide new and innovative pedagogical resources and strategies to bring back to their classrooms. This project expands work the Institute has been doing for more than two decades in American history education because we believe the path to a more perfect union begins with an educated and active populace—starting in elementary, middle, and high school. The Institute looks forward to partnering with the Los Angeles Unified School District and the Del Norte and Humboldt County Offices of Education in rural northern California.

Founded in 1994 by philanthropists Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute (GLI) is a leading non-profit American history organization dedicated to K-12 education. Each year GLI programs benefit tens of thousands of teachers and millions of students across the country. The Institute's work has been recognized with awards from the White House, the National Endowment for the Humanities, and the Organization of American Historians.

**A More Perfect Union Logic Model**

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short Term	Medium Term	Long Term
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Gilder Lehrman Institute of American History</li> <li>• GLI online resources</li> <li>• Los Angeles Unified, Del Norte and Humboldt County Offices of Education</li> <li>• Historians from Humboldt and Long Beach State Universities</li> <li>• Local historical organizations</li> <li>• GLI Master Teachers</li> <li>• Instructional Coaches</li> <li>• School-embedded coaching and PD</li> <li>• Curricular materials for PD and classrooms</li> <li>• Evaluation Team</li> </ul>	<b>Grant Activities</b> <ul style="list-style-type: none"> <li>• Northern California and Los Angeles cohorts</li> <li>• Over 100 hours of PD in American history, civics and geography for 100+ teachers per year</li> <li>• School embedded PD from Instructional Coaches (two coaching cycles per year)</li> <li>• Teachers complete two fifteen hour online classes from GLI.</li> <li>• Provide access to print and online materials for teacher participants</li> <li>• Study with local historical organizations</li> <li>• 100 annual student engagement observations</li> <li>• 20-30 teachers participate in summer institutes.</li> </ul>	<b>People Served</b> <ul style="list-style-type: none"> <li>• 100 Gr. 4/5 teachers (including EL and Special Education teachers) in LAUSD and Del Norte and Humboldt County</li> <li>• 2,500+ Gr. 4/5 students per year in AMPU classrooms</li> <li>• 70 Gr. 8 teachers (including EL and Special Education teachers) in LAUSD and Del Norte and Humboldt County</li> <li>• 7,000+ Gr. 8 students per year in AMPU classrooms</li> <li>• 80 Gr. 11/12 teachers (including EL and Special Education teachers) in LAUSD and Del Norte and Humboldt County</li> <li>• 10,000+ Gr. 11/12 students per year in AMPU classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• 50 teachers (Year One) and 100+ teachers (Years two and three) trained.</li> <li>• Increase teacher content knowledge of American history.</li> <li>• Teachers begin use of effective teaching strategies learned in project PD.</li> <li>• Teachers practice effective teaching strategies from PD as part of in class coaching.</li> <li>• Teachers implement content literacy strategies in history classes.</li> <li>• Students improve their content knowledge of American history, civics and geography.</li> <li>• Improve literacy skills for English Learners, low income and other underserved student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use improved content knowledge of US history, civics and geography in their instruction.</li> <li>• Teachers increase use of effective teaching strategies learned in project PD and supported through in-class coaching.</li> <li>• Teachers more effectively implement content literacy strategies in history classes.</li> <li>• Students demonstrate their improved content knowledge of US history, civics and geography in higher level thinking tasks.</li> <li>• Increase number of students of AMPU teachers meeting or exceeding reading standards on CAASPP exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain use of improved content knowledge of US history, civics and geography in their instruction.</li> <li>• Sustain use of effective teaching strategies learned in project PD and supported through in-class coaching—without additional support.</li> <li>• Sustain use of content literacy strategies in history classes.</li> <li>• Students continue to demonstrate their improved content knowledge of US history, civics and geography in higher level thinking tasks</li> <li>• Number of students meeting or exceeding standards continues to increase.</li> </ul>

**Process Evaluation:**

Using data determine to what level the project is meeting benchmark goals. Determining what works/doesn't work using the Fidelity Matrix. Are there unintended outcomes? If so, what are they? How do we respond?

**Impact Evaluation:**

Judging the Merit/Worth of the project. Did it achieve project goals? If so, can the evaluation determine a strong causal relationship. Did the project outcomes result in "evidence of promise"?

(i) Extent to which the proposal represents an exceptional approach to the competition priorities.

AMPU is designed to meet the Absolute and Competitive Preference Priorities and provide a *sustainable and scalable model* of professional development (PD) resulting in *innovative instruction to improve student learning* particularly among *underserved student populations*. To achieve this, AMPU combines face-to-face instruction, online study and resources (CPP), in-class coaching, and summer institutes. The program integrates open source resources from GLI, historian presentations conducted by teleconference (to limit costs), local university professors (to limit cost and develop sustainable local capacity), and low-cost summer institutes (i.e. GLI Teacher Seminars and NEH Landmarks of American History Workshops). While not all aspects of the program are free, most are replicable by school districts. For instance, while instructional coaching requires staffing, coaches are already deployed in districts nationwide—and can adopt effective methods. AMPU is designed as a model to be followed using existing district resources.

**Addressing the Absolute Priority in Innovative and Replicable Ways**

AMPU will pilot and assess the effectiveness of innovative and replicable PD:

- in diverse rural and urban high-needs schools in California and compare student outcomes.
- that uses history and civics to improve students’ overall literacy.
- that blends face-to-face, online and in-classroom professional development and coaching.
- that utilizes open source and low-cost online resources from Gilder Lehrman to minimize cost.

The Institute is ideally positioned to develop and implement a robust K-12 history and civics education PD program that (1) strengthens teachers’ knowledge and expands their resources for teaching American history and civics, and (2) builds partner districts’ capacity to sustain the program. *A More Perfect Union* will provide students in the underserved communities of Los Angeles, Del Norte, and Humboldt Counties, with unique opportunities to develop a deeper understanding of history and civics, and an appreciation for primary source materials. GLI has a proven track record of creating and delivering top-quality educational materials and managing large-scale, national American history programs aligned with state and national standards.

The Gilder Lehrman Institute stands out not only for its success in the field of K-12 education, but also for the unique resources and networks it draws on in creating and implementing programs for students and teachers. Primary source documents are central to the Institute's approach. GLI creates programs that equip students and teachers with both the content and the skills to examine the past directly through the words of those who lived it. Containing more than 65,000 letters, diaries, maps, pamphlets, printed books, newspapers, photographs, and ephemera, the **Gilder Lehrman Collection** documents US political, social, and economic history.

The Institute's work is also bolstered by its access to award-winning historians and master teachers. Historians are selected for their eminence as historians plus their ability to communicate effectively with K-12 teachers. GLI Master Teachers are highly experienced educators who design the pedagogical elements of PD such as Teacher Seminars and website materials.

**Affiliate School Program:** The Gilder Lehrman Affiliate School Program includes more than 13,500 K-12 schools in all 50 states, 4 US territories, and 39 foreign countries and reaches more than six million students yearly. Sixty percent of the Affiliate Schools are Title I schools. GLI provides teachers and students in Affiliate Schools with support, PD, educational resources, and tools designed to bring American history to life—all free of charge.

**Website:** The Gilder Lehrman Institute's website provides hundreds of essays and videos by leading scholars, annotated primary sources, timelines, and exhibitions for teachers and students to integrate in educational programs and projects. Lesson plans are also freely available for teachers at all levels. Elementary school lesson plans include the exploration of America through texts such as the Declaration of Independence and Pledge of Allegiance. The middle and high school resources open more complex topics in American history and civics, with age-appropriate lessons on the Electoral College and the evolution of the Constitution.

With 20 years of success developing K-12 history programs—and drawing on the Gilder Lehrman Collection and unparalleled access to scholars, schools, teachers, and students—GLI is prepared to establish and lead *A More Perfect Union* for the underserved students in northern and southern California. GLI partnered with these districts on eight Teaching American History grants. The Institute’s experience developing wide-reaching, large-scale programs in American history, combined with the experience and talent of the local partners, will provide a foundation for the implementation of the K-12 history and civics education PD program described below.

### California’s New History–Social Science Framework (2016) and the Fair Act of 2012

While the program will be nationally replicable, it also addresses two recent and significant changes to California’s History–Social Science education landscape.

(1) The **History–Social Science Framework** integrates the Common Core (adopted 2010) and English Language Development Standards (adopted 2012), which are referenced throughout the framework, and also includes “classroom examples” that provide concrete models of how to incorporate these new standards into instruction. The framework reflects the State Board of Education’s mandate to base coursework on the latest historiography and disciplinary research and include such topics as the Armenian Genocide, the Bracero Program, and voter education.

Civics is embedded in the California’s new state framework. Besides specific content listings (like the development of the Bill of Rights in Gr. 4/5, Gr. 8 and 12, and the Suffrage Movement in Gr. 11 and 12) the framework requires teachers instruct students in how American democracy works and their role in it. Teachers are encouraged to engage students in civic discourse, promote public service, and work to improve their communities through problem/project-based learning. AMPU will integrate such civics-related problem/project-based learning into the program.

(2) Passed by the state legislature in 2012, the **Fair Education Act** stipulates “Instruction in social sciences shall include the early history of California and a study of the role and contrib-



utions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”

### **A More Perfect Union Program Description**

*A More Perfect Union* will provide a nationally replicable/scalable model of ongoing PD that supports innovative instruction and learning strategies to improve student success in American history, civics, and geography. Each year AMPU will provide 100-110 teachers (250 total including Special Education and English Learner teachers) in Northern California and Los Angeles over **100 hours** of PD and the opportunity to earn six graduate history units.

#### **School Year Meeting/Activity Schedule:**

- Eight Saturdays per year at local school site (60 hours)
- Two online courses from the Gilder Lehrman Institute per year (30 hours)
- Two coaching cycles in participating teacher’s classroom per year (5-10 hours)
- Reading of history texts, primary source and other documents at home (30 hours)

**Summer Activities:** Each summer 20-30 teachers will participate in weeklong institutes through GLI, NEH, and other organizations. Because summer programs like the GLI Teacher Seminars and NEH Landmarks typically cover all costs once a teacher has arrived at the location, this is a low-cost way to provide teachers with intensive PD. Travel costs to institutes (beyond what is reimbursed by the sponsoring programs) will be reimbursed directly to AMPU teachers.

**Staggered Cohorts:** AMPU will pilot the program in Northern California one year and repeat it the next year in Los Angeles with two cohorts of teachers.

<b>A More Perfect Union Teacher Cohorts</b>			
<b>Year</b>	<b>Humboldt and Del Norte Counties</b>	<b>LAUSD</b>	<b>Tchrs. yearly</b>
<b>2017-20</b>	Master’s Degree Cohort: Program activities + additional graduate work (10 teachers)	None—Planning Year	10
<b>2017-18</b>	Gr. 4 & 5 teachers (40 teachers)		40+10
<b>2018-19</b>	Gr. 8/middle grade teachers (40 teachers)	Gr. 4 & 5 teachers (60 teachers)	100+10
<b>2019-20</b>	Gr. 11 & 12 history/social studies teachers (40 teachers)	Cohort 1: Gr. 8/middle grade teachers (30 teachers) Cohort 2: Gr. 11 & 12 history/social studies teachers (30 teachers)	100+10
<b>Principal/Site Administrator Cohort</b>			
<b>2017-20</b>	10-15 principals* per year: two sessions yearly + participation in coaching		10-15
*Number of principals to be determined by the number of schools at which participants teach.			

The proposal builds upon the successful work of the Gilder Lehrman Institute to support the teaching of American history. In addition, our local partners successfully implemented eleven Teaching American History (TAH) grants that served over 500 teachers, including over 50 who earned master’s degrees in Social Science with an Emphasis in Teaching American History.

<b>Cohort</b>	<b>Content Focus</b>
Master’s Degree	Pre-Columbian to 21 <sup>st</sup> Century, and Amendments 1-27
Gr. 4 and 5	Pre-Columbian to the Rev. War and Constitution, California history up to 1860s
Gr. 8	Constitution to the Gilded Age, and Amendments 1-15
Gr. 11 and 12	Gilded Age, Imperialism and the 20th Century and Amendments 13-27
Principals	Two trainings (reviewing standards) + participation in two coaching cycles.

**Advantages of a multi-grade cohort design** include the opportunity to serve more teachers while providing teachers (particularly elementary and middle grade teachers) a shorter commitment. When surveyed, more teachers were willing to commit for one year than three years. This also aligns with our experience with TAH grants nationwide. The grade-level cohort design also allows the delivery of content in sync with the state history framework, so teachers study a topic and then teach it to their class. For instance, in February Gr. 8 teachers will learn about the causes of the Civil War before teaching it to their students. The next February Gr. 11/12 teachers will study Civil Rights prior to teaching it to the history and government/civics classes.

**Master’s Degree Cohort:** In 2015 California passed legislation that encourages community colleges and high schools to partner to offer dual enrollment classes where high school students can earn college credit. The advantages for students include: (1) the cost—the classes are free, (2) the ability to earn six units of US History college credit instead of three US credits and three elective credits as is typical with most universities that honor AP credits, (3) these credits are accepted by universities no differently than other credits earned at an accredited community college, (4) the students earn a grade for the totality of their work—instead of one high-stakes examination, and (5) the grade points students have earned carry over to their college transcript.

To teach these classes a teacher must qualify according to the rules of the California Community Colleges, which require an MA in History. Only three high schools in Northern California now offer college classes instead of Advanced Placement (AP) US History because of a lack of qualified teachers. While AMPU does not include an MA program, ten north state high school teachers will participate for all three years and in the process earn nine graduate US History credits from Humboldt State University that they can use toward an MA in History. The long-term benefit will be more high school students earning college credits in US history. Due to district rules LAUSD will not offer the three year cohort.

**Rigorous Content:** Teaching to the standard required for graduate history units ensures a high level of quality and rigor. All teachers will benefit from the higher level of discourse.

<b>Saturday Meeting Schedule Template</b>		
<b>Schedule</b>	<b>Topic</b>	<b>Responsible parties</b>
8:30 am-11:00 am	Whole group discussion of assigned historical text, lecture from GLI or locally based historians and related case studies, close study of primary sources	Lead historian and/or guest historian
11:00 am-12 pm	Effective Instruction – coaching	Master Teachers/Instructional Coaches
12:00pm-12:30 pm	Lunch and review of grade-level State History, Social Science Content Standards	

12:30 pm-1:30 pm	Smaller groups review related primary source documents for use in their classes.	Master Teachers/Instructional Coaches/Historians
1:30 pm-3:30 pm	Smaller groups receive instruction in content-related teaching methods, geography and literacy—using GLI’s <i>Teaching Literacy through History</i> .	Master Teachers/Instructional Coaches
3:30 pm- 4:00 pm	Debrief, next steps, and evaluation	Master Teachers/Instructional Coaches/Lead Historians

### Primary Sources from the Gilder Lehrman Collection

Twenty documents from the Gilder Lehrman Collection were selected as essential primary sources for teachers to study and will be available to students on the GLI website. They include documents that are indispensable to the study of American history and civics, including the Declaration of Independence, the Constitution, and the Emancipation Proclamation. But they also feature documents that humanize the nation’s past, demonstrating the power of the individual to effect political and social change. Spanning nearly 240 years of American history from the Founding Era to the present day, the documents include poems, official statements, personal letters, and speeches written by representative Americans, both famous and little known. In these documents, a multifaceted picture of government and civic activity emerges, stirring those who read them to reflect on their own place and purpose in the continuum of American history.

Through these documents, teachers and students will encounter Alexander Hamilton, Frederick Douglass, Susan B. Anthony, Booker T. Washington, and other great Americans in their own words. The documents offer a clear picture of US history and civics, and provide teachers who participate in AMPU the knowledge they need to inspire the next generation of citizens.

<b>Readings in American History, Government, and Civics</b>
<p><b>Section I: The Founders</b></p> <ul style="list-style-type: none"> <li>• Phillis Wheatley, “To the Right Honourable William, Earl of Dartmouth,” printed in <i>Poems on Various Subjects, Religious and Moral</i>, 1773</li> <li>• Declaration of Independence, printed by Peter Timothy in Charleston, SC, ca. August 2, 1776</li> <li>• Lucy Knox to her husband, General Henry Knox, on the home front, August 23, 1777</li> </ul>

- Alexander Hamilton to François, the Marquis de Barbé-Marbois, on the need for a strong central government, October 12, 1780

### **Section II: Leaders of the Growing Nation**

- Final draft of the US Constitution, inscribed by Benjamin Franklin to Jonathan Williams, printed by Dunlap & Claypoole, September 17, 1787
- George Washington, “The President’s Address to the People of the United States, Announcing the Intention of Retiring from Public Life,” September 1796
- James Forten, *Letters from a Man of Colour, on a Late Bill before the Senate of Pennsylvania*, 1813
- Augustus Neafie to his sister regarding his work as a miner and businessman, Sacramento, January 28, 1850

### **Section III: Champions of Equality**

- John Quincy Adams to Roger Baldwin, on accepting the challenge to represent the *Amistad* captives in court, November 11, 1840
- Frederick Douglass, *Oration Delivered in Corinthian Hall, Rochester* [“What to the Slave is the 4th of July?”], July 5, 1852
- Julia Ward Howe, “The Battle Hymn of the Republic,” printed in the *Atlantic Monthly*, February 1862
- The Emancipation Proclamation, 1863; lithograph copy designed by a fourteen-year-old boy and published in San Francisco, CA, signed by Abraham Lincoln, 1864

### **Section IV: Freedom Seekers, Then and Now**

- Letter of reference for Alexis Ludvigh, a Hungarian immigrant, to Lajos Kossuth, December 3, 1859
- The Thirteenth Amendment, January 31, 1865, signed by Abraham Lincoln
- Email message of Ruben Rumbaut, a Cuban immigrant, to Susan Saidenberg, March 17, 2012
- Booker T. Washington, Draft of a speech regarding the influence of Lincoln, given at the New York Republican Club of NYC, February 12, 1909

### **Section V: Paragons of the Twentieth Century**

- Susan B. Anthony, Statement on women’s rights, November 7, 1901
- Lt. Sidney Diamond to Estelle Spero, the Philippines, January 21, 1945
- Martin Luther King Jr., Speech delivered at Yale University, January 14, 1959
- The Inaugural Address of John Fitzgerald Kennedy, broadside, January 20, 1961

The documents can be used in the classroom: (1) to examine, through close reading and careful analysis, major texts on which our democracy is based; (2) to discuss how policy is formed and how society is transformed through rational thought and conscientious action; (3) to chart the political, legal, and moral struggle to end slavery and racial discrimination; and (4) to study the contributions of African Americans, women, immigrants, and others to the civic life of the US.

## Integrating Geography

Historians and presenters will integrate maps in their instruction to help teachers meet the framework's requirement that students examine the human and physical geography of the US by studying past and present-day maps of the United States and identifying connections with geography and the ethnic, linguistic, and religious settlement patterns that shaped the nation.

The California Geographic Alliance (CGA) will train teachers to help their students understand and use maps and how to integrate *California: A Changing State*, a teaching atlas that includes over 100 original maps, diagrams, and tables, available in print and online. Class sets of the print version of the Atlas, including transparent county overlays, will be available to participants.

## Workshop Schedule for 2017-18 (Grades 4/5)

**Please note:** The Year 1 schedule is compressed because of the late September award. While a November start date may seem ambitious, in Northern California, where AMPU begins, starts like this were successfully accomplished in the TAH grants. Teachers were surveyed to determine interest and possible start dates, and historians and administrators support the schedule.

Years 2-3 will have four face-to-face meetings in the autumn and four in the spring.

YEAR 1 - Grade 5 Meeting Schedule, 2017-18 Northern California Cohort			
Year 1 Date	Meeting Topic/ Instructors	Requirements for 5 <sup>th</sup> Grade Teachers	<u>Additional Discussion, Reading, and Require- ments for MA Candidates</u>
Mtg. 1 Early Nov.	<b>North America: Pre- and Post-Contact: European Exploration and Early Settlement</b> <ul style="list-style-type: none"> <li>• Gayle Olson-Raymer, HSU, Lead Historian</li> <li>• Rob Cliver, HSU Historian</li> <li>• Anne Hartline, Common Core Coordinator</li> <li>• Colby Smart, HCOE, Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <i>Love and Hate in Jamestown</i> by David Price</li> <li>• <b>Primary Source:</b> Letter by Jamestown settler Sebastian Brandt describing life in Virginia, January 13, 1622 (GLC00708)</li> <li>• <b>Watch online:</b> <i>Secrets of the Dead: Jamestown's Dark Winter</i>, PBS <a href="http://www.youtube.com/watch?v=8mOcEGDR06w">www.youtube.com/watch?v=8mOcEGDR06w</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Introduction to the MA program and requirements (Cliver); how and why is mastering historiography essential to being a historian? (Cliver and Olson-Raymer)</li> </ul>

	<ul style="list-style-type: none"> <li>● Tim Bailey, GLI, Director of Education</li> </ul>		
Mtg. 2 Early Dec.	<ul style="list-style-type: none"> <li>● Native American Nations in North America - Pre- and Post-Contact</li> <li>● Gayle Olson-Raymer</li> <li>● Anne Hartline</li> <li>● Colby Smart</li> <li>● GLI Scholar: Colin Calloway, via video</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Read:</b> Charles C. Mann, <i>1491: New Revelations of the Americas Before Columbus</i> 2nd Edition (2014)</li> <li>● <b>Read:</b> “The Colonial Virginia Frontier and International Native American Diplomacy” by William White (<a href="http://gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763">http://gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> How and why is historiography essential to being a historian? A historiographical discussion of Price and Townsend. (Olson-Raymer)</li> <li>● <b>Read:</b> <i>Pocahontas and the Powhatan Dilemma</i> by Camilla Townsend (2004)</li> </ul>
Mtg. 3 Early Jan.	<p><b>Early California History: Native, Spanish, and Mexican Societies.</b></p> <ul style="list-style-type: none"> <li>● Gayle Olson-Raymer</li> <li>● Suzanne Pasztor, HSU Historian</li> <li>● Anne Hartline</li> <li>● Colby Smart</li> <li>● Ron Nash, GLI, Senior Education Fellow, for TLTH training</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Read:</b> James J. Rawls and Walton Bean, <i>California: An Interpretive History</i>, 10<sup>th</sup> Edition (2012), Part One, pages 1-82</li> <li>● <b>Primary Source:</b> Report from Spanish California by Fernando de Rivera y Moncada, October 20, 1776 (GLC06287.08)</li> <li>● <b>Primary Source:</b> Proclamation making Los Angeles the capital of Alta California, signed by Gutierrez Estrada, May 23, 1835 (GLC04127)</li> <li>● <b>Primary Source:</b> Guadalupe Vallejo, “Ranch and Mission Days in Alta California,” 1890</li> <li>● <b>Primary Source:</b> Richard Henry Dana, <i>Two Years Before the Mast</i>, Chapter 13, “Trading at Monterey,”</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> Should historians be myth breakers? (Olson-Raymer)</li> <li>● <b>Listen:</b> <i>Backstory</i>, “Too Good to Be True? Myths in American History,” Episode 0204, aired on July 28, 2017</li> <li>● <b>Read:</b> James J. Rawls and Walton Bean, <i>California: An Interpretive History</i>, 10<sup>th</sup> ed. (2012), Part One, pp 1-82</li> </ul>
Fall 2017	<p><b>GLI Online Self-Paced Course: American Indian History</b></p> <ul style="list-style-type: none"> <li>● Six seminar sessions led by Dartmouth history professor Colin Calloway</li> <li>● Four pedagogy sessions with a GLI Master Teacher</li> <li>● Primary source readings that supplement Professor Calloway’s lectures</li> </ul> <p>Required text: <i>First Peoples: A Documentary Survey of American Indian History</i>, Colin Calloway (Bedford/St. Martin’s, 2015)</p>		
Mtg. 4 Late	<p><b>Causes and Consequences of the Revolutionary War &amp;</b></p>	<ul style="list-style-type: none"> <li>● <b>Primary Source:</b> “The Bloody Massacre perpetrated in King-Street . . .” Engraving by Paul</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Read:</b> Jack B. Green, “The Social Origins of the American Revolution: An</li> </ul>

Jan.	<p><b>the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>● Paul Geck, HSU Historian</li> <li>● Anne Hartline,</li> <li>● Colby Smart</li> <li>● GLI scholar Denver Brunzman, George Washington University, via video</li> </ul>	<p>Revere, 1770 (GLC01868)</p> <ul style="list-style-type: none"> <li>● <b>Primary Source:</b> The Declaration of Independence, printed by Peter Timothy in Charleston SC, ca. August 2, 1776 (GLC00959)</li> <li>● <b>Assignment:</b> The “Constitution Teach-In” with textbook <i>Our Constitution</i> by Donald A. Ritchie.</li> </ul>	<p>Evaluation and Interpretation,” <i>Political Science Quarterly</i> (March 1973), pp 1-22. (Available online)</p>
Mtg. 5 Feb.	<p><b>The Articles of Confederation, the Constitution, and the Bill of Rights</b></p> <ul style="list-style-type: none"> <li>● Ron Perry, HSU Historian</li> <li>● Rob Cliver</li> <li>● Anne Hartline</li> <li>● Colby Smart</li> <li>● GLI scholar Carol Berkin, City University of New York, via video</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Watch:</b> <i>John Adams</i>, HBO mini-series</li> <li>● <b>Read:</b> <i>A Brilliant Solution</i> by Carol Berkin</li> <li>● “Constitution Teach-In”</li> <li>● <b>Primary Source:</b> Articles of Confederation, 1777 (GLC00268)</li> <li>● <b>Primary Source:</b> Printing of the first draft of the US Constitution, August 6, 1787 (GLC00819.01)</li> <li>● <b>Primary Source:</b> Final draft of the US Constitution, , September 17, 1787 (GLC03585)</li> <li>● <b>Primary Source:</b> The Bill of Rights, proposed 1789 / ratified 1791</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> Conducting graduate-level research and writing. (Cliver)</li> </ul>
Mtg. 6 Mar.	<p><b>Manifest Destiny</b></p> <ul style="list-style-type: none"> <li>● Gayle Olson-Raymer</li> <li>● Anne Hartline</li> <li>● Colby Smart</li> <li>● GLI scholar Brian DeLay, UC Berkeley, via video</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Read:</b> Amy S. Greenberg, <i>Manifest Destiny and American Territorial Expansion: A Brief History with Documents</i> (2008)</li> <li>● <b>Primary Source:</b> Horace Greeley letter on westward expansion, November 15, 1871 (GLC00608)</li> <li>● <b>Watch:</b> Maria Montoya, “How Did Manifest Destiny Shape the American West?” <a href="http://gilderlehrman.org/multimedia#!15743">gilderlehrman.org/multimedia#!15743</a></li> </ul>	<p><b>Read:</b> Daniel Walker Howe, <i>What Hath God Wrought: The Transformation of America, 1815-1848</i> (2007)</p>
Mtg. 7 April	<p><b>Two Perspectives on the Causes and Consequences of the Mexican-American War</b></p>	<ul style="list-style-type: none"> <li>● <b>Watch:</b> History Channel documentary <i>The Mexican-American War</i></li> <li>● <b>TLTH Teaching Resource:</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> Beginning to brainstorm our MA topics. (Cliver)</li> <li>● <b>Read:</b> Brian DeLay,</li> </ul>



	<ul style="list-style-type: none"> <li>• Paul Geck</li> <li>• Suzanne Pasztor</li> <li>• GLI Scholar Brian DeLay, UC Berkeley</li> <li>• Anne Hartline</li> <li>• Colby Smart</li> <li>• Lois MacMillan, GLI, Master Teacher Fellow, TLTH training</li> </ul>	<p>“The Mexican-American War: Arguments for and against Going to War” by Tim Bailey, <a href="http://gilderlehrman.org/history-by-era/age-jackson/resources/mexican-american-war-arguments-for-and-against-going-war">gilderlehrman.org/history-by-era/age-jackson/resources/mexican-american-war-arguments-for-and-against-going-war</a></p>	<p><a href="#">“Independent Indians and the U.S.-Mexican War,”</a> <i>American Historical Review</i> 112 (Feb., 2007)</p>
Mtg. 8 May	<p><b>The California Gold Rush, the American Conquest, and the Consequences of Statehood for California Indians</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker: Dr. Ben Madley, UCLA</li> <li>• Gayle Olson-Raymer</li> <li>• Anne Hartline</li> <li>• Colby Smart</li> <li>• Lynn Jones, California Geographic Alliance, <i>California Atlas</i> training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> James J. Rawls and Walton Bean, <i>California: An Interpretive History</i>, 10<sup>th</sup> ed. (2012), Part Two, pp 83-166</li> <li>• <b>Primary Source:</b> Letter by Augustus Neafie on his work as a miner and businessman, Sacramento, January 28, 1850 (GLC07164.02)</li> <li>• <b>Read:</b> “The Development of the West” by Ned Blackhawk <a href="https://www.gilderlehrman.org/history-by-era/development-west/essays/development-west">https://www.gilderlehrman.org/history-by-era/development-west/essays/development-west</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> How do literature reviews inform our craft? (Olson-Raymer)</li> <li>• <b>Read:</b> Leonard Richards, <i>The California Gold Rush and the Coming of the Civil War</i> (2008)</li> <li>• <b>Read:</b> Benjamin Madley, “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” <i>American Historical Review</i> 120, no. 1 (Feb. 2015): 98-139</li> </ul>
Spring 2018	<p><b>GLI Self-Paced Online Course: Revolutionary America</b></p> <ul style="list-style-type: none"> <li>• Six seminar sessions led by George Washington University history professor Denver Brunzman</li> <li>• Four pedagogy sessions with a GLI Master Teacher</li> <li>• Primary source readings that supplement Professor Brunzman’s lectures</li> </ul>		

**Years 2 and 3 Outlines:** The Year 2 (Gr. 8) and Year 3 (Gr. 11-12) AMPU outlines can be found in the Appendix. These outlines are intentionally not as in depth as the 2017-18 schedule to provide flexibility to include lessons learned during the first year.

### Earning Continuing Education Credits

Humboldt State University Extended Education credits will be available for teachers who complete AMPU criteria, including group PD, coaching cycles and online self-paced courses.

### Gilder Lehrman Institute Open Source and Low Cost Resources

The Institute’s resources support AMPU’s aim to be a nationally replicable program. These resources are both high quality and either free or low cost and most are available online. (CPP 1)

**The GLI Online Self-Paced Courses Program (CPP):** Launched in Fall 2015, the Gilder Lehrman Self-Paced Course program offers K-12 teachers the opportunity to earn professional development credits in 18 different courses. Teachers increase their content knowledge through lectures by eminent historians and gain a modern scholarly perspective on American history topics, while pedagogy sessions show how to transfer this new knowledge into the classroom through lesson plans, digital tools, and primary sources. The first two courses to be used in AMPU are “American Indian History” and “Revolutionary America.” These courses are integrated into the AMPU design and are available for a minimal fee to non AMPU teachers.

**Teaching Literacy through History (TLTH):** Established by GLI in 2012 TLTH, a hands-on, interdisciplinary PD program, to help teachers effectively use primary sources in the classroom and adjust to Common Core’s requirement for the use of non-fiction texts in literacy instruction. The Institute designs and implements customized TLTH workshops nationwide. These daylong workshops engage teachers in proven methods and strategies for teaching students, including English Learners and those below grade level, to read and analyze primary sources.

With an emphasis on developing students’ skills, TLTH has grown from a pilot in 2012 to 78 workshops in 2016-17 serving more than 1,800 teachers nationwide. In post-program surveys, teachers often note how TLTH is changing their teaching. One 2015-16 participant wrote, “I found this workshop very useful. I never used primary sources before. I will now. Thank you!”

**Teacher Seminars:** Each summer, GLI offers academically rigorous Teacher Seminars for nearly 1,000 K-12 educators across the country. The Institute collaborates with 30 major partner universities and organizations in every part of the country to conduct this program. Nearly 1,000 teachers a year delve deeply into important topics in American history under the guidance of renowned historians and work with GLI Master Teachers to develop strategies to expand the use

of primary documents in the classroom. Educators frequently rate the program as the best PD experience of their careers and 96% report that they would recommend Teacher Seminars to their colleagues. These one-week seminars are open exclusively to participants in GLI’s free Affiliate School Program, which serves more than 13,500 schools nationally and internationally.

**Online student study guides:** The Institute offers students preparing for the AP US History and SAT 2 US History Exams free online study guides. These are detailed below.

### Professional Development Supported with Coaching Cycles

High-quality, rigorous content is not enough unless teachers are able to effectively instruct their students. To achieve this goal, teachers will participate in two coaching cycles per year. The term “Coaching Cycle” refers to the gradual release of responsibility where, over a week, an instructional coach will model the beginning of the evolving lesson and work toward the teacher’s independence. The coaching cycle model may look like this:

Sample Weekly Schedule for an Instructional Coach and Teacher Coaching Cycle	
Monday	Coach teaches a lesson based upon the prior professional development in the participating teacher’s classroom. After the lesson the teacher and coach debrief.
Tuesday	Coach and participating teacher co-teach a lesson in the participating teacher’s classroom. After the lesson the teacher and coach debrief.
Wednesday	Either the coach and teacher co-teach or the teacher teaches the lesson on their own and the coach observes. After the lesson the teacher and coach debrief.
Thursday	Teacher solo teaches the lesson on their own and the coach observes. After the lesson the teacher and coach debrief.
Friday	Teacher solo teaches lesson (coach is not present) then teacher reflects on lesson using an online reporting system. Coach reviews and responds to teacher reflection.

**Why in-class coaching?** Most PD happens in a workshop-style model, which research shows has limited impact on student learning or teacher practice.”<sup>5</sup> Research on traditional workshops where skills are shown to teachers finds only 10% of teachers transfer the skill to practice.<sup>6</sup>

<sup>5</sup> Linda Darling-Hammond, Ruth Chung Wei, Alethea Andree, Nikole Richardson, and Stelios Orphanos, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad* (Oxford OH: National Staff Development Council, 2009).

<sup>6</sup> *Effective Staff Development in Making Schools More Effective: Proceedings of Three State Conferences* (San Francisco: Far West Laboratory for Educational Research and Development, 1984).

As is explained in a 2013 study published by the Center for Public Education, “The one-time workshop assumes the only challenge facing teachers is a lack of knowledge of effective teaching practices and when that knowledge gap is corrected, teachers will then be able to change. Research finds otherwise. It turns out teachers’ greatest challenge comes when they attempt to implement newly learned methods into the classroom.”<sup>7</sup> In the words of another recent report on professional development, “Workshops [alone] have an abysmal track record for changing teacher practice and student achievement.”<sup>8</sup>

According to Michael Fullan, “The area of greatest struggle is not in *learning* a new skill but in *implementing* it, something referred to as the ‘implementation dip.’”<sup>9</sup> The Center for Public Education concurs, and claims, “If school districts want teachers to change instruction, the implementation stage must be included and *supported* more explicitly in [PD], as this is the critical state where teachers begin to commit to an instructional approach.”<sup>10</sup> Research has shown mastering a new teaching skill takes 20 or more separate instances of practice,<sup>11</sup> and teachers’ *beliefs* about teaching change only *after* they see success with students.<sup>12</sup> If teachers do not feel successful or see success in their students, they revert to previous teaching methods. For this reason every teacher will engage in twice-yearly extended coaching cycles.

### **School Principal Participation**

Site administrators will participate in AMPU to the greatest extent possible. Besides the need for administrators to be aware of and able to support implementation of the new History–Social

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<sup>7</sup> Allison Gulamhussein, *Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability* (Alexandria: Center for Public Education, 2013).

<sup>8</sup> Thomas R. Guskey and Kwang Suk Yoon, “What Works in Professional Development?” *Phi Delta Kappan*, March 2009, [www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf](http://www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf).

<sup>9</sup> Michael Fullan, *Leading in a Culture of Change* (San Francisco: Jossey-Bass, 2004).

<sup>10</sup> Gulamhussein, *Teaching the Teachers*.

<sup>11</sup> Bruce Joyce and Beverly Showers, *Student Achievement through Staff Development* (Alexandria: Association for Supervision and Curriculum Development, 2002).

<sup>12</sup> Thomas R. Guskey, “Professional Development and Teacher Change,” *Teachers and Teaching: Theory and Practice* 8, no. 3 (2002): 381-391.

Science Framework, this involvement is critical because administrators demonstrate to the staff their commitment to the process. As administrators become more informed they will take a greater leadership role which will help ensure the sustainability of the program in the classrooms.

Through AMPU principals will comprehend the key role of history, civics and geography in developing student literacy and citizenship. In Administrative Credential programs in California there is no requirement to specifically study the History–Social Science standards and framework. Furthermore, there is no American history or civics requirement at either the California State University or University of California system, so unless a principal intended to become a history teacher very few have taken a college-level history/social studies class. To support principal learning, AMPU will provide principals the opportunity to participate in two sessions per year to develop their understanding of the key role of history and civics in K-12 education. During the year principals will be invited to observe the master teachers teach exemplar lessons in participating teachers’ classrooms and then debrief with the coordinators and teachers.

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

GLI has extensive partnerships with historical and civic organizations nationwide. In addition, local non-profit or governmental organizations in California will partner with AMPU to provide support and help participants gain a sense of connection to the broader historical community. Working with our partners will help break the wall of isolation too many teachers labor behind. These organizations will continue to provide expertise and resources after AMPU ends.

Partner	Services Provided by Partner	Rationale for Selection
Los Angeles Unified School District	The LEAs will host trainings and provide access to the teachers. Their curriculum departments will help facilitate PD. The LEAs will provide the evaluators with all required state assessment data.	The LEAs employ the teachers who will be served by the program. GLI has worked successfully with these LEAs in the past and trained over 500 teachers.
Del Norte and Humboldt County Offices of Education		

Humboldt State University (HSU)	Historians Dr. Gayle Olson-Raymer, Department Chair Dr. Robert Cliver, and three history colleagues will serve as locally based scholars to lead and facilitate the Northern California workshops.	HSU scholars have supported previous teacher cohorts in nine TAH grants and have the necessary content and pedagogical expertise to serve as the local lead. Dr. Olson-Raymer has successfully worked with GLI in the past.
Long Beach State University (CSULB)	LBSU will provide historians, led by Dr. Donald Schwartz, to serve as locally based scholars to lead and facilitate the LA workshops.	CSULB has successfully supported TAH grants in the LA area. Dr. Schwartz has worked extensively with GLI in the past.
National Archives San Bruno branch	NARA will provide resources and training to teachers—particularly secondary teachers.	The NARA site offers teacher training programs (at little or no cost) and the relationships established during AMPU will help sustain the program after federal funding ends.
The Ronald Reagan and Richard Nixon Libraries	Both libraries offer extensive PD resources at little or no cost. The LAUSD teachers will also have the opportunity to visit the sites as well.	The two libraries are the nearest Presidential libraries and both presidents figure prominently in California Framework.
California Geographic Alliance (CGA)	CGA will train teachers to use <i>California: A Changing State</i> , a teaching atlas that includes over 100 original maps, diagrams and tables. CGA will also train teachers in how to teach their students to understand and use maps.	Since 1982, CGA has worked to advocate and support high-quality geography education. The CGA is a member of the National Geographic Network of Alliances for Geographic Education, a group of educators united to support geographic literacy.
<b>Northern California:</b> Del Norte Historical Society and Clarke Historical Museum <b>Southern California:</b> Japanese American Museum	Over the course of the grant, regional history partners will 1) support and potentially host an AMPU in-service training, 2) present local history content to participating teachers, and 3) share relevant local primary source materials for use in the classroom.	Students and teachers must see history is more than what is in a textbook. History is local, regional, and national in scope, and these regional history institutions are repositories of the evidence of history’s impact on the region. Partnering with these organizations ensures unfettered access to their resources and support in student and teacher scholarship.

The Institute and California districts recognize the need to develop sustainable partnerships in the communities served by the project. AMPU is designed to ensure the sustainability of ongoing training for teachers, even if there is considerable turnover of teachers due to retirement or, as is often the case in schools serving low-income students, transfer to other schools and districts.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

AMPU's design is based upon research and effective practice and reflects the participating organizations' deep experience in American history and civics programs. The Gilder Lehrman Institute is a leading national provider of PD across the country and the partner districts managed eleven TAH grants (which served over 500 teachers) and other more recent PD grants including US Ed. Investing In Innovation (i3), STEM and Arts Integration, and school climate grants.

Perhaps foremost among the lessons learned is that content is not enough. Even among the 50 Northern California TAH teachers who took three years of graduate American history courses and earned MAs, most did not change how they taught (and thus did not change student learning). Effective teachers (as measured by student learning) stayed effective, and while less effective teachers knew more, they still did not effectively teach their students content or skills.

### **A Research-Based Professional Development Model**

The design of AMPU's professional development model follows the Center for Public Education's 2013 **Five Principles of Effective Professional Development: Effective**

#### **Professional Development in an Era of High Stakes Accountability.**

- **Principle 1:** The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
- **Principle 2:** There must be support for a teacher during the implementation state that addresses the specific challenges of changing classroom practice.
- **Principle 3:** Teacher's initial exposure to a concept should be active and varied so they participate in experiencing the new practice first hand.
- **Principle 4:** Modeling has been found to be highly effective in helping teachers understand a new practice.
- **Principle 5:** The content presented to teachers should not be generic but specific to their grade level or content needs.

Using these five principles, the project's PD and support will be as follows. Each teacher will engage in over 100 hours of training and coaching per year. This number is based on research

that suggests the need for about 50 hours of instruction, practice, and coaching for a new teaching strategy to be effectively learned and implemented (Principle 1).<sup>13</sup>

Instruction will focus on **content, historical thinking skills, technology, artful thinking strategies, and research-based best teaching practices**. Learning will be active and firsthand so the teacher will know what their students will be experiencing (Principle 3). This training will focus on the concepts teachers actually teach at their grade levels (Principle 5).

To provide support during classroom implementation (Principle 2) and ensure all teachers can implement the strategies taught in the PD, a coaching cycle model will be implemented.

Diane Sweeney's *Student Centered Coaching* is one such model.<sup>14</sup> Unlike teacher-focused coaching, student centered coaching focuses on specific goals for student learning, not changing teaching behaviors. Besides instruction in the Saturday workshops, a coordinator/coach will visit the teacher's classroom and meet with the teacher to establish goals for student learning in history and civics and best teaching practices. The coach will model a lesson or series of lessons with the teacher's students (Principle 4). This has been effective in changing teacher beliefs as they see their students succeeding with a new teaching practice.<sup>15</sup> After each lesson, the coach and teacher will debrief to discuss how the lesson went and discuss how to improve it. In the next lessons the teacher and coach will co-teach. Again, after these sessions a debrief / goal-setting session will follow. In the final sessions of the cycle the teacher will teach independently while the coach observes and provides feedback based on previously established goals.

By fostering a coaching relationship with teachers, staff can formatively assess teachers' skills and work with each one personally to maximize their effectiveness in the classroom.

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<sup>13</sup> Guskey and Yoon, "What Works in Professional Development?"

<sup>14</sup> Diane Sweeney, *Student-Centered Coaching: A Guide for K-8 Coaches and Principals* (Thousand Oaks CA: Corwin, 2010).

<sup>15</sup> Guskey, "Professional Development and Teacher Change."



## Teaching Effective Educational Practices

John Hattie, in his extensive meta-study *Visible Learning*,<sup>16</sup> ranked 138 educational practices that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40.

In order to find an answer to the question “What works best in education?” the success of influences are compared relative to this “hinge point.” Strategies with an effect size higher than 0.4 are considered in the “zone of desired effects.”<sup>17</sup>

Four research-based, effective best practices from *Visible Learning* are explicitly addressed in the AMPU trainings. They are:

- developing positive student/teacher relationships (0.72 effect size),
- checking for understanding (0.90 effect size),
- providing effective feedback (0.75 effect size), and
- prompting higher order thinking (0.62 effect size).

These practices need to be integrated into an effort by teachers to develop a “growth mindset” in themselves and their students. The growth mindset, based on the work of Carol Dweck, posits that anyone can improve at anything. Having children focus on the process that leads to learning (like hard work and trying new strategies) fosters higher-order thinking.<sup>18</sup>

Higher-order thinking is a uniformly accepted goal of effective instruction, yet it is rarely observed. The 2012 MET study from the Gates Foundation<sup>19</sup> confirms that little has changed since 1909 [when instruction was primarily fact-recall]. The study used trained observers to

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<sup>16</sup> John Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (New York: Routledge, 2009).

<sup>17</sup> “Visible Learning: What’s Good for the Goose . . .” *Shine* 3 (April 2010): 50-52.

<sup>18</sup> Carol Dweck, “Carol Dweck Revisits the ‘Growth Mindset,’” *Education Week*, September 22, 2015, <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>.

<sup>19</sup> T. J. Kane and D. O. Staiger, *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains* (Seattle: Bill and Melinda Gates Foundation, 2012), [http://k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET\\_Gathering\\_Feedback\\_Research\\_Paper.pdf](http://k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Gathering_Feedback_Research_Paper.pdf)

watch 7,491 videos of instruction by 1,333 teachers from six socio-economically and geographically diverse districts. These observations pointed to one glaring weakness—the vast majority of teachers were not teaching for critical thinking. Without specific and intentional instruction and support for teaching higher-order thinking, these practices will not be widely taught.

The research-based findings will be folded into the coaching cycles in which the coordinators will model critical thinking lessons demonstrating best practices. The best practices in turn support student learning at the highest levels.

### **Improving Student Literacy**

After its adoption in 2016, Nancy McTygue, Executive Director of the California History–Social Science Project, wrote, “Like the Common Core . . . the new Framework encourages teachers to organize their instruction around questions of significance for students to explore and, after analyzing relevant evidence, develop their own interpretations. . . . In order to understand and be successful in their study of history, geography, economics, and government, students must be able to read it, comprehend what they read, write clearly and persuasively, and communicate with each other and adults.”<sup>20</sup>

McTygue and her colleagues identified key literacy and inquiry areas in the framework to be emphasized in PD to promote integration of literacy, history, and civics. These include:

- Teaching disciplinary literacy (i.e. using resources like Teaching Literacy through History)
- Providing opportunities to read, write clearly and persuasively, communicate with others
- Aligning instruction with the Common Core and English Language Development Standards
- Explicitly teaching disciplinary thinking and analysis skills to deepen critical thinking
- Organizing analysis and writing/responses around significant questions

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<sup>20</sup> Nancy McTygue, *Shifting Instruction: How California’s New History–Social Science Framework Can Support Teaching and Learning* (Davis CA: California History-Social Science Project, 2016), <http://chssp.ucdavis.edu/blog/shifting-instruction/shifting-instruction.pdf>

- Recognizing multiple perspectives and using multiple sources
- Using evidence in support of interpretations

By emphasizing content literacy using resources such as Teaching Literacy through History, the Institute and the AMPU partners will prepare teachers to improve student literacy through history and social science. Teachers' use of these resources and methods in their own classrooms will be supported and monitored through the coaching cycles and observations.

**Academic Word List:** The Academic Word List (AWL) contains 570 word families which frequently occur in academic texts.<sup>21</sup> These words are critical to understanding academic texts and must be taught within the context of the curricular area. For instance, Sublist 1, the 60 most frequently used words, includes words like: analysis, constitution, economic, factors, function, principle, and procedure. These words have specific connotations in history/social science versus math, for instance. Unless a student is taught those connotations, they may not understand what they are studying. To further potentially confuse matters, the use of words has changed over time, as evidenced by primary sources. Thus teachers in AMPU will be taught how to use the AWL to identify these key words in their texts and effective methods of teaching them.

### **Improving Student Engagement**

AMPU's student centered coaching requires a focus on student engagement, however measuring student engagement can be challenging. Fortunately, as part of US Dept. of Education Arts Integration grant, the evaluators created an innovative "Engagement Observation Tool" based on the work of Phil Schlechty.<sup>22</sup> This rubric allows a classroom observer to determine the student engagement level in a classroom in a quantitative manner by observing student behaviors

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<sup>21</sup> Averil Coxhead, "The Academic Word List 10 Years On: Research and Teaching Implications," *TESOL Quarterly* 45 (2011): 355-362.

<sup>22</sup> Phil Schlechty, *Working on the Work* (San Francisco: Jossey-Bass, 2002) and *Engaging Students: The Next Level of Working on the Work* (Jossey-Bass, 2011).

every five minutes over 20 to 30 minutes. The rubric was so well received by administrators and researchers that it was adopted as the observation instrument by Humboldt State University for a California Department of Education K-5 STEM grant and in a School Improvement Grant.

Through this process, a sixth level, “Collaborative Student Engagement,” was added to the tool. The sixth level split Level 5, “Creative Student Engagement,” between work done alone and collaborative work. This split was a direct response to the Common Core, which explicitly supports student collaboration as a means to develop higher-order thinking and understanding.

Student Engagement Levels		Examples from across the Curriculum
<b>Level 6</b>	<b>Collaborative Student Engagement</b>	<ul style="list-style-type: none"> <li>Level 5 actions that are occurring consistently in partner and/or group settings that clearly promote <i>interpersonal</i> engagements around the material/content/task.</li> </ul>
<b>Level 5</b>	<b>Creative Student Engagement:</b> Student is actively using personal creativity, expression, or choice. The student’s unique needs, desires, viewpoint, or history are integrated into the work.	<ul style="list-style-type: none"> <li>Graphically illustrate key aspects of something you remember from the reading and then write about it.</li> <li>Write a paragraph describing how you would respond to a historical situation.</li> <li>Comparing and contrasting two different primary sources</li> <li>Interpreting a political cartoon</li> </ul>
<b>Level 4</b>	<b>Active Student Engagement:</b> The student is actively doing something other than sitting. They are doing what is asked (solving, writing, graphing, etc.) but <b>not</b> bringing personal, creative elements to the work.	<ul style="list-style-type: none"> <li>Finish a worksheet that asks questions about a text.</li> <li>Use the word bank to fill in the missing words.</li> <li>Read this page silently to yourself and be prepared to discuss.</li> <li>Look up the order in which events unfolded and complete the timeline.</li> </ul>
<b>Level 3</b>	<b>Passive/ Receptive:</b> Student is sitting quietly as expected. They are not distracting others but not actively doing anything besides watching/ listening.	<ul style="list-style-type: none"> <li>Student sitting while hearing instructions.</li> <li>Sitting quietly during read aloud.</li> <li>Student sitting while another student is answering a teacher question.</li> <li>Student waiting when instruction has ended.</li> </ul>
<b>Level 2</b>	<b>Not engaged/Retreatism</b> Student is disengaged from the task. They are not disruptive.	<ul style="list-style-type: none"> <li>Head on desk or looking elsewhere when should be complying with teacher directions.</li> <li>Sitting quietly when that is not what was asked to do.</li> </ul>
<b>Level 1</b>	<b>Disruptive/Distracting</b> Student refuses to do task, disrupts or distracts others.	<ul style="list-style-type: none"> <li>Student refuses to do task, disrupts or distracts others.</li> <li>Talking to/distracting a student who is trying to work.</li> </ul>

The project will train teachers and principals to use the rubric to help them self-assess their classroom practices. Participants will be coached on how to plan balanced learning experiences in their lessons that include activities that promote higher level thinking and collaboration.

AMPU will expand on this rubric in two ways: (1) In fall 2017 the project team will modify the tool to record the presence of identified best teaching practices; and (2) the evaluation team will record exemplar classes (CPP), as is being done for the School Improvement Grant. These short videos, all set in high needs local classrooms, combine clips of effective instruction practices, with clips of students engage in levels 4-6 activities, with a prompted teacher debrief at the end of the video. For instance, a teacher may be asked, “How did your students become so good at peer response and editing?” These 15-20 minute videos will be hosted on the district websites.

#### **Competitive Preference Priority**

- (a) Using high-speed internet access to increase students’ and educators’ access to high-quality accessible digital tools, assessments, and materials, particularly Open Educational Resources;
- (b) Implementing high-quality accessible digital tools, assessments, and materials that are aligned with rigorous college- and career-ready standards;
- (c) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit ...
- (d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes....

The Institute’s website, [gilderlehrman.org](http://gilderlehrman.org), provides high-quality open source digital tools for teachers and students. In 2016, website had seven million unique visitors who accessed Gilder Lehrman content over 9.5 million times. Among the most popular offerings are free, online study guides that prepare high school students to succeed on exams that are critical components of the college admissions process and acquisition of college credits. These online guides make high-quality test preparation available to all students, regardless of socio-economics or geography.

Launched in September 2014, the online Advanced Placement (AP) US History Study Guide features a rich variety of resources, including original videos, essays, timelines, and annotated primary sources. The number of unique visits to the online APUSH Study Guide rose from

235,500 in 2014-15 (when 469,000 students took the test) to more than 475,000 in 2015-16.

Launched in September 2015, the SAT II US History Study Guide had more than 39,000 visitors in 2015-16, nearly half the number of students who took the test.

The Institute's other digital resources for students include stand-alone digital exhibitions, video lectures, and interactive timelines spanning American history. With a dedicated, in-house digital projects team, the Institute is at the forefront of developing online tools and resources in American history for K-12 teachers and students. Recently, the Institute partnered with Google Expeditions to create a unique educational VR experience for use in classrooms: *Alexander Hamilton: Witness to the Founding Era* provides six interactive expeditions that pair Founding Era documents from the Gilder Lehrman Collection with 360° views of relevant locations.

GLI will use our expertise in creating online resources in American history to create for AMPU teachers and students free online access to the selection of 20 primary source documents from the Gilder Lehrman Collection described previously. Taken together, the 20 documents provide a profound and indelible answer to the question "Who is America?" High-resolution images will be accompanied by transcripts, which teachers can use to support classroom work. To support English Language Learners and students performing below grade level, each document will also feature an audio recording of an actor reading the text.

### **Using Technology to Bring Scholars to Teachers—Affordably**

AMPU designed to take advantage of new technologies allowing teachers in remote or distant locations to interact with leading scholars, master teachers, and each other without the oftentimes prohibitive costs of time and money. The trip from New York City to Humboldt County requires two or three flights and typically consumes a day. While Los Angeles is more accessible, it still requires a transcontinental flight. Hotels, meals, and ground transportation are necessary. Even if cost was not an issue the time it takes a scholar to travel to and from the West

Coast to make a three-hour presentation involves a two- or three-day trip.

Teleconferencing allows historians and teachers to meet in real time, without the time and expense of travel. The K-12 partners have robust videoconferencing capabilities and can host the scholars from the scholar's home or office. In addition, since 2012 the Institute has developed the technological and staff resources for its online graduate course program, using livestream capabilities and other online resources to ensure interaction between students and instructors.

### **Using Technology to Support Teacher Collaboration**

In both Northern and Southern California, distance or traffic means it can take hours for teachers to get to a central office for PD. AMPU will use freely available digital resources to bridge these distances and bring teachers together. The partner districts have used technology tools to communicate with participants and evaluate progress. AMPU will build on those successes. Google Classroom was effective at assigning tasks and facilitating group discussions. Google Forms were useful for teacher reflections and surveys of experience and knowledge. Google Docs were invaluable for collaborative lesson planning and communication. AMPU will use the Google suite and implement Google Hangouts for video conferencing and group collaboration among teachers in different schools, including sharing of student work to inform group discussions of the effectiveness of teaching strategies and methods to improve student learning.

Besides group professional development and one-on-one coaching, participants will complete online coursework designed to strengthen understanding of history and social science standards and strands. Some components, such as the GLI self-paced courses, are already in place.

Other coursework will be developed by the project staff. AMPU will adopt the successful model of a Northern California program in which teachers submitted monthly assignments online through Google Classroom. For example, teachers might be given a choice between reading an article or watching an instructional video. Reflective questions then solicit their input on current

debates in history, civics, and geography education or their plan for integrating history, civics, or geography content into student learning. This regular online reflection and dialogue maintains the intensity and sustains the regularity of the program's work. This model allows for some flexibility in teachers' schedules for completing online work. It also offers an element of choice in teachers' learning as they seek to balance their role as practitioners and intellectuals.

### **Flipping the Professional Development Classroom**

AMPU will utilize GLI's extensive online resources to integrate flipped learning. Perhaps the simplest definition of the flipped, or inverted learning was published in 2000 in the *Journal of Economic Education*: "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa."<sup>23</sup> Newer studies have determined students supplied with optional video lectures came better prepared to class than when assigned textbook readings,<sup>24</sup> and students taking part in interactive on-line activities did even better (Effect size=0.5) than students attending lectures.<sup>25</sup> This is encouraging since experience and research show students often do not complete reading homework.<sup>26</sup>

As teachers become more comfortable, they will be encouraged to integrate aspects of flipped instruction into their own classes with the goal of using computer-based instruction at home with interactive group learning activities at school.

### **B. Significance. (20 points)**

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

*A More Perfect Union's* design will develop the ability of district and university staff to build

<sup>23</sup> Maureen J. Lage, Glenn J. Platt, and Michael Treglia, "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment," *Journal of Economic Education* 31, no. 1 (2000): 30-43.

<sup>24</sup> Janet L. DeGrazia, John L. Falconer, Garret Nicodemus, and Will Medlin, "Incorporating Screencasts into Chemical Engineering Courses," *Proceedings of the ASEE Annual Conference & Exposition*, 2012.

<sup>25</sup> Dongsong Zhang, et al., "Instructional Video in e-Learning: Assessing the Impact of Interactive Video on Learning Effectiveness" *Information & Management* 43, no. 1 (2006): 15-27.

<sup>26</sup> John Sappington, Kimberly Kinsey, and Kirk Munsayac, "Two Studies of Reading Compliance among College Students," *Teaching of Psychology* 29, no. 4 (2002): 272-274.



local capacity. This is not a program where all resources come from New York or which depends on permanent funding for maintenance. Developing strong, self-sustaining partnerships among the local schools, universities, and history-serving organizations helps ensure sustainability.

**Building Capacity:** Over five years, more than 450 teachers will participate in at least 100 hours of history, civics, and geography training. These teachers will directly influence their own students and indirectly influence other teachers in the schools where they teach. After three years we believe best practices, such teaching literacy through history, civics, and geography, will be ingrained in the teachers. The focus on literacy and student engagement is deliberate.

Fortunately, with the shift of the Common Core and its emphasis on analyzing informational texts, the stage is set for a rebirth of history, civics, and social science education that also is the best avenue to improve student literacy. This is a key reason principals are included in AMPU.

Areas where AMPU aligns with and addresses key components of the Common Core ELA standards include the goals that students (a) demonstrate independence, (b) build strong content knowledge, (c) respond to the varying demands of audience, task, purpose, and discipline, (d) comprehend as well as critique, (e) value evidence, (f) use technology and digital media strategically and capably, and (g) understand other perspectives and cultures. History, civics, and social science are uniquely suited to develop these skills in students.

**Sustainability** will be addressed in many ways. Our non-profit partners will continue to support our teachers after the grant ends. For instance, local museums will still host visiting historians and exhibitions and invite our teachers and their students to attend. The Nixon Library will offer teacher workshops and host student visits for our LAUSD teachers. By involving the two local universities, AMPU will enable teachers to develop relationships with university historians. These relationships will continue beyond the conclusion of the grant funding.

**Locations to be Served**

Los Angeles Unified School District serves the nation’s second largest city and epitomizes an urban district. Unlike the northern schools, the region continues to grow and LAUSD serves over 630,000 students, (larger than 23 states’ total student population) and has over 900 schools, and 187 public charter schools. LAUSD spans over 45 miles from the beach to the mountains north of LA, covering over 720 square miles. It includes the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California.

Humboldt and Del Norte Counties are 300 miles north of San Francisco. The population is thinly scattered (155,573 people over 4,803 square miles). The largest cities—Eureka (population 26,050), Arcata (population 17,201) Fortuna (population 11,788), and Crescent City (population 7,188)—and smaller towns are



surrounded by redwoods, the Coast Range Mountains, and isolated beaches. The scenic beauty is offset by severe social and economic problems. Logging and fishing jobs that once provided careers for high school graduates and dropouts are a fraction of what they were. This isolated and impoverished rural region is cut off from resources available elsewhere. This is especially true for the families of English Learners and on tribal lands including the state’s largest tribe, the Yurok, whose traditional range spans both counties; Tolowa Tribal lands in Del Norte County; and on the state’s largest reservation, the Hoopa Reservation in Humboldt County.

<b>Poverty and Household Income: Humboldt, Del Norte and Los Angeles Counties vs. State Avg.</b>	<b>Humboldt</b>	<b>Del Norte</b>	<b>Los Angeles</b>	<b>CA</b>
Median Household Income (2011-15 US Census)	\$42,197	\$38,963	\$55,909	\$61,818
Children ages 0-17 in Poverty (2015 US Census)	22.8%	32.2%	26.9%	21.2%

Sources: US Census Bureau, Bureau of Labor Services

**Crime, Marijuana, and Opioids:** Unfortunately, both regions suffer from high crime rates. As in many urban areas, economic stress often leads to substance abuse, crime, and violence in Los Angeles. The northern counties are in the heart of the so-called “Emerald Triangle,” and are

the nation’s largest producer of legal and illegal cannabis and according to August 2016 data from the Humboldt County Health Department, Humboldt’s opioid death rate is 3.6 times the state average, and the opioid overdose rate is 5.4 times the state average.

One measure of the difficulties children face are **Adverse Childhood Experiences (ACEs)**. The ten recognized ACEs fall into three general types: (1) abuse, (2) neglect, and (3) household dysfunction. The Centers for Disease Control’s “Adverse Childhood Experiences (ACE) Study” is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being.<sup>27</sup> Of the 17,000 adults in the study, 75% were white, middle and upper class, and 76% attended college. Even among this population, the negative long-term effects of experiencing multiple ACEs are stunning.

<b>A Person with Four or More ACEs is:</b>	
<ul style="list-style-type: none"><li>• 5.13 times as likely to suffer from depression</li><li>• 2.93 times as likely to smoke</li><li>• 12.2 times more likely to attempt suicide</li></ul>	<ul style="list-style-type: none"><li>• 10.3 times as likely to use injection drugs</li><li>• 7.4 times as likely to be an alcoholic</li></ul>

**Humboldt has California’s highest ACEs rate:** 30.8% of adults report experiencing **four or more ACEs** versus 13% statewide and 11% nationally. **Del Norte** is close behind with 23.0% and Los Angeles County reports 13.5% of adults reporting four or more ACEs.<sup>28, 29</sup> Native American, immigrant, and low-income communities, are particularly prone to ACEs.<sup>30</sup>

**ACEs & student success:** A 2013 study by the Area Health Education Center of Washington State University found students with **three+ ACEs are 3x as likely to experience academic failure, 6x as likely to have behavioral problems, and 5x as likely to have poor attendance.**

<sup>27</sup> Vincent J. Felitti et. al., “Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study,” *American Journal of Preventative Medicine* 14, no. 4 (1998): 245-258.

<sup>28</sup> *A Hidden Crisis: Findings on Adverse Childhood Experiences in California* (San Francisco: Center for Youth Wellness, 2014), <http://www.centerforyouthwellness.org/blog/BFRSS>.

<sup>29</sup> The National Center for Health Statistics, *National Survey of Children’s Health*, 2003, 2007, 2011, 2012.

<sup>30</sup> Michael Vaughn, Christopher Salas-Wright, Christopher, et al., “Adverse Childhood Experiences among Immigrants to the United States,” *Journal of Interpersonal Violence* 32, no. 10 (2015): 1543-1564.

**Four Underserved, Low-Performing Subpopulations to be Served**

California has not had a state history exam since 2013. Thus California’s version of the Smarter Balanced Common Core Assessment, the California Academic Assessment of Student Performance and Progress (CAASPP) taken in Gr. 3-8 and 11, is the only common measure of student literacy—a key component to success in history. As described in the Evaluation Section, student history content and skills assessments will be developed to measure student learning.

Over 80% of AMPU students fall into one of the four categories below. Overall their achievement on the CAASPP exam is significantly lower than comparison groups.

<b>2016 California CAASPP Percentage of Students Meeting or Exceeding Standards Underserved, Low-Performing Students vs. Comparison Group Students</b>						
	<b>Humboldt-Del Norte</b>			<b>LAUSD</b>		
	<b>% student population</b>	<b>% Meeting/ Exceeding*</b>	<b>% difference*</b>	<b>% student population</b>	<b>% Meeting/ Exceeding*</b>	<b>% difference*</b>
<b>Low income vs. Not Low Income</b>	57.2%	30%	<b>-27%</b>	78.7%	33%	<b>-29%</b>
<b>English Learners vs. English Speakers</b>	9.7%	11%	<b>-24.1%</b>	24.9%	19%	<b>-28%</b>
<b>Special Education vs. Not SPED</b>	18.7%	12%	<b>-23.6%</b>	13.5%	6%	<b>-37%</b>
<b>Native American vs. White Students</b>	9.9%	22%	<b>-28.2%</b>	0.2%	n/a	<b>n/a</b>

\*Data reported in whole number percentages in the California Dept. of Ed. Dataquest system.

**Notes on Northern California students:**<sup>31</sup> As is in many rural areas, the student population has decreased—by 26.1% since 2000. Remaining students are increasingly high-needs. **Low-income** students comprised 40.6% of students in 2000-01 vs. 57.2% of students now. Since 2000 the population of **English Learners** has nearly doubled to over 2,200 students. These students struggle with the kind of reading and writing on the CAASPP and taught in high-quality history classes. In Humboldt and Del Norte 18.7% of students are in Special Education versus the state rate of 11.9%. Native American students comprise 9.9% of local students vs. a state rate of 0.5%.

<sup>31</sup>Source of Data: California Department of Education DataQuest, <http://dq.cde.ca.gov/dataquest/>.

**Notes on Los Angeles Unified students:**<sup>32</sup> Last year 633,621 students attended LAUSD schools (over 10% of the state total). Nearly three-quarters of students (74.0%) are Hispanic or Latino. White students (10.1%) and African American students (8.3%) are the only other groups with over 4% of enrollment.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

By working with teachers in both urban and rural schools, *A More Perfect Union* offers the opportunity to study the results of a sustained intervention in these two diverse settings. The districts have significant English Learner populations and as noted, Special Education enrollments far surpass the norm. The project's research-based interventions hold the promise of improving instruction and student engagement in measurable and statistically significant ways.

<i>A More Perfect Union Project Goals*</i>
<b>Goal 1/ (GPRA):</b> The percentage of teachers who show a statistically significant increase in content knowledge of American history, civics and government, and geography.
<b>Goal 2:</b> At least 85% of teachers participating in AMPU will complete at least 85 hours per year of professional development.
<b>Goal 3:</b> Increase participant knowledge and application of research-based instructional practices.
<b>Goal 4:</b> The percentage of students of AMPU teachers who show a statistically significant increase in content knowledge of American history, civics and government, and geography.
<b>Goal 5:</b> The percentage of students of AMPU teachers who show a statistically significant increase in historical writing and content literacy.
<b>Goal 6:</b> Increase student engagement in higher-level thinking activities.

\*Please see the Evaluation, Pg. 43, for the AMPU Goals, Measurable Objectives and Measures.

*A More Perfect Union* proposes to provide a sustained, comprehensive, and coherent approach to improving teaching and student achievement by adhering to the AMPU objectives, performance measures, and outcomes. The project is designed to provide timely feedback (student data, participant data, and program data) that the leadership team (described in the Management Plan) will use to continuously monitor the program. The Leadership Team (LT)

<sup>32</sup> Source of Data: California Department of Education DataQuest, <http://dq.cde.ca.gov/dataquest/>.

will meet monthly via videoconference and at these meetings review information as it becomes available. To deliver increasing levels of lesson development, teacher coaching, and student services, ongoing feedback and program review procedures are integrated into AMPU from the program leadership to the student level. The project is an ongoing working collaboration that requires all members to participate and communicate. All of the partners will meet regularly to develop and implement the project based on feedback from staff, students, teachers, and historians. Milestones have been identified in the management plan and will be monitored and measured using the Program Fidelity Matrix (see Evaluation).

(iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

As a national organization with a network of 13,500 Affiliate Schools, a website that reaches more the seven million users a year, and extensive contacts with other non-profits and education leaders across the country the Institute is well positioned to disseminate the results of AMPU.

Program findings will be shared nationally and in California through multiple outlets:

- *Websites*: publication of program resources and results on the GLI website as well as the California-based websites of AMPU partners, including:
  - the Humboldt County Office of Education e-learning portal (free to all visitors) and LAUSD website, where customized AMPU pages will be running by February 2019.
  - **Digital Chalkboard** (<https://www.mydigitalchalkboard.org/>), a California Department of Education supported and endorsed website available free of charge to educators nationwide. AMPU will apply to become an approved content provider to the website.
  - **Teaching Channel** (<https://www.teachingchannel.org/>): The Teaching Channel is a video showcase of inspiring and effective teaching practices. Teaching Channel has a rapidly growing community of users who register for free and receive targeted emails and

notifications of resources that align with their needs. As with the Digital Chalkboard website, AMPU will apply to become an approved content provider to the Teaching Channel and by 2018-19 will begin uploading short videos and content on the site.

- *Affiliate School Program:* publication in the Institute’s regular monthly email blasts to teachers at the 13,500 schools in our free Affiliate School Program.
- *Conferences:* With grant support, AMPU participants will attend and make presentations at national and state conferences such as national and California social studies organizations.

The California team is poised for dissemination and networking with extensive contacts at the California Department of Education (CDE) and the California Council for the Social Studies (CCSS). Because these relationships are already established, progress in meeting the dissemination objectives of the grant will be more easily facilitated.

**C. Quality of the Management Plan. (20 points)**

(i) Adequacy of the management plan to achieve the objectives of the proposal on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks.

A program led by a New York City institution and implemented by America’s second largest school district and two rural county offices on the West Coast presents challenges not typical in programs located in one region. Fortunately, Gilder Lehrman has worked with the California teams in the past, particularly as a participant in TAH grants. The Institute and the California teams have extensive experience supporting students and managing successful US Ed. grants, which makes us confident that we will achieve the goals and objectives on time and on budget.

AMPU requires leadership, fiscal oversight, clear responsibilities, regular input from the California sites, and a system to support and monitor staff and student success. Two overriding principles are integrated into the management plan: (1) data-driven decision making to ensure implementation with fidelity, resulting in (2) increasing levels of appropriate support, coaching

and other services for teachers which result in improved student learning.

<b>Gilder Lehrman Team</b>
Tim Bailey, Director of Education Dr. Megan J. Elias, Director of Online Courses Ron Nash, Senior Education Fellow Lois MacMillan, Master Teacher Fellow
<b>LAUSD Team</b>
Kieley Jackson, Coordinator, Ethnic Studies, Humanities & Related Social Sciences, LAUSD Linda Kidd, LAUSD (Retired), Lead Instructional Coach Nathan MacAinsh, LAUSD, Coordinator, Secondary History/Social Science Dr. Don Schwartz, Long Beach State University, Lead Historian Linda Mehlbrech, Long Beach State University, Curriculum Lead
<b>Northern California Team</b>
Steve Godla, Coordinator, Asst. Superintendent for Curriculum & Instruction, Del Norte COE Dr. Gayle Olson-Raymer, Humboldt State University, Lead Historian and Curriculum Lead Anne Hartline, McKinleyville Union School District (Retired), Lead Instructional Coach Jennifer Rosebrook, Northern Humboldt UHSD, Instructional Coach Colby Smart, Humboldt COE, Technology Lead

The plan includes strong coordination between the participants, clearly delineated activities, and comprehensive procedures for evaluation and feedback. The staff and evaluators will implement a systematic data collection system. The evaluators will develop a process-focused Fidelity Matrix to measure progress toward meeting milestones and provide site-level and project-wide data reports which will be reviewed in the monthly Leadership Team (LT) meetings which will allow the LT to make mid-course corrections and plan for sustainability.

<b>A More Perfect Union Leadership Team Members</b>
Tim Bailey, AMPU Project Director, Director of Education, Gilder Lehrman Institute Megan J. Elias, Director of Online Courses, Gilder Lehrman Institute Dr. Gayle Olson-Raymer, Humboldt State University, Northern California Lead Historian Dr. Don Schwartz, Long Beach State University, Emeritus, Los Angeles Lead Historian Kieley Jackson, Los Angeles Coordinator, LAUSD Steve Godla, Northern California Coordinator, Del Norte COE Jack Bareilles, Northern Humboldt Union High School District, Evaluator

### **Job Descriptions of Key Staff**

**Project Director:** Tim Bailey’s duties include overall supervision of AMPU, communicating with the California teams, reporting on a monthly basis to the other members of the LT;



managing the project budget, working with partner organizations and the external evaluator, and overseeing preparation of all documentation and reports needed by the US Department of Education. The grant will pay for 25% of Mr. Bailey's time.

**California Coordinators:** Kieley Jackson (LAUSD) and Steve Godla (DNCOE) are experienced TAH directors and district administrators. Both have worked extensively with the Institute on TAH grants and other initiatives. They will work with their districts to host AMPU activities, help recruit teachers and staff, participate in the LT, and work with the local teams and GLI.

**Lead Historians:** We are fortunate our two California-based lead historians have years of experience teaching American history up to and including the graduate level, and working with teachers. Both have extensive TAH experience. **Dr. Gayle Olson-Raymer** will help lead the Northern California PD workshops. She was the lead historian on six TAH grants and teaches the History Methods class at Humboldt State. **Dr. Donald Schwartz** has worked extensively with GLI in the past and was the lead historian on six TAH grants in the LA area.

**Instructional Coaches (ICs):** As with our two historians, we are fortunate to have two experienced and exceptional educators to serve as lead ICs. Until her recent retirement, Linda Kidd was the Gr. 5 History Social Science Lead for LAUSD, and along with Mr. Jackson co-directed LAUSD's TAH program. Nathan MacAinsh, LAUSD, Coordinator, Secondary History/Social Science, will support Ms. Kidd and focus on the middle grades.

Also retiring this year is Anne Hartline, the northern California Lead IC who helped lead regional TAH grants and is also PD Coordinator for the Redwood Writing Project, where she has led PD focused on using informational texts from history/social science to teach student literacy. She will be assisted by Jennifer Rosebrook, the 2012 Gilder Lehrman Preserve America History Teacher of the Year and an experienced AP, Dual Enrolment teacher and instructional coach.

**Evaluation Team:** Dr. Dale Oliver, Dr. Chris Hopper, Dr. Nick Parker and Mr. Jack Bareilles will conduct the evaluation. The four are based in Arcata, California, and have worked together on grants including a US Department of Education Investing In Innovation (i3) grant and California Department of Education K-12 STEM grants and School Improvement Grants.

Dr. Oliver, a math professor at Humboldt State University (HSU) and former chair of the Math and Education Departments, will oversee data collection and analyze school and student performance data as it becomes available.

Dr. Hopper, the former chair of the HSU Education and Kinesiology Departments and Interim Dean of the College of Professional Studies, will lead the review of PD activities (including developing surveys and evaluation documents).

Dr. Parker of Redwood Coast Consulting has worked with the team since 2011 and will conduct 100 annual classroom observations in Northern California. He will work with a to-be-hired LA-based field evaluator. Over the past five years Dr. Parker has conducted over 500 classroom observations for the US Department of Education and California Department of Education grants directed and/or evaluated by the other team members.

Northern Humboldt UHSD Grants and Evaluation Administrator, Jack Bareilles directed or evaluated over 50 US Ed., state, and foundation grants. He directed five TAH grants and evaluated over 15 others (including LAUSD's). He will collect student data, evaluate PD activities, and collaborate with Drs. Oliver and Hopper to measure program progress and prepare reports.

Diane Wolfe, Education Service Unit 2 Digital Learning Director, Technology & PD, and a four time TAH director, will focus on the e-learning and online components of the project.

**Project Timeline:** The Management Timeline will be expanded as AMPU is implemented, but the table shows the tasks which need be completed in 2017-18 to successfully launch the project.

<b>A More Perfect Union Management Plan Year One: 2017-2018</b>			
<b>Activity</b>	<b>Responsible Parties</b>	<b>Time Frame</b>	
Coordinators are re-assigned to begin grant work, notify schools and partners of grant award, distribute teacher recruitment forms, Leadership Team meets for first time.	Director, Coordinators, Leadership Team (LT)	Within 30 days of Project Award	
Finish recruitment of 40 Gr. 4-5 teachers & 10 high school teachers			
Leadership Team Begins Meeting (weekly then monthly)			
Expand Year One management plan/timeline			
Finalize planning for November workshop and begin planning for following workshops.	Historians, GLI staff, ICs		
Finalize contractual agreements with partners and staff	GLI	60 days after project award	
Yr. One management plan reviewed and finalized	LT		
Program Implementation Fidelity Matrix and 2017-18 evaluation plan prepared by evaluators and reviewed and approved by LT.	LT, Evaluators		
Develop standards based pre/ post-test to measure Gr. 4-5 student knowledge of American history from released NAEP questions	Evaluators, Coord., GLI		
Teacher Content Knowledge Pre-test developed	Eval., GLI		
Materials for 1st workshops ordered and delivered	Dir., Coord.		
1st Saturday workshop held at HCOE, teachers pre-tested, introduction to in-class coaching, teachers sign up for online class	Dir., Coord., Historians		
AMPU Orientation for Principals of teachers in program	GLI, Coord.,		
December workshop at HCOE	ICs, Historians		Within 90 days of project award
Begin planning for Spring 2018 PD	Coordinators		
Gr. 4-5 student pretesting of program participants' classes	Evaluators		
Conduct baseline student engagement/classroom observations	Nick Parker		
Complete collection of baseline student and school data	Evaluators		
Complete 1 <sup>st</sup> round of classroom coaching (abbreviated in Year one)	ICs, Coord.		
Evaluators deliver baseline data report for AMPU & Control Schools	Evaluators	February 2018	
Organize teacher participation in spring 2018 conferences and summer 2018 institutes	Coord., ICs, teachers		
Teachers are post-tested to determine content knowledge change		April-May 2018	
Conduct follow-up student engagement/classroom observations	Nick Parker		
Review program Year One progress as measured by fidelity matrix	LT, Evaluators		
Complete 2 <sup>nd</sup> round of classroom coaching	ICs, Coord.		
LT, coordinators, ICs, historians plan for Year Two PD	LT, Coord.,	Summer 2018	
LT, coordinators, ICs, historians finalize Year Two PD plan	ICs, Historians		
Teachers participate in Summer Institutes	Coordinators		
File Year One Annual Yearly Report	GLI, Evaluator	Sept. 2018	
Modify and Expand Year One Program, Administration and Evaluation Activities in 2018-19 and 2019-20	--	2018-19, 2019-20	

### Selecting Teachers

Despite it still being summer vacation (many schools do not start until after Labor Day)

teachers in Del Norte and Humboldt Counties were surveyed to determine their interest in participating. Based upon these results, we expect there will be more teachers applying than there are available spots, as was the case in past TAH grants with our California partners. Selection criteria will be employed to engage teachers best able to serve underrepresented students.

<b>Criteria for Teacher Selection in AMPU</b>	<b>Point Value</b>
From a high-need school	20 points
Lack of university classes in American history, Civics and Geography	10 points
Lack of US History, Civics and Geography in PD in the past one to five years	10 points
Special Education or English Learner Instructor	10 points
Teachers with 5 years or less teaching American history (in either departmentalized or self-contained classrooms)	10 points

**(ii) Extent to which time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Based on our experience, we believe Mr. Bailey assisted by the California coordinators, Lead Historians, Instructional Coaches, and other staff, will have adequate time to oversee and support the project. GLI has extensive experience establishing and coordinating multiple contemporaneous PD and online course programs across the country. Between September 2016 and September 2017, GLI successfully operated 78 TLTH programs, 30 Teacher Seminars, and 11 Online Graduate Courses. The California team members have extensive TAH experience and have successfully directed numerous programs. Our external evaluators have evaluated more than 20 TAH grants and have over 100 years of university and K-12 teaching/ administrative experience.

**D. Quality of the Project Evaluation. (25 points)**

Dr. Dale Oliver, Dr. Chris Hopper, Dr. Nick Parker and Mr. Jack Bareilles will conduct the evaluation. Dr. Oliver and Mr. Bareilles are currently evaluating two US Department of Education grants and a School Improvement Grant for which Dr. Parker is conducting student engagement observations in classrooms. Within 90 days of award notification the evaluators will finalize the evaluation design and instruments, determine control schools and groups, gather

baseline data (including observations in the northern schools) and refine the evaluation plan to ensure the program design and implementation are aligned with the evaluation requirements.

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Each goal lists the objective performance measures and tools/methods by which it will be measured. The evaluation uses formative and summative approaches and a quasi-experimental design to produce quantitative and qualitative data to the extent possible. The Institute and districts will work with the evaluators to design an evaluation plan that aligns with AMPU’s six essential goals, including the GPRA measure.

A More Perfect Union Project Goals, Measureable Objectives and Data Measures
<b>Goal 1/ (GPRA):</b> The percentage of teachers who show a statistically significant increase in content knowledge of American history, civics and government, and geography.
<b>Measureable Objective:</b> Participating teachers will show a 50% increase in content knowledge as measured by pre and post assessment that will include the following components.
<b>Data Measure 2.a:</b> A multiple choice and short answer exam comprised of at least 50 questions aligned with AMPU PD.
<b>Note:</b> the majority of questions will be selected from a nationally validated assessment.
<b>Data Measure 2.b:</b> Interviews and written reflections of understanding available resources, assessments and strategies.
<b>Goal 2:</b> At least 85% of teachers participating in AMPU will complete at least 85 hours per year of professional development.
<b>Data Measure:</b> Attendance in PD as measured by attendance records, completion of online courses and coaching cycles.
<b>Goal 3:</b> Increase participant knowledge and application of research-based instructional practices.
<b>Measureable Objective 3a:</b> Participants will show a 50% increase in knowledge of research-based instructional practices as measured by a pre and post assessment that will include the following components:
<b>Data Measure 3a:</b> A free response assessment which has teachers describe their understanding of instructional practices.
<b>Measureable Objective 3b:</b> Participants will show a 50% increase in application of research-based instructional practices as measured by a pre and post assessment comprised of:
<b>Data Measure 3b.1:</b> Observed use of research-based instructional practices through classroom observations conducted by Dr. Nick Parker. Dr. Parker will conduct one baseline observation per

participant during the 1<sup>st</sup> half of the 2017-18 school year.\* He will then conduct a second set of observations during April and May of the year to determine change from baseline.\*

**Data Measure 3b.2:** Each teacher will be observed by their Instructional Coach during their 2<sup>nd</sup> coaching cycle of the year using the same observation instrument and protocol as Dr. Parker.\*

\*These will be repeated yearly with each cohort. A different observer will be selected for LAUSD.

**Goal 4:** The percentage of students of AMPU teachers who show a statistically significant increase in content knowledge of American history, civics and government, and geography.

**Measureable Objective:** Students of participating teachers will show a 50% increase in content knowledge as measured by pre and post assessment that will include the following components.

**Data Measure 4.a:** A multiple choice and/or short answer exam comprised of at least 50 questions aligned with AMPU PD.

**Note:** the majority of questions will be selected from a nationally validated assessment including the NAEP US History assessment.

**Goal 5:** The percentage of students of AMPU teachers who show a statistically significant increase in historical writing and content literacy.

**Measureable Objective:** Students of participating teachers will show a statistically significant increase in writing and content literacy as measured by state assessment and AMPU assessments.

**Data Measure 5.a:** Using the state ELA exam scores of students of participating teachers compare the year to year change in student scores.

**Data Measure 5.b:** An annual program-level pre and post assessment of historical writing and content literacy that is aligned with AMPU PD.

**Goal 6:** Increase student engagement in higher level thinking activities.

**Measureable Objective 6a:** the percentage of students in AMPU treatment classrooms will engage in higher level thinking will increase from 2018 baseline by 50%.

**Data Measure 6a:** 1<sup>st</sup> semester baseline data from classroom observations conducted by Dr. Parker will be compared to data from Dr. Parker's 2<sup>nd</sup> semester observations and coaching cycle observations conducted by instructional coaches. All will use the same tool.

### Additional Research Questions

In addition to the above goals and measures, the evaluation will explore three key questions:

1. What differences, if any, as measured by the CAASPP and student content assessment, will there be between the rural and urban treatment students?
2. What observed difference in student engagement (as measured by the in-class observations) is there between (a) rural and urban students, and (b) between the teachers who complete different levels (1-3 vs. 3-5 vs. 6-10 days) of in-class coaching?
3. What observed difference in teacher use of effective teaching practices (as measured by in-class observations) is there between (a) rural and urban students, and (b) between the teachers who complete different levels (1-3 vs. 3-5 vs. 6-10 days) of in-class coaching?

**Student data:** California Academic Assessment of Student Progress Program (CAASPP) data will provide the most data of evidence of meeting the state and Common Core standards. Student-level CAASPP data (race, gender, ethnicity, EL, SPED, SED, grade) will allow a year-to-year comparison of student growth. The Common Core-aligned CAASPP exams (given Gr. 3-8 and 11) are developed by the Smarter Balanced Consortium. As such they are comparable to CAASPP data from California schools and data from states using the SBAC exams.

**Control Schools:** Comparison schools will be identified using the California Dept. of Education's (CDE) *Similar Schools List* which identifies 100 demographically similar "comparison schools" for each school in the state. Determining factors of the comparison include pupil mobility, ethnicity (eight variables), SED (two variables), percentage of GATE, SPED, EL and migrant students, percent of credentialed teachers, and average class size. Student performance data for the control schools will be collected from the publicly accessible CDE assessment website.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

"Data-driven decision making" is a catch phrase in grant applications, progress reports, and school plans. However, unless data-driven decision making is (a) placed at the core of a project, (b) conducted across all levels, and (c) done in an ongoing manner, the full effect of using data to determine the best way forward is not felt. The evaluation will provide ongoing feedback to the leadership and other decision-making groups to inform decisions.

The evaluation will collect **quantitative** and **qualitative** data daily, weekly, monthly, quarterly, and as needed for reports and to steer the program.

The progress monitoring system will provide **quantitative data** like student grades, state test data, and attendance. **Qualitative data** will be gathered more holistically through interviews, surveys, observations, and at site-level and leadership meetings. Teachers, program staff, and

principals will also be interviewed/surveyed to gather their judgment of the program's progress.

**Formative Assessment:** The project will collect student and project data and report it to the leadership. These reports will include PD and implementation data from the coordinators (including types and numbers of activities), evaluations of PD, and student data (as available).

This regularly collected data will be the basis of **ongoing formative assessment** through which program leaders will (1) identify implementation problems as they occur, (2) assure prompt feedback so that adjustments are made, (3) provide a record of project inputs and methods used during implementation, (4) assess the efficacy of project implementation process, and (5) develop replication materials that will assist other schools to implement similar efforts.

**The program evaluation** will be guided by three program evaluation questions derived from a model developed by Gajda and Jewiss at the University of Vermont in 2004<sup>33</sup>: (1) What are the *desired outcomes* of this program? What are the goals? What are we trying to accomplish within the next month/quarter/year(s)? (2) How will we get there? What *activities* will enable us to reach our outcomes? (3) What will *indicate* that we are making progress toward the desired outcomes?

Within 60 days of the grant award the evaluators will develop (a) a Program Implementation Fidelity Matrix (a 40+ hour project) to measure progress toward meeting short-, mid-, and longer-term goals, and (b) finalize an implementation timeline. The **Program Implementation Fidelity Matrix (PIFM)** is an implementation progress measure tool from US Ed. that (1) takes each program goal and benchmark, (2) determines short-, mid-, and long-term targets for each, (3) clearly states what level of achievement equals meeting the target, (4) assigns a point value for each target, and (5) collectively measures progress toward meeting the goal and benchmark based on the sum of the various target scores. Mr. Bareilles will develop a PIFM that will be

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<sup>33</sup> Rebecca Gajda and Jennifer Jewiss, "Thinking about How to Evaluate Your Program? These Strategies Will Get You Started," *Practical Assessment, Research & Evaluation* 9, no. 8 (2004).



regularly reviewed to measure progress toward implementing AMPU with fidelity. The evaluators were trained in this methodology while evaluating a US Dept. of Education i3 grant.

<b>Example Program Implementation Fidelity Matrix (PIFM)</b>			<b>Met/ Achieved (2 pts)</b>	<b>Partially Met/ In Progress (1 pt)</b>	<b>Not Met/ Not yet attempted (0 pt)</b>
<b>School Level Subsection (including classrooms)</b>	<b>Timeline</b>	<b>Responsible Parties</b>			
<b>Example Review date: December 2018</b>					
Content PD delivered to teachers	Nov. '18	Coord, Scholars	x		
Coaching cycle completed for teachers at school	Dec. '18	Coordinators, Teachers	x		
Teachers reflect on and discuss the practice completed	Dec. '18		x		
Teachers and coaches set future student learning goals	Dec. '18		x		
School teams teach students and collect data	Jan. '19	School Teams			x
School teams review student progress with coaches	Jan. '19	Teams, Coord.			x
<b>Overall Progress Towards Meeting Goal:</b>		<b>x / # of measures x 2 pts.</b>			
<b>Overall Weight: (How much does this section count towards the overall project implementation score of 100/100). Example = 20 pts</b>		<b>x/20</b>			

The PIFM will include Program-wide, staff-specific, and School Level subsections. Each will be given an overall weight (i.e. School Level subsection = 30 pts) which will total 100 points. An overall score of 85/100 will be the measurable threshold for acceptable implementation.

An annual review of student progress using local measures, state exam data, and the Annual Yearly Report prepared for US Ed will form the basis of **yearly formative program assessment**, which will give the leadership a longer view of program progress than in-year reports.

**Summative assessment:** A final review of the project will be informed by the formative data collected over the three years of the program and will combine the findings of the AYRs into a final summative report. While not done until the end of the grant, the summative assessment offers the ability to conduct a longitudinal assessment of student and grant progress.

**Professional Development:** The strengths and weaknesses of PD will be evaluated with a plan based upon the work of Dr. Thomas R. Guskey. According to Guskey, “Effective [PD] evaluations require the collection and analysis of the five critical levels of information [see table

below]. With each succeeding level, the process of gathering evaluation information gets a bit more complex. And because each level builds on those that come before, success at one level is usually necessary for success at higher levels.”<sup>34</sup> The evaluators will attend and evaluate PD.

<b>Five Levels of Professional Development Evaluation</b>				
<b>Evaluation Level</b>	<b>What Questions Are Addressed?</b>	<b>How Will Information Be Gathered?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
<b>1. Participants' Reactions</b>	Did they like it? Was the time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
<b>2. Participants' Learning</b>	Did participants acquire the intended knowledge and skills?	Participant reflections (oral and/or written/digital)	Teachers' new knowledge and skills.	To improve program content, format, and organization
<b>3. Organization Support &amp; Change</b>	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Observations of participants in their classrooms.	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support To inform future change efforts
<b>4. Participants' Use of New Knowledge and Skills</b>	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured participant interviews. Participant reflections (oral/written/digital) Direct observations Video or audio	Degree and quality of implementation	To document and improve the implementation of program content
<b>5. Student Learning Outcomes</b>	What was the impact on students? Did it affect student performance &	CAASPP exam data from AMPU and control classrooms	Student literacy, Student	To focus and improve all aspects of program design and

<sup>34</sup> Thomas R. Guskey, “Does It Make a Difference? Evaluating Professional Development,” *Redesigning Professional Development* 59, no. 6 (2002), <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference-Evaluating-Professional-Development.aspx>

	achievement? Are students more confident as learners?	Student engagement observations	engagement	implementation. To demonstrate the overall impact of PD
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**Impact Study on the effect of implementation of the PD model**

The evaluation includes an impact study on the effect of implementation of the PD model on student achievement as measured by the CAASPP assessments in English/Language Arts and Math. These assessments return scaled scores of student performance, but our focus will be on a summary characterization for each subject area, as determined by the California Dept. of Education. Student achievement will be characterized as either “0” for “not proficient,” meaning the student has not met the grade-level target for learning in the tested content area, or “1” for “proficient,” meaning the student has met the grade-level target for learning in the tested content area.

The study will be a Quasi-Experimental Design in which achievement of students from a set of representative classrooms and schools receiving the treatment (study classrooms) is compared to achievement of students from a set of similar classrooms and schools that are not receiving the treatment (comparison classrooms). Once the samples are constructed for treatment and comparison, the evaluators will confirm the equivalence of the samples at baseline by using the same structure of the hierarchical logistic regression model that is described below, but with the data from pre-treatment assessments (2017 and 2018) as the dependent variable.

The effects of the proposed PD model will be estimated by a three-level (student, classroom, school) hierarchical logistic regression model with dependent variables the proficiency levels which are observed in 2019 (exploratory), and 2020 (confirmatory). The model is designed to control for and to measure the impacts of the following co-variates: student achievement in 2016-17 (baseline), student socio-economic status, student race, grade level, teacher experience, percentage of non-white students in the school, and percentage of low-income students in the school.

We will explore the effect of the model on student achievement after one year of the program

(based upon change from baseline), look to confirm a small positive effect in student achievement after two years, and look to confirm a moderate positive effect after three years.

Additional exploratory analysis will be conducted on three subgroups of students: Native American, Low Socio-economic Status, and Special Education.

### The Three-Level Hierarchical Logistic Model

#### Level 1 (Student level)

$$\text{logit}(Y_{ijk} = 1) = \alpha_{0jk} + \alpha_{1jk} \text{Pretest}_{ijk} + \alpha_{2jk} \text{RACE}_{ijk} + \alpha_{3jk} \text{LowSES}_{ijk}$$

$Y_{ijk}$  is the probability of the  $i^{\text{th}}$  student in the  $j^{\text{th}}$  classroom in the  $k^{\text{th}}$  school outcome occurring scoring proficient on the state test.

#### Level-2 (Classroom level)

$$\alpha_{0jk} = \beta_{00k} + \beta_{01k} \text{ExpTchr}_{jk} + \sum_{m=2}^m \beta_{0mk} \text{GradeLvl}_{jk} + \sum_{p=m+1}^p \beta_{0pk} (\text{SubjectArea}_{jk}) + \varepsilon_{00k}$$

$\beta_{00k}$  is the covariate-adjusted log-odds of the outcome occurring versus not occurring for school  $k$

#### Level-3 (School level)

$$\beta_{00k} = \gamma_{000} + \gamma_{001} \text{Treatment}_k + \gamma_{002} \text{SchHighMinority}_k + \gamma_{003} \text{SchLowSES}_k + \mu_{00k}$$

$\gamma_{000}$  is the covariate-adjusted log-odds of the outcome occurring across comparison schools;  $\gamma_{001}$  is the log-odds ratio quantifying the treatment impact; and  $\mu_{00k}$  is the error term for the  $k^{\text{th}}$  school.

The parameter  $\gamma_{001}$  indicates the impact of the proposed professional development model on the outcome,  $Y_{ijk}$ . A Wald-chi-square-test will be conducted to test the null hypothesis of no treatment impact, using a .05-level criterion, when a single confirmatory contrast is tested within a domain. When testing multiple confirmatory contrasts in the same domain, we will apply a Benjamini-Hochberg adjustment. A positive and statistically significant estimate of  $\gamma_{001}$  will indicate that there is evidence that the proposed professional development model has a positive effect on the targeted outcome.