

## **A. Quality of the Project Design**

### **(i) Project represents an exceptional approach to priority established for competition**

The Kentucky Educational Development Cooperative (**KEDC**), in partnership with National Council of History Education (**NCHE**), Kentucky Council for the Social Studies (**KCSS**), Kentucky Council for Social Studies (**KCSS**), Kentucky Historical Society (**KHS**), Abraham Lincoln Birth Place (**AL**), EVERFI (**EV**), Teachers Curriculum Institute (**TCI**), the Library of Congress (**LC**), Campbellsville University (**CU**), Eastern Kentucky University (**EKU**), Morehead State University (**MSU**), the Kentucky Department of Education (**KDE**), (**all commitment letters in Appendix B pgs. 160 – 180**) proposes Project Civics History through Advanced Research and Geography Education (C.H.A.R.G.E.) to support the **development of evidence-based instructional approaches and professional development activities to meet the Absolute Priority 1 of Innovative Instruction and Professional Development in American History, Civics, Government and Geography**. The program will offer workshops for 375 (75 per year for five years) veteran and new kindergarten to eighth grade (K-8) teachers to strengthen their knowledge of American History, Civics, Government and Geography. Kindergarten to eighth grade (K-8) **High-Need** students of Pineville Independent, Middlesboro Independent, Bell and Estill Counties are well behind the state average in American History, Civics and Geography. KEDC is an educational cooperative (**Non-Profit**) (see page 181 in Appendix C) who has provided professional development to over 60 school districts since 1965. KEDC's long term successful record in the delivery of quality Professional Development and the breadth of their regional impact makes them a natural choice to be the lead in a consortium of districts. KEDC is also the **only** organization currently awarded the Academies for American History and Civics grant for its demonstrated expertise in the development of evidence-based approaches with the potential to improve the quality of American history, Civics, Government and Geography learning and

teaching. The target participants for that grant were teachers in grades 9-12, so this proposal will target K-8 teachers in the same region to promote a sequential K-12 curriculum alignment. To assist teachers with opportunities to develop a broader and deeper understanding of these subjects, C.H.A.R.G.E. will offer Capstone type projects based upon practice of the Kentucky Youth Assembly (KYA), Kentucky United Nations Assembly (KUNA) and iLEARN digital local history project. There are students attending schools for participating teachers, who as a collective group, **have over 96.74% of the students qualify for free and reduced lunch under federal guidelines.** Additionally, they have an average **of 40.6% percent of their students from families with incomes below the poverty line.** KEDC is an educational service provider representing a consortia of 4 **High-Need** school districts of Pineville Independent, Middlesboro Independent, Bell and Estill counties. The districts are considered **Needing Improvement** districts within the state of Kentucky based on performance of persistently low-achieving or needing school intervention due to low achievement scores on State testing or graduation rates over a three-year period. **(See evidence data on page 25).** Three targeted districts were recently included in Former President Obama’s **Promise Zone area. (Evidence letter in Appendix B pg. 170).** The Promise Zone Initiative is part of former President’s plan to expand educational opportunities in these economically challenged areas.

<b>Proof of Competitive Preference Priority</b>		
Leveraging Technology To Support Instructional Practice and Professional Development		
<b>Topics to Address Competitive Preference</b>	<b>Services to Address Competitive Preference</b>	<b>Page Numbers</b>
1) High-speed internet access to increase students’ and educators’ access to high-quality accessible digital tools, assessments, OER	C.H.A.R.G.E. students receive Chromebooks to create digital projects, participate in GOOGLE classrooms, participate in online classes of History ALIVE and use digital tools and assessments provide with the materials. Teachers will also learn to create their own Online Google classrooms, where they can share documents or	7, 10, 13, 14, 15, 16, 18, 21, 33,

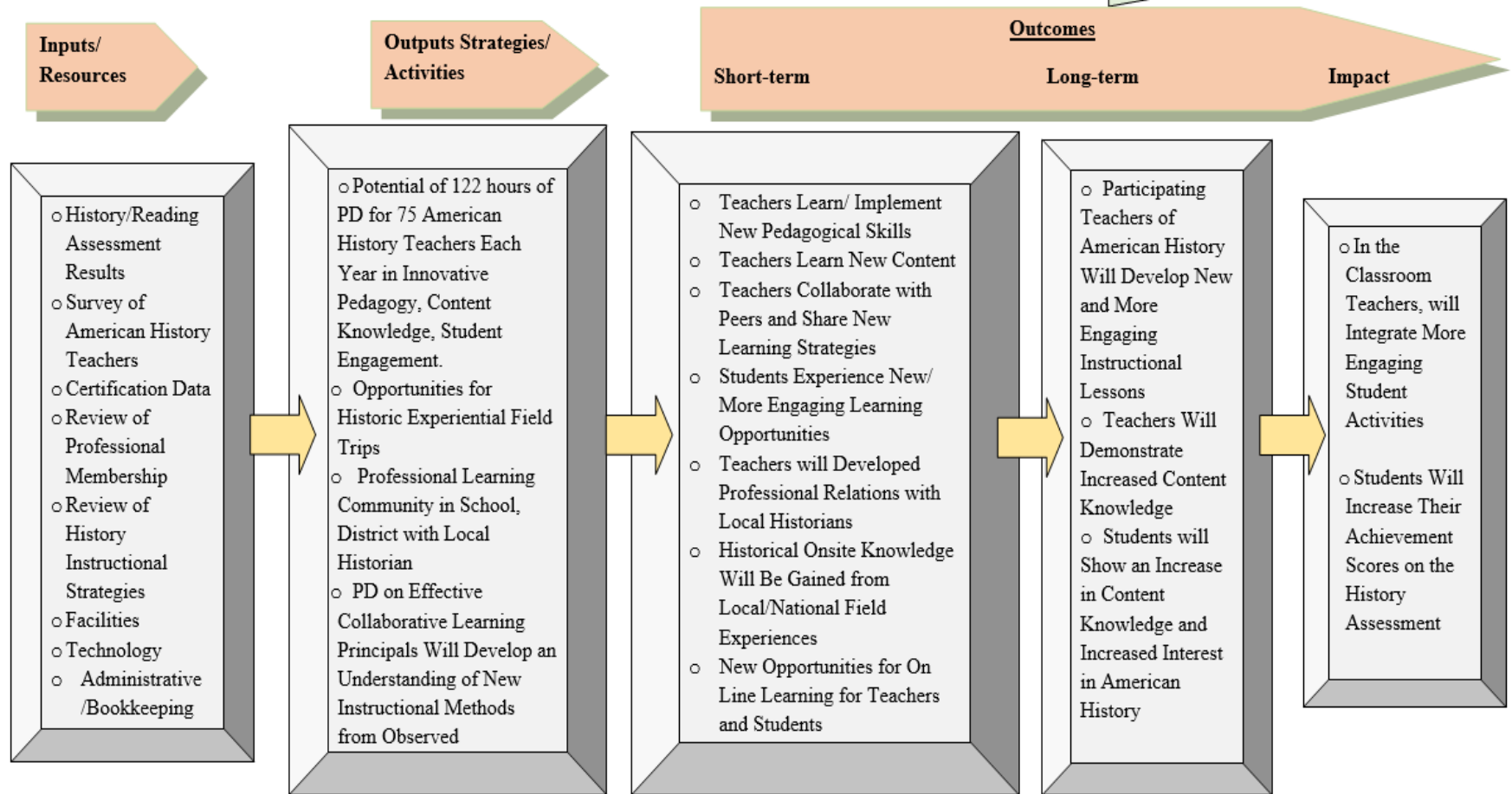
	create quick assessments using forms with students to quickly assess their ability level of a certain topic.	
2) High-quality accessible digital tools, assessments, aligned with rigorous CCR standards	Students will participate in iLEARN digital local history project to document their local history through historical markers (google maps), interviewing local War veterans, civil rights members or others who may not be available in the next 10 years. Teachers will receive online PD from the Library of Congress to assist with CCR skills	2, 8, 11, 17, 18, 30, 43
3) Implementing high-quality, accessible online courses, online learning communities to earn PD credit	Use of Micro-Credentialing, by providing access to reinvigorate teacher professional development efforts. This will allow staff to get away from traditional programs, and shift toward shorter program/skill specific skills. These online modules will be developed by C.H.A.R.G.E. professors based upon needs assessments from participating teachers.	3, 7, 8, 9, 10, 11, 21, 33, 35, 39, 44, 48

The project will include the development of an Open Educational Resource (OER) website providing instructional sources to include standards-based lessons, Historical Encounter session videos with history professors, and primary source links to research based historical activities that will be available online through an interactive interface. For this proposal, the years 1619 – Current were chosen as the content for Project *C.H.A.R.G.E.* A general overview of the themes to be covered during the five years of study can be found below:

<b>Program Year</b>	<b>Content Focus Years</b>	<b>Exploring American Democracy Themes Aligned with Chronological Periods</b>	<b>Yearly Teacher Participants</b>
1	(1619-1783)	Creating and Defining a Nation	Grades K-8
2	(1784-1877)	Preservation and Redefining a Nation	Grades K-8
3	(1878-1917)	Industrialization and Civic Evolution	Grades K-8
4	(1918-1953)	World War and Growth of Executive Power	Grades K-8
5	(1954-Current)	Civil Rights and the Growth of Judiciary Power	Grades K-8

The following Logic Model was the basis for our Project Design:

**C.H.A.R.G.E. - Logic Model - Problem Statement:** The lack of Professional Development related to American History, few undergraduate and graduate courses in American History for those teaching that subject has negatively impacted student achievement in Civic and Social Studies



**ASSUMPTIONS:** Providing Teachers of American history with high quality content and engaging instructional strategies, including Strong/Moderate support from WWC Research on graphical presentations, quizzes to re-expose content and asking deep explanatory questions in Professional Development, presented by University Historians and master teachers will improve history assessment results

During the project, 75 KEDC history teachers, forty (40) K-5 elementary teachers and thirty-five (35) grades 6-8 American history/Civics teachers will be enrolled in five project content components that will be led by **high quality** partners and staff/consultants who are experienced content specialists in American History, Civics, Government and Geography. These leaders and partners have been selected because of their extensive experience, writings in American history, Civics, Government and Geography, past teaching at a collegiate level, and past impact in American history studies. C.H.A.R.G.E.'s five (5) project components will provide twenty-two (22) content-rich opportunities for PD each year: Eight (8) C.H.A.R.G.E. Encounter sessions, Five (5) days for a summer NCHE Colloquium, Two (2) days of TCI Immersion, Two (2) days of EVERFI Civics Immersion and a Four (4) day Historical Field Institute each summer.

**Descriptors of high quality partner activities and benefits that they will add to the project follow below:** (Note: MOUs and Vitas are found in Appendix A) Detailed course of study charts can be found below outlining topics for the following activities.

**1) Historical Encounter session (32 Hours during school year):** Each year's Historical Encounter sessions will begin following the start of the school year and conclude in May. Encounter Sessions will be conducted a minimum of eight times during the year and will be in a face-to-face\Web-based format. Due to the great distances between the districts, a Web-hosted format will be utilized for a portion of the sessions. The first meeting will be face-to-face and participants will receive all orientation information. During this first meeting, participants will enroll in on line courses that will be moderated bi-monthly by C.H.A.R.G.E. historians. Fourteen (14) hours of on-line sessions will follow the same format which will engage participants in detailed visits that address the monthly topics. **(See Detail Course of Study on following pages).** A variety of books, original source documents and related readings will be

distributed from the NCHE Historian's or Master teacher to participants. Guided locally by Dr. Damon Eubank (CU) and Dr. Kimberlee Sharp (MSU), (**vitas in Appendix A**) and experts in the historical era under examination, participants will examine the content and context of relevant original documents and other source materials via inquiry-based, interactive discussions to gain historical context prior to the Summer Colloquium. **First**, the lessons will define how the **words and deeds** of noted individuals have determined the course of the Nation; if and how the primary source documents studied reflect the voice of the Nation; and if and how the documents helped shape the course of social, political and legal relations at the time of the writings. This would be accomplished through High-Quality Professional Learning that would be delivered in small group and in job embedded settings. The research-based Standards for Professional Learning provide a solid foundation upon which to base decisions about professional development for instructing. If the standards become the set of assumptions that drive actions for implementation, professional learning will be transformed to model what teaching and learning will look like in classrooms. **Secondly**, by facilitating school leaders with a foundation in History/Social Studies, KEDC will accelerate the study of the Standards for History/Social Studies at a level that supports teacher action. **Third**, by providing professional learning opportunities that relates successful practices for **college and career readiness**, KEDC will be able to disseminate the same information and expectations to all stakeholders as they relate to current accountability systems. At future, Historical Encounter sessions (during school year), other area and state historians will make presentations and lead discussions concerning the topic. Participants will read, review, and discuss topical literature, texts, primary source documents, and biographical sketches to read and discuss. Learning techniques such as discussion group activities, role-playing and debates will enhance lecturing and will be integrated into the

Encounter agenda. Teachers will also travel to unknown destinations through virtual field trips with Google Expeditions Virtual Reality Goggles. These activities will allow students to virtually explore areas without leaving the classroom. Teachers will also learn how to use Google My Map to “pin” their way on a journey with Louis and Clark or follow the Underground Railroad. With newfound teaching pedagogy and resources, teachers will create online classrooms that will use standards-based units, which will allow for sharing or dissemination of online materials from the time period. These classrooms will be shared to all teachers in all schools once completed.

**2) Summer NCHE Colloquium (40 Hours):** During summers of the project, the NCHE partners will host a five-day Summer Colloquium onsite in Kentucky with a follow up four day session through an Historical Field Institute session which will fuse the immersion in content with training in practical classroom application to provide the C.H.A.R.G.E. teachers with a multifaceted understanding and appreciation of traditional American History, Civics, Government and Geography that will elevate their teaching skills. **(See programing chart on pages 11-16)** Participants will use rare documents, images, interpretive text and primary resources to examine historical episodes relating to the project’s annual themes. Each summer a different corps of academic historians will serve on the leadership team **(possible teams in Appendix A, page 106, from NCHE)**. Teams will be composed of a master history teacher, a learning specialist, and an historian. Each day’s agenda will begin with an introduction to materials from NCHE’s collections related to that day’s subject matter, using the original sources to prompt advanced level analysis. There will then be a 75-minute content-based presentation by the guest historian followed by discussion of both the presentation and the readings, facilitated by the lecturer. A matrix of each day’s session and the historians who have been invited to

address the day's topic can be found on pages 8 - 15. NCHE historians will focus on conceptual themes of the American experience and how specific teaching strategies will make American History, Civics, Government and Geography exciting/meaningful for students. Instructional strategies will include the use of visual images and role playing to teach historical ideas and events, use of online primary sources from the Library of Congress' American Memory Collection, from the National Archives, and from other American history web sites to research historical problems, and the use of EVERFI (civics), political cartoons, maps and other graphic information to teach American History, Civics, Government and Geography. NCHE historians will identify and select primary sources via electronic media for inclusion in a permanent Electronic Resource Notebook (ERN). The ERN will be distributed to all participants for use in their classrooms and available to other teachers in KEDC to ensure replication and sustainability far after the grant monies have expired.

**3) Historical Field Institute (32 Hours)** Through the NCHE partnership, teacher participants will experience on-site historical field Institute to provide substantive historical content increasing teacher's knowledge. These Institutes will allow participants to experience the times and deeds of the yearly topic by visiting the area and provide a lasting impact on their ability to articulate this encounter to the students. While on their journey through history, teachers may spend the afternoon within the Library of Congress researching, following the daily route on the Underground Railroad or experiencing what it was like for an immigrant to pass into Chicago. Teachers may also participate in the endless amount of resources found at the Library of Congress or learn the role of gangsters during Prohibition. Teachers will be anchored in rich historical content, along with substantive historical lessons, activities, and resources. This experiential activity will provide teachers the opportunity to interact with university historians



and history education specialists and discuss pertinent issues. The chart below projects the goals of our participants:

<b>Year</b>	<b>Historical Field Institute</b>	<b>Goals: Teachers will demonstrate increased knowledge by pre/posttest on:</b>
<b>Year 1: Creating and Defining a Nation</b>	<b>The Western Theater - Kentucky in the Development of the US</b>	America's Foundations, Immigration, Founding of 1 <sup>st</sup> Colonies, Articles of Confederation, American Revolution, French and Indian Wars
<b>Year 2: Preservation and Redefining a Nation</b>	<b>National Underground Railroad &amp; Abraham Lincoln</b>	Growth of Americanism, Search for National Identity - Declaration of Independence, Creating of Foundation, Testing the limits
<b>Year 3: Industrialization and Civic Evolution</b>	<b>Chicago</b>	National Challenges: Immigration, Prohibition, War and Government Power, Mechanization and Infrastructure Development, Modern Efficiencies
<b>Year 4: World War and Executive Power</b>	<b>Washington D.C.</b>	Nationhood Crisis, All Men are created Equal, Becoming a Super Power, Expansion of Democracy, Economic Challenges, Isolationism, World Wide Conflict, Women in the Workforce/Suffrage
<b>Year 5: Civil Rights and Judiciary Power</b>	<b>Civil Rights Through the South</b>	Civil Rights, MLK, Rosa Parks, 24th amendment, Jim Crow Laws, Civil Rights Act, Judicial Decisions that Changed Racial Boundaries, Cold War, Cultural Revolution


4) **School Improvement Network through Walkthroughs:** Online walkthroughs by administrators addressing C.H.A.R.G.E.'s annual theme, will provide information on changes in teacher's instructional practices. Classroom walkthroughs play an essential role in professional development for teachers. They will be non-evaluative for administrators who struggle to properly record and then later convey the results of their time in a teacher's classroom. The classroom walkthroughs will be an effective method for administrators to see the goings-on in any classroom. Teachers can instruct without the pressure of being evaluated, and students often enjoy seeing their administrators in the room. The walk-through instrument will utilize the

research strategies from the *Instructional Coaching Model*, University of Kansas, Jim Knight (**Research on Instructional Coaching**, (2008). An online observation form, modeled from the Center for Comprehensive School Reform's "*Essential Elements of Teacher Observations*" (2005), will be used for observation data collection by program staff or teacher mentor two times per year. KEDC proposes a platform that will track "live time" data from our teacher participants. Within each school district, teachers will be involved with this program and will engage with one class period each day to help guide Universal Design for Learning (UDL) / Blended learning, thus allowing the teacher to establish Technology Design Learning to promote student engagement. (**See Appendix C pg. 196 for full description**). The use of an electronic database will facilitate a more timely and in-depth analysis of new instructional strategies. Teachers will meet afterwards to discuss the observation. Each year's Encounter Session participants will have the opportunity to continue in the following year's training. Those participants with particular interests and skills will demonstrate new resources, lesson plans and instructional techniques to new teachers in the school system and/or collegium. Participants will also continue their professional growth throughout the school year and beyond the grant period through the use of a *Web Based Training Site* that will provide access to online lessons, discussion boards, curriculum resources and interactive teaching intranet-based electronic learning platform, such as: GOOGLE classroom.

**5) Teachers Curriculum Institute - (12 hours)** TCI uses several strategies that engage all the learners in the classroom. Each strategy is linked to content discovery and ensures that students are challenged. All TCI History Alive! activities are online to provide easy access to students. Visual Discovery lessons use high-interest images from the content area to spiral students from simple discovery to a critical review of meaning. Skill Builder lessons allow


students to learn content using quick-paced activities intended to build on needed skill sets like data analysis, map interpretation, and reading comprehension. Response Group lessons generate class discussion around controversial or complex topics in the content area. Discussion starts online with a shared document or through a Google Hangout in small groups and builds to a robust class discussion. Writing for Understanding lessons will give the students authentic writing assignments in the content area. The students are exposed to various pre-writing activities that lead to the final written product, which could be anything from multi-paragraph essays to poetry. Problem solving group lessons place students in mixed-ability groups that take a piece of content and develop a product or project. Each person within the group is assigned a specific task, which keeps them accountable to the content and their partners. Experiential Exercise lessons give students an opportunity to feel a moment in time or concept brought to life from the content. Students simulate these content subjects and then debrief them for maximum impact as they tie it to the concept or historical experience. The following is a three-year model (years 4 and 5 are on page 203 of Appendix C) of topics which will be covered during Encounter Sessions taught to K-8 grade participants.

<b>Detailed Course of Study Chart</b>				
<b>Year 1 Turning Point Theme: Creating and Defining a Nation (1619-1783)</b>				
<b>Historical Encounter topics</b>		<b>Provider</b>	<b>Selected Reading</b>	
Nov.	Jamestown (1607)	Morehead State University	<i>Virginia Adventure, The: Roanoke to JamesTowne</i> , by Ivor Hume; <i>Primary Source Set Jamestown</i> , Library Congress;	3 hrs.
Dec.	Mayflower (1620)	Morehead State University	<i>Mayflower Quarterly</i> , Volume 67, Number 1, March 2001, Gail Adams; <i>Mayflower Compact</i>	3 hrs.
Jan.	Plymouth/Colonial US	CU	<i>Everyday Life in Early America</i> , David Freeman Hawke; <i>Plimoth Plantation</i> , Library of Congress	3 hrs.

Feb.	Important People (William Penn, Ben Franklin, etc.)	CU	<i>Rhetoric, Religion, and the Roots of Identity in British Colonial America: A Rhetorical History of the United States</i> , Vol. 1. James R. Andrews; <i>Autobiography of Ben Franklin</i> , by Ben Franklin; Samples of Poor Richard's Almanac, Library of Congress	3 hrs.
March	The Proclamation of 1763	CU	<i>The Proclamation of 1763 Document</i>	3 hrs.
April	Boston Tea Party	NCHE	<i>Each colony...as parts of the same Body</i> , by George Read, May 26, 1774, <i>Revolutionary Mothers: Women in the Struggle for America's Independence</i> , by Carol Berkin	3 hrs.
<b>Book Study: Colonial Era; Paul Clements (2008)</b>			<b>Total Encounter session hours</b>	<b>18 hrs.</b>
<b>*Each year 20 additional hours online + walkthrough for 32 hours total during school year.</b>				
<b>Summer NCHE Colloquium to Create a Professional Learning Community (PLC)</b>  	NCHE will provide a leadership team consisting of an historian, a master classroom history teacher, and a specialist in history education. The team will meet before the Colloquium to plan a cohesive agenda that will deepen teachers' content knowledge of Constitutional history and civics to demonstrate best practices through which to convey that history to students. Letter of commitment for NCHE staff have been signed and can be found in the Appendix B, page 164.			40 hrs.
	<b>Session Topics</b>		<b>Session Document</b>	
	1) Growth of Americanism 2) Search for National Identity 3) Creating the Foundation 4) Testing the limits		1) Stamp Act 2) Declaration of Independence 3) Constitution 4) Alien and Sedition Act & Louisiana Purchase	
	<b><u>Possible Historian</u></b>		<b><u>Possible Readings</u></b>	
	<b>Historians - Alan Winkler</b> (Miami University), Robert Sean Johnson (University of Illinois at Chicago)		<i>A Little Commonwealth: Family Life in Plymouth Colony Documents and Essays</i> , Karen Ordahl	
<b><u>Historical Field Institute</u></b> <b>Kentucky in the</b>	This institute will guide teachers through how their state developed during the creation of our nation. Kent Masterson Brown will provide an onsite Kentucky tour that will visit the Henry Clay			32 hrs.

<b>Development of the US</b>	Estate, Lexington Cemetery, The War in Kentucky, The Virginia and Kentucky Resolutions of 1798, John Hunt Morgan and His Great Kentucky Raids, The Invasion of Kentucky, Albert Sidney Johnston and the Defense of Kentucky, Perryville Battlefield and Abraham Lincoln	
<b><u>TCI</u></b>	Teachers will learn how to plan, prepare materials, teach then assess using TCI	12 hrs.
<b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 1</b>		122 hrs.

<b>Year 2 Turning Point Theme: Preservation and Redefining a Nation (1784-1877)</b>				
<b>Historical Encounter topics</b>		<b>Provider</b>	<b>Selected Reading</b>	
Nov.	The Constitution/Bill of Rights (1789)	CU	<i>The Bill of Rights: The Fight to Secure America's Liberties</i> , by Carol Berkin	3 hrs.
Dec.	Alexander Hamilton & Lewis and Clark	Morehead State University	<i>Alexander Hamilton: A Biography</i> , Forrest McDonald; <i>The Journal of Lewis &amp; Clark</i> ,	3 hrs.
Jan.	War of 1812 & Mexican War 1848	Morehead State University	<i>The War of 1812</i> , Henry Adams <i>The Mexican War 1846-1848</i> , Douglas Meed	3 hrs.
Feb.	The American West/Gold Rush	CU	<i>The Gold Rush to California Riches (The Wild History of the American West)</i> , David Aretha	3 hrs.
March	Civil War	Morehead State University	<i>A History of US, War, Terrible War 1855-1865</i> , Joy Hakim	3 hrs.
April	Post war	Kentucky Historical Society	<i>Civil War Wives: The Lives and Times of ...</i> by Carol Berkin	3 hrs.
<b>Book Study: <i>Lincoln's Sanctuary</i> by Matthew Pinsker</b>			<b>Total Encounter session hours</b>	<b>18 hrs.</b>
<b>*Each year 20 additional hours online + walkthrough for 32 hours total during school year.</b>				
<b>Summer NCHE Colloquium to Create a Professional Learning Community (PLC)</b>		Using primary sources, narrative histories, and recent scholarship, participants will discuss the major political, economic and military events of the Civil War, Study the impact of the war on different groups of Americans		40 hrs.
		<b>Session Topics</b>	<b>Session Document</b>	
		1) Nationhood Challenged 2) All Men Are Created Equal 3) Limitations imposed	1) Kansas Nebraska Act, Dred Scott Case, Lincoln House Divided	

	4) Reconstituting a Nation	2) Emancipation Proclamation 3) Merriman Decision 4) Reconstruction Act	
	<b><u>Possible Historian</u></b>	<b><u>Possible Readings</u></b>	
	Joanne B. Freeman is a Professor of History at Yale University	<i>War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War</i> , Brian DeLay, <i>Manifest Destiny and Mission in American History: A Reinterpretation</i> , Frederick Merk	
<b><u>Historical Field Institute</u></b>  <b>National Underground Railroad Museum</b>  <b>&amp;</b>  <b>Abraham Lincoln National Park – Hodgenville, KY</b>		The National Underground Railroad Museum in Cincinnati and Maysville will provide teachers with hands-on experience of what it was like for a slave following the trail. Teachers will see slave artifacts, documents and memorabilia documenting the role of slavery in America. They will also experience the network of people and places that assisted fugitive slaves as they escaped slavery in the South. At Lincoln's birth place, teachers will visit the cabin where Lincoln grew up and participate in daily activities of the times. They will also acquire New knowledge about how Lincoln developed out nation.	32 hrs.
<b><u>TCI</u></b>		Teachers will learn how to plan, prepare materials, teach then assess using TCI level II	12 hrs.
<b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 2</b>			122 hrs.

Year 3 Turning Point Theme - Industrialization and Civic Evolution (1878-1917)				
Historical Encounter topics		Provider	Selected Reading	
Nov.	Lincoln	CU	<i>Making America: A History of the United States From 1865</i> , By Carol Berkin	3 hrs.
Dec.	Jim Crowe Laws	Morehead State University	<i>Jim Crow and Segregation</i> , Primary Source Articles, Library of Congress	3 hrs.
Jan.	Political & Social Conquest of the South	NCHE	<i>Role of the Constitution During the Civil War</i> , Kelly Snell	3 hrs.



	and international reputation as a manufacturing metropolis, dominated by factories including iron and steel, garment manufacturing, agricultural and electrical machinery manufacturing, railroading, and meat packing	
<b><u>TCI</u></b>	Standards-Based Content, Graphical Organizers, Processing Assignment, Assessments to inform Instruction	12 hrs.
<b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 3</b>		122 hrs.
<b>*****Years 4 and 5 can be found on page 203 in Appendix C*****</b>		

Participants will be recruited by the project director and curriculum specialist. The project director will begin with a letter of application, developed by the Advisory Council, and designed for recruitment of American History, Civics, Government and Geography teachers and collaborating special education teachers. The Director and Project Coordinator will visit each school to deliver the applications and recruit teacher participation. This letter must be returned to the Action Team and reviewed by the *C.H.A.R.G.E.* program staff to be considered a participant. Participants with the highest score from the criteria below will be selected:

<b>Criteria for Teacher Selection</b>	<b>Point Value</b>
From a high-need school within the district	10 points
Teaching outside certification; not <b>Highly-Qualified</b> or Special Education	15 points
Lack of exposure to professional development in the area of American History, Civics, Government and Geography in the past year	10 points
Teachers with 5 years or less teaching American History, Civics, Government and Geography	5 points
Lack of evidence of participation in an American History, Civics, Government and Geography or professional organization	10 points
Reference from survey to increasing American History, Civics, Government and Geography knowledge, mentoring, improving student achievement, and/or being a part of a history teacher alliance/learning community in the stated teacher goal	10 points

To ensure Teacher success based on research of principal effectiveness, KEDC will also offer sessions for administrators during the grant. These sessions will involve effective observations



to allow administrators guidance on what teachers are learning in the Encounter Sessions. They will also be invited to attend any Encounter sessions. **(Research in section iii on page 19-24)**


**(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.**

The project will be implemented and managed by the *C.H.A.R.G.E.* project staff with KEDC serving as the fiscal agent. Collaboration with all partners has previously occurred and each described their level of expertise and commitment in an MOU prior to conceptualization of the proposal.

<b>Higher Education:</b> Campbellsville University, Morehead State University and Eastern KY University
<b>History/Civics Historians:</b> National Council for History Education, the Library of Congress, Kentucky Council for Social Studies, Kentucky Historical Society
<b>Historical sites:</b> National Underground Railroad Museum, Abraham Lincoln National Park, Perryville Battlefield, Civil Rights Trail, Selma to Montgomery National Historic Trail, Tuskegee Airmen

Each of the partners and consultants were selected for his or her specific content and expertise as outlined below: (Long-term commitments have been secured for sustainability)

<b>Partner</b>	<b>Rationale for Selection</b>	<b>Specific Activities and Contribution</b>
Campbellsville University, Morehead State University, Eastern Kentucky University  *Vitas in Appendix A	Dr. Damon Eubank (CU) and Dr. Kimberlee Sharp (MSU) Professors of History have provided content for successful Teaching American History Projects. Their influence, knowledge, and pedagogy have inspired and been a model for colleagues and countless numbers of history students. They will present a unique and fresh approach the teaching of American history, Civics and Geography.	Dr. Damon Eubank (CU) and Dr. Kimberlee Sharp (MSU), Professors of History will provide over 12 hours each year of direct service time to the project. They will be actively engaged in the project's NCHE Summer NCHE Colloquium sessions and Advisory Council Meetings. They will focus on increasing content knowledge, the concepts, context and chronology of the theme related topic being studied; improving instructional strategies; and developing a greater appreciation for traditional American history, civics and geography.
National Council for	The National Council for History Education is a non-profit corporation whose Board of	The National Council for History Education training will provide a 5-day Summer NCHE Colloquium; followed by 4-day Historical

History Education  *MOU and Letter of Commitment Attached	Directors is dedicated to promoting the importance of history in schools and in society. National Council for History Education provides a research based model of a triad of presenters in which local participants and team leaders consider themselves to be in a meeting of colleagues that allows leaders to delve into topical discussions.	Field Institute that is an intensive, content-rich professional development program that combines historical topics and pedagogical techniques to make history come alive for teachers and students, thereby raising levels of success for each. C.H.A.R.G.E.'s annual themes and participants will receive monographs, primary sources and theme based readings. NCHE will serve as the fiscal agent and supports project C.H.A.R.G.E. with all its resources including its monthly publication <i>History Matters</i> and annual conference
Library of Congress, National Mall and Memorial, Museum of the American Revolution, Ford's Theatre, Selma to Montgomery National Historic Trail, Lincolns Birthplace 	Each of the National Park Service Locations has rich experience in the topic they serve and will provide additional resources so teachers can return to their classroom and now teach by "experience" rather than from a textbook  National Underground Railroad Museum	High-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of "sit-and-get" workshops and expert-delivered awareness campaigns are long gone. We are moving toward more effective and more engaging professional development models. Research and experience will help recognize high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date
Teachers Curriculum Institute	In a randomized experiment in a district in California, evidence of a positive impact of increasing student scores in students working with TCI's History Alive! In comparison to what can be expected with a conventional text book. ELA students also scored significantly higher than their counterparts.	Teachers' Curriculum Institute's History Alive! Program is a research-based approach that is designed to meet the needs of a diverse student population. The innovative teaching strategies allow teachers to actively engage students while delivering rich American History content. This unique instructional approach has proven to improve students' retention of historical events and helped to foster a passion for the study of American History.
Kentucky Council for Social Studies, Kentucky	Both organizations have a strong background in assisting with prior TAH grants in providing Kentucky content as teachers search for ways to incorporate	The KCSS and KHS approach history education as an inquiry-based, interactive process that is grounded in historical evidence. They will offer teachers daylong field trips to long-term collaboration by visiting Frankfort or coming to their

Historical Society	state history in the development of our nation.	classroom. KCSS and KHS can help teachers and students develop as 21st century learners. Through the National History Day Project teachers will become excited by history, connect the past to the present and learn 21st century research skills.
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(iii) **The design of project reflects up-to-date knowledge from research and practice.**

Much of teaching is about helping student's master new knowledge and skills and then helping students not to forget what they have learned. C.H.A.R.G.E. Encounter sessions are intended to provide teachers with specific strategies for organizing both instruction and students' studying of material to facilitate learning and remembering information, and to enable students to use what they have learned in new situations. C.H.A.R.G.E. will implement a quasi-experimental design based on the **“moderate evidence base” of the Institute of Education Sciences practice guide, “Organizing Instruction and Study to Improve Student Learning”** by Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007). **(See study {recommendation 3} in Appendix C on pages 207 – 211)** C.H.A.R.G.E. will conduct a **quasi-experimental, matched comparison group design** and use multiple sources, mixed methods and statistical tests to measure progress toward meeting the established outcomes and to answer the objectives outlined in table on pages 31-33. The quasi-experimental, matched comparison group design will provide an opportunity to validate the moderate evidence of effectiveness without reservations per What Works Clearinghouse requirements.

C.H.A.R.G.E.'s logic model (**page 4**) clearly aligns program design to program outcomes that will be studied in the evaluation. An *impact study* will measure effects of project activities on student achievement and student confidence in their ability through the use of qualitative/quantitative measures. The *implementation study* will determine program fidelity and findings will provide program leadership with ongoing, formative feedback. The

recommendation of the study provides “moderate” support for our endeavor to combine **graphical presentations (e.g., graphs, figures, maps) that illustrate key processes and concepts with verbal descriptions of those processes and concepts in order to facilitate student learning.** Additionally, the study found ‘**Strong Evidence**’ for **Using Quizzes to re-expose students to key content and Asking Deep Explanatory Question.** According to the study, graphics can be used to help students understand abstract ideas. For example, using multiple representations (e.g., symbols, graphs, pictures, primary sources or maps) of the same abstract concept allows students to see that the concept can be depicted in many different ways. Authentic situations can be portrayed through stories, real world problem scenarios, or movie clips and used to convey abstract concepts. When using multiple visual representations of an abstract concept, teachers should draw students’ attention to the components of the visualization that are relevant to the abstract concept so that students understand that the same core idea is being expressed in multiple ways. Multimedia and hypermedia are learner-controlled interactive technologies; users can tailor presentations by selecting paths through the material customized to their interests. Also, these educational applications display data in multiple formats simultaneously (text, still images, animations, video, voices, sounds, music); this enables people with various learning styles (visual, auditory, symbolic) to initially peruse material presented in their preferred mode of communication. In addition, by displaying webs of interrelationships through concept maps or similar graphic devices, hypermedia systems enable learners to focus on the links among pieces of information, as well as the data itself (Dede, 2006). To foster students’ conceptual understanding of combining graphics with verbal descriptions, teachers must have rich and flexible knowledge of the subjects they teach. They must understand the central facts and concepts of the discipline, how these ideas are connected, and the processes

used to establish new knowledge and determine the validity of claims (Borko & Putnam, 1996). The study also recommends that teachers use “closed-book” quizzes or tests as one method for re-exposing students to key course content. A delayed re-exposure to course content helps students remember key information longer. In addition, quizzes or tests that require students to actively recall specific information (e.g., questions that use fill-in-the-blank or short-answer formats, as opposed to multiple-choice items) directly promote learning and help students remember information longer. To use quizzes or tests to promote learning and retention of information, correct-answer feedback should be provided. The TCI curriculum assessments are based upon this premise using online classrooms. By providing teachers with the necessary online materials, teachers will implement high-quality, accessible online courses and providing program with high-quality accessible digital tools and assessments, aligned with rigorous CCR standards for program staff to track. **(CP)** By providing PD with Universal Design for Learning (UDL) / Blended learning, students will acquire a basic set of knowledge about a particular topic of study and become ready to build a more complex understanding of a topic. Universal Design for Learning will assist teachers in creating better opportunities to ask questions and model answers to these questions, in order to help students, build deep explanations of key concepts. Professional development programs that include an explicit focus on subject matter can help teachers develop these powerful understandings. According to Guskey, 2010, although teachers are generally required to take part in professional development by certification or contractual agreements, most report that they engage in these activities because they want to become better teachers. They see professional development programs as among the most promising and most readily available routes to growth on the job. Not only as a way to combat boredom and alienation, but also as a pathway to increased competence and greater professional satisfaction. It

is also important to note that, for teachers, becoming a better teacher means enhancing student learning outcomes. According to the Center for Public Education, (2013), the overwhelming message of current accountability reforms is that student achievement is what matters most in a school building. However, the million-dollar question for districts is how to get there. Research suggests that the paradigm of instruction needed to prepare students for college and 21st century careers is not the paradigm of instruction most teachers currently use in their practice. In other words, teacher learning is the linchpin between the present day and the new academic goals. Professional development can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a *change in a teacher's practice* that leads to increases in student learning. Above all, it is most important to remember that effective professional-development programs are job-embedded and provide teachers with five critical elements (Darling-Hammond et al., 2009):

<b>Collaborative learning:</b> Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects. When teachers and schools engage in high-quality collaboration, it leads to better achievement gains in math and reading for students. In addition, teachers improve at greater rates when they work in schools with better collaboration quality (Ronfeldt et al., 2015).
<b>Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:</b> In professional-development programs, research has emphasized the importance of developing History/Civics content knowledge, as well as pedagogical techniques for the content area (Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).
<b>Active learning:</b> Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.
<b>Deeper knowledge of content and how to teach it:</b> Training teachers solely in new techniques and behaviors will not work.
<b>Sustained learning, over multiple days and weeks:</b> Professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Current research indicates that effective **high quality** professional development activities must be interactive, collaborative, and continuous. Ribar (2002), supporting the colloquial approach to professional development, says that a colloquium rather than in-service workshops is a successful model used in several states. A colloquium promotes professionalism, collegiality and emphasizes that participants are treated as history professionals. Colloquia are led by a tripartite team of three equals (master classroom American history teacher, historian, and educational learning specialist), and each colloquium is offered for a minimum of two days so the focus on the history experience will be intense, intellectual, and comprehensive. National Council of History Educators (NCHE) historians will focus on connecting the history of America with instructional rigor and conceptual themes of the early American experience and demonstrate how specific teaching strategies can make American History, Civics, Government and Geography exciting/meaningful for students. C.H.A.R.G.E. professional development design applies this research-based colloquium model for increasing the level of knowledge and appreciation of traditional American History, Civics, Government and Geography. Studies repeatedly demonstrate the connection between teacher training in the content area and improved student performances. **Every Student Succeeds Act (ESSA)** legislation stresses this connection and requires professional development to assure teacher quality. In *Subject Matter Knowledge in The Teaching of History*, John P. Papay (2010) advocates that how well history is taught depends on how well history teachers know their subject. Irving B. Weiner (2003) identifies seven categories of base knowledge for teachers: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students and their characteristics, knowledge of educational contexts, and knowledge of educational ends. Of these, Weiner states the most important is pedagogical content knowledge, the blending of content and

pedagogy into a clear understanding of how particular topics are organized, represented, and adapted to the diverse interests and abilities of the learners. Project C.H.A.R.G.E. applies these research-based concepts that fuse immersion in content with training in practical classroom application to provide the C.H.A.R.G.E. teachers with a multifaceted understanding and appreciation of traditional American History, Civics, Government and Geography that will elevate their teaching skills. Pre/post scores on the nationally-normed and/or validated College Board American History AP exam, which measures specific subject content for high-achieving college bound seniors, will be used to assess teacher content knowledge instead of a broad national achievement test to ensure grant-specific, content-specific questions can be obtained.

### **B. Significance**

- (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.

#### **Likelihood to build local capacity for services for the needs of target population.**

In alignment with the renewed Kentucky Educational Developmental Corporation (KEDC) Five-Year Strategic Plan, KEDC is creating a unique longitudinal approach to immersion, rigor and post-secondary preparation with a K-8 continuous pipeline of cutting edge Encounter Sessions for 375 Teachers of American History, Civics, Government and Geography. **Project**

**C.H.A.R.G.E. Teachers** will serve approximately 6,036 students in Eastern Kentucky grades K-8 to meet the needs of **high-need** students who are at risk of educational failure or need of special assistance and support. These students are living in poverty, are far below grade level, who are homeless, who are in foster care, who have disabilities, or who are English Language learners. For decades before the economic crisis, local communities were transformed as coal mines were closed and local jobs were harder and harder to find it has become more difficult to get ahead. Three of the four districts are classified as Needing Improvement based on performance of



persistently low-achieving or needing school intervention (**High-Need**) due to low achievement scores on State testing over a three-year period.

**Low Test Scores:** Longitudinal analysis of Kentucky Core Content Test (KCCT) scores reveals the magnitude and severity of the problem addressed by the project shows that students showed disconnected scores in the area of History/Civics at the K-8 grade level.

2015-16 Kentucky Core Content Test of U.S. History/Social Studies Percent (%) scoring Proficient or Distinguished						
County	K-5 District score	State Avg.	% difference	6-8 District score	State Avg.	% difference
Bell	62.5	57.7	+4.8	61.2	59.7	+1.5
Estill	34.8	57.7	-22.9	*NA	59.7	*NA
Middlesboro Independent	30.4	57.7	-27.3	50.6	59.7	-9.1
Pineville Independent	44.4	57.7	-12.6	48.9	59.7	-10.8
* Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.						

Although one district illustrates data over state average, **over 40% of their students are still not**

**considered Proficient/Distinguished for GAP groups in Free/Reduced Lunch, Special**

**Education or Low Income.** The support of outside resources is essential if low-income,

unmotivated, low achieving students are to succeed. The following charts further illustrate

scores for sub-groups of students.

2015-16 Kentucky Core Content Test of U.S. History/Social Studies Sub-Group Distribution for Elementary						
County	Free/ Reduced Lunch	State Avg.	% difference	GAP Students	State Avg.	% difference
Bell	57.2	49.7	+7.5	41.8	49.9	-8.1
Estill	25.9	49.7	-23.8	27.0	49.9	-22.9
Middlesboro Independent	25.8	49.7	-23.9	25.0	49.9	-24.9
Pineville Independent	48.0	49.7	-1.7	48.0	49.9	-1.9
* Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.						

2015-16 Kentucky Core Content Test of U.S. History/Social Studies Sub-Group Distribution for Middle School						
County	Free/ Reduced Lunch	State Avg.	% difference	GAP Students	State Avg.	% difference
Bell	63.9	54.6	+9.3	54.4	49.6	+4.8
Estill	*	54.6	*NA	*	49.6	*NA
Middlesboro Independent	39.6	54.6	-15.0	38.8	49.6	-10.8
Pineville Independent	32.4	54.6	-22.2	32.4	49.6	-17.2
* Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.						

Testing pre-grant of American History staff using NAEP released items, a random sample of teachers scored a 48%, compared to the NAEP student average of 64% on the same questions.

**Instructional Issues:** Each school's Consolidated Plan is designed to target areas within the school that have been identified as a critical need and then to develop an innovative plan that will initiate improved student achievement in the designated area. Each school has identified and targeted American History, Civics, Government and Geography as an area that needs improved student achievement. From our survey, 56% of the teachers never use visual discovery, 48% never use character interpretation, and 52% don't use art/pictures to enhance their lessons. Currently 68.2% of those teaching History are not certified to teach in the field of American History. A lack of regional professional development opportunities related to methods of teaching American History, Civics, Government and Geography, hinders educational progress. Quality history and civics content and pedagogical methods as prescribed in C.H.A.R.G.E. will simultaneously increase the knowledge at each teacher's disposal, as well as their arsenal of teaching methods. This will alleviate the problem of poor student knowledge of and student underachievement in American History, Civics, Government and Geography.

**Previous Professional Development:** Present Professional development consists of attending local, state or national conferences, with a plan in place, but teacher retention to the districts has

hindered progress. In a teacher survey to prepare for this application, 73.4% of all surveyed teachers stated they had not attended any type of American History, Civics, Government and Geography professional development in the past year. Simply providing teachers with information about new instructional strategies does not necessarily result in changes in existing teaching behaviors. Instead of lectures, staff development can involve research, discussion groups, and school-historian partnership groups. Based on districts **needs assessment** and each school's Consolidated Plan, targeted trainings by Encounter Sessions have been identified. An innovative plan that will initiate improved student achievement incorporates engaging teacher methodologies, increasing teacher content knowledge, disseminating content knowledge, increasing student achievement and content knowledge, creating Encounter Sessions through Professional Learning Communities (PLC) with participants and Historians, increasing access to high quality, research-based professional development and participating in peer coaching model. 78% of the teachers stated they were not members of ANY historical organization.

**Teacher Preparation:** The district needs assessment revealed that although many of the American history teachers have obtained a master's degree or higher degree, few have actually majored in American history studies. From a pre-application teacher survey, 46% of responding teachers reported they were not certified to teach in the field of American History, Civics, Government and Geography. Teachers reported they were broad field Social Studies certified, and 88% stated they were required to take four or less classes in American History, Civics, Government and Geography to receive their certification. Of this group, the majorities were not required to take any classes during any of their graduate work and most of their graduate studies are in administration or unrelated fields of study. Additionally, approximately 8-12 exceptional educators are teaching content subjects such as American History, Civics, Government and

Geography in special education courses and do not have adequate content knowledge. These teachers would not be highly skilled educators. Teachers participating in *C.H.A.R.G.E.* will develop skills needed to integrate conceptual and contextual content along with teaching strategies related to sustained professional development, with the ultimate goal being to improve students' understanding of American History, Civics, Government and Geography and enhance performance on Kentucky's KCCT Test. In respect to the magnitude of the need, KEDC has a plan for professional development, but due to many districts having a Focus or Priority status for not meeting ESSA requirements for student achievement of all sub-groups; other district initiatives have been given a higher priority. This National Activity proposal would integrate ESSA strategies into the history classrooms. Each teacher will maintain a teacher's portfolio that will include this integration along with notes on lessons learned during seminar participation. The teachers' portfolio will include American History, Civics, Government and Geography standards-based lesson plans from each of the Academy sessions, sample classroom activities, and sample assessments. Participants will be trained in the use of peer mentoring where new methods of teaching and learning American History, Civics, Government and Geography will be replicated and sustained for educators throughout the district. Standards-based American History, Civics, Government and Geography lessons created by teachers and aligned with Kentucky's Core Content/Program of Studies will be available to other teachers of American History, Civics, Government and Geography on the KEDC *C.H.A.R.G.E.* website and will be presented at local, state and national history conferences. The Project Director/Project Coordinator will arrange for participants to observe a minimum of two colleague's standard based lesson per semester and for the follow-up conference between the participant and the observed colleague using a lesson reflection observation form (see Appendix C pg. 201). *Blended Learning opportunities* will be

utilized to allow participants to continue scholarly interactions related to American History, Civics, Government and Geography discussion. Teachers will have the opportunity to network with other teachers of American History, Civics, Government and Geography through memberships in history preservation organization from NCHE. Based on district data disaggregation and through a needs analysis from staff within the district, the following gaps in services have been identified:

<b>Current Services Provided by District</b>	<b>Nature and Magnitude of specific identified Gaps, Weaknesses or Deficiencies in services</b>	<b>How Identified Gaps, Weaknesses in Services, Infrastructure or Opportunities in Services Will Be Addressed</b>
District-wide Focused Professional Development	All district-wide professional development is focused on Reading and Math to assist district to improve school improvement status as a result of not meeting <i>ESSA</i> requirements.	<ul style="list-style-type: none"> <li>➤ 375 total teachers will have the opportunity to participate in excess of 610 hours during a five-year period of intense Encounter Sessions pertaining to American History, Civics, Government and Geography.</li> <li>➤ American History, Civics, Government and Geography Professional Development will include Encounter Sessions presented by National Council for History Education Historians, Master Teacher and History Education Specialist</li> </ul>
Restricted Partnerships With Local/ National Historians	Currently, teachers are not exposed to Higher Education partnerships/mentors through district initiatives.	<ul style="list-style-type: none"> <li>➤ Teachers will be exposed to a variety of teaching strategies and historical content provided by History professors from Georgetown College, Eastern Kentucky University through Encounter Sessions, National Council for History Education Summer Colloquiums</li> </ul>
Disaggregation of District Data	Disaggregation of student data only occurs in reading/math to meet the requirements of <i>ESSA</i>	<ul style="list-style-type: none"> <li>➤ Due to changing of state testing system it is difficult to compare to other districts or states for a causal comparative evaluation. Evaluators will assist in creating pre/posttest based upon nationally normed released items in which students progress can be statistically compared to national norms</li> </ul>
Lack of Teacher Membership	Teachers within district are not encouraged to become members of	<ul style="list-style-type: none"> <li>➤ Teachers will become participating members of National Council for History Education in each year of the proposal. They will receive</li> </ul>

on Professional Organizations	professional organizations unless they join on their own.	monthly publications pertaining to historical thinking skills and current research. ➤ Teachers will also participate in on-site academy sessions with partner cities. Through these sessions, teachers will receive publications which includes articles on the historical, cultural, and social issues along with information about exhibits, artifacts, museum programs and museum resources.
Inadequate Resource Materials to Teach History Content	History is not the main focus of <i>ESSA</i> . Teachers are also not provided with content rich reading materials on the discipline in which they teach.	➤ Teachers will receive historical readings from National Council for History Education to further their in-depth knowledge of the current years them of topics
Limited Collegial Opportunities Between Grade Levels	Opportunities for staff to meet as a group only occurs during history department meetings at each school	➤ Collegium of teachers will meet for bi-monthly Encounter Sessions throughout the school year 32 Hours and 72 hours of Summer NCHE Colloquium and Historical Field Institute ➤ Collegium will receive training on best practices and new techniques from American History, Civics, Government and Geography experts
Limited Student opportunities in American History, Civics, Government and Geography	Due to the regional isolation of many of the districts, students are not exposed to external opportunities	➤ Students will gain a newfound interested in American History, Civics, Government and Geography by participating in KYA, KUNA and iLEARN digital local history project ➤ Students will develop Capstone projects which will serve as a gateway to obtaining the skills necessary to be considered College and Career Ready
Administrators Lack the background to evaluate American History, Civics, Government and Geography lessons	Currently Administrators lack the necessary content knowledge to evaluate teachers of American History, Civics, Government and Geography	➤ Encounter Sessions for Administrators will be provided by Thomas Guskey (see vita in Appendix A)/KDE to provide insight in grading, evaluation and creating high Quality Professional Development

(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.**

Project C.H.A.R.G.E. proposes to provide a sustained, comprehensive and coherent approach by adhering to the objectives, performance measures and outcomes in the chart below. To assure the fidelity and cohesiveness in implementation, the Advisory Council will review and monitor progress after all activities are initiated. The Advisory Council will oversee adherence to the process design and fidelity of implementation which will facilitate a coherent and sustained progress in the provision of high quality professional development. The following chart further illustrates the results and outcomes likely to be attained by the proposed project:

<b>ACTIVITY OBJECTIVES</b>	<b>COHERENT PERFORMANCE MEASURES</b>	<b>PROGRESS OUTCOMES TO SUSTAIN PROGRAM OF TRAINING</b>
<b>Objective 1:</b> Increase teachers' knowledge in traditional early American History, Civics, Government and Geography content with exposure and in-depth study provided through Encounter Session presented by National Council for History Education activities providing rich American History, Civics, Government and Geography content and student centered teaching strategies	1.1-80% of participating teachers will experience through the professional development a minimum of three engaging American History, Civics, Government and Geography teaching methodologies (character interpretation, critical analysis of political cartoons, media search) per semester during each year of the project Through face-to-face and web based learning sessions  1.2- Each year of the project, teachers who completed 80% of professional development hours will demonstrate an increase in content knowledge as measured by pre/posttest of AP/NAEP US History Exam in American History, Civics, Government and Geography. (yr. 1 10%, yr. 2 15%, yr. 3 20%)	<ul style="list-style-type: none"> <li>• Collegium of teachers will meet for bi-monthly Encounter Session in each year of the project</li> <li>• Collegium will meet each summer for a five-day Summer Colloquium sponsored through National Council for History Education</li> <li>• Collegium will meet each summer for a four-day historical field institute sponsored through National Council for History Education</li> <li>• Collegium will receive training on best practices and new techniques from American History, Civics, Government and Geography experts.</li> <li>• Teachers will participate in web based learning sessions through Blended Learning opportunities</li> </ul>

	1.3- By July in each year of the proposal 80% of participating teachers will disseminate content knowledge to other teachers through self-reporting and teacher surveys via the use of web based testing measures imported to a database to analyze	
<b>Objective 2:</b> Increase student achievement in American History, Civics, Government and Geography in each year of the project.	2.1 - 80% of surveyed students (grades 6 -12) will show an increase in student interest in learning American History, Civics, Government and Geography as measured by annual pre/post student surveys  2.2 - During year 1 of the project, student achievement in American History, Civics, Government and Geography for students of participating teachers on NAEP released items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%  2.3 – During year 1 of the project, student achievement in American History, Civics, Government and Geography for students of participating teachers on KCCT and End of Course Assessments items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%	<ul style="list-style-type: none"> <li>• Students will improve academic knowledge and retention of American History, Civics, Government and Geography by participation in KY, KUNA and National History Day projects.</li> <li>• Students will complete Capstone projects to provide efforts for College and Career Ready opportunities</li> <li>• Interactions of students engaged in standards-based lessons as noted on teacher evaluation of lesson under “How Student Achievement was Affected”</li> <li>• Student Interest Survey</li> <li>• Student increase in content knowledge</li> </ul>
<b>Objective 3:</b> Cultivate partnerships for collaboration among teachers and academic historians.	3.1 – By July 1 of each year of the proposal, 85% of C.H.A.R.G.E. teacher participants will complete 80% or more of the total hours of professional development offered.  3.2 –Each year of the project, 100% of the trainings will have academic Historians to train	<ul style="list-style-type: none"> <li>• Collegium of teachers will participate in a minimum of 80% of PD offered</li> <li>• 100% of participants in the Encounter sessions will develop standard based lessons in a web format such as Google Documents to disseminate knowledge to others in each project year in collaboration with partners.</li> </ul>



	<p>teachers on challenges of studying history through active/constructive learning, development of standards based lessons using primary source documents and related readings as demonstrated in course syllabi, and through use of online web based resources to find primary source documents and blended learning opportunities.</p>	<ul style="list-style-type: none"> <li>• 100% of academic historians will incorporate teaching strategies, related readings, inquiry based discussions concerning the content and context of the given theme as evidenced on course syllabus.</li> </ul>
<p><b>Objective 4:</b> Infuse Encounter Session Professional Learning Community (PLC) Into School Culture</p>	<p>4.1- 100% of all participants will be exposed to the innovative strategies for teaching American History, Civics, Government and Geography developed during the project as evidenced meeting agendas</p> <p>4.2- By July each year of the proposal, 90% of participating teachers will engage in peer coaching, peer mentoring and/or peer instruction to minimum of one time during each semester to analyze student data to guide curriculum changes.</p>	<ul style="list-style-type: none"> <li>• Individual teachers along with members of the Advisory Council will meet with the C.H.A.R.G.E. Superintendents to present aspects of the project</li> <li>• Participating teachers will complete observations and review using the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal</li> </ul>
<p><b>Objective 5:</b> Principals will receive more content knowledge and instructional insight for observing American History, Civics, Government and Geography lessons</p>	<p>5.1 - By July each year of the proposal, 100% of participating administrators will collect a variety of types of data in student learning to guide goal development.</p> <p>5.2 - By July each year of the proposal, 90% of participating administrators will demonstrate knowledge of current research and best practice.</p> <p>5.3 - By July each year of the proposal, 85% of participating administrators will work with teachers in the development of</p>	<ul style="list-style-type: none"> <li>• Principals will use Professional Growth and Effectiveness System (PGES) to measure effective teaching</li> <li>• Principals will participate with teachers in some Academy sessions and will work with Thomas Guskey on grading, evaluation and creating high Quality Professional Development</li> </ul>

	an action plan to accomplish goals.	
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**(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.**

Project C.H.A.R.G.E. is designed to maximize and sustain professional growth beyond the five year project and beyond impacting more teachers than those directly participating.

C.H.A.R.G.E. participants will be trained in the use of peer mentoring with-in their professional learning communities. The use of Training-the-Trainers model using master teacher mentors will permit these individuals to offer on-the-job/ just-in-time training to their colleagues within their schools, during times established for staff development, or at faculty meetings. The development and structure of the Train-the-Trainer method in the Professional Learning Community (PLC), with strong linkage to local/national historians will assure that the project impact and success continues long after the project has concluded. Teacher participants will share new methods of teaching and learning American History, Civics, Government and Geography and replicate them for other educators throughout the district. Also Standards-based American History, Civics, Government and Geography lessons created by teachers that are aligned with Kentucky Social Studies Standards and imbedded with new methodologies for instruction will be available to other teachers of American History, Civics, Government, and Geography on the *C.H.A.R.G.E.* website. Participants will also be encouraged to present their newly acquired instructional strategies at local, state and national history conferences. By providing professional learning opportunities that relate successful practices for **college and career readiness**, KEDC will disseminate consistent information and expectations to all stakeholders that will impact students beyond the five-year project. Additionally, with newfound teaching pedagogy and resources, teachers will create online classrooms that will use standards-

based units, which will allow for sharing or dissemination of online materials from the time period. These classrooms will be shared to all teachers in all schools once completed. In addition to historians, at future C.H.A.R.G.E. events, participants will have an opportunity to share and disseminate successful strategies that they have implemented in their classroom.

### **C. Quality of the Management Plan**

**(i) The adequacy to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

To ensure that the stated goals, objectives and outcomes for the proposed project (October 2017 - June, 2022) are met, *C.H.A.R.G.E.* will operate under a solid management plan with clearly defined roles, responsibilities, and timelines that will serve as the underpinning of *C.H.A.R.G.E.* The foundation of the management plan is the Advisory Council (AC). **The Advisory Council will consist of the following: Project Director, College partner/historian, NCHE staff (via online), KEDC CIO, KEDC Social Studies Consultant, KDE Representative, a Project Coordinator, a student representative from a minimum of four schools, Museum Historian, Evaluator, minimum of four History/ Civics Teacher, and minimum of four district Superintendent (or designee).** The AC's purpose is to confirm fidelity of implementation, monitor the grant for ongoing modification/ improvement, oversee the budget (along with district established procedures), evaluate progress, develop professional development activities and establish any new policies/ procedures. The Advisory Council will annually verify that the necessary financial resources are provided to assure the goals and objectives of each year are met. The *C.H.A.R.G.E.* project and KEDC, fiscal agent for the project, follow standard accounting procedures, contracts independent yearly audits and has the internal capacity needed to implement project *C.H.A.R.G.E.* The Advisory Council will ensure all materials will be procured using the established purchase order process, bid procedures and accounting system.

KEDC is committed to this project and will provide the necessary resources to ensure the success of the project. These resources include administrative support, technology integrated support, connectivity, website, custodial, fiscal management, office and classroom space, phones, equipment, furniture, and professional development facilities for regional workshops. The financial capacity to implement and sustain the project is evidenced by the past successful financial management of multiple federal and state grants and projects. Additionally, KEDC operates under the state financial guidance and fully Board approved and implemented policies and procedures for personnel fixed cost, personnel travel, procurement, and stipends that are based upon the district and state allowable charges. The program director is responsible for approving and monitoring all budgeted expenditures. Internal budget records are maintained on a computerized spreadsheet by the secretary in order to keep a detailed and current record of all program expenditures. Business office records and program records are reconciled on a monthly basis. (See Organizational Chart in Appendix C page 191). The *C.H.A.R.G.E.* project will hire Clabe Slone to serve as Project Director. Mr. Slone works closely with the Federal Policy Officers at the Region 3 Department of Labor office in managing and reporting on their Youth Career Connect Grant. Clabe Slone has successfully coordinated and directed other Department of Education Federal Grants, including two prior Teaching American History (TAH) Grants. Clabe Slone holds a Rank I degree (Masters +) in Supervision of Instruction and currently serves as the KEDC Project Director. Mr. Slone has been a member of the cooperative's administrative cabinet and has participated in all budget, programmatic, and goal setting discussions. The Project Director will also facilitate participant recruitment. The Project Coordinator will have demonstrated leadership excellence as a teacher of American History, Civics, Government and Geography, served as a mentor to other teachers, have experience in providing professional

development opportunities to colleagues and be available for all Advisory Council meetings. The Project Coordinator will assist in participant recruitment and will serve as a liaison between the participants and the Project Director. The program staff includes:

Staff Titles	Responsibilities	Qualifications
Project Director (.33 FTE)	*Direct all program activities and services; interviews and recommends staff; *supervises and evaluate project staff at all levels; *writes job descriptions for project; *initiates all purchase orders; * initiates all contracts; *coordinates all professional development activities; monitor of budget; *tracks participant professional development hours; *prepares site location for all seminars; *assists with organizing all professional development opportunities; *attend all Advisory Council meetings; prepare agenda and notify all members of Advisory Council of monthly meetings; *collect data for evaluator;	Master's/specialists degree in education; experience of teaching in the field of history and Rank I in administration/Supervision; evidence of leadership; knowledge of and prior experience in the provision of professional development; prior experience with grant budgets involving procurement, outsourcing and partnerships; prior experience with grant management
Evaluator (1)	*Evaluation of project goals and objectives; *disaggregates project data as set forth in evaluation design; *advises Advisory Council on process	Contract with Tom Mills, of National Evaluation Group, education evaluator with expertise in DOE evaluations (8 TAH) member of AEA
Project Coordinator (1.0 FTE)	*Recruits middle and high school American History, Civics, Government and Geography teacher participants for commitment to the project; *works with Project Director to arrange observation/mentoring schedule with schools' principals & teachers; *attends all Advisory Council meetings; attends individual schools' site based council meetings; *assists in all professional development opportunities,	Kentucky Teaching certificate with history certificate required at middle/secondary level; Masters in History; National Board Certification preferred; prior experience in coordination of building level projects

The following **management implementation** timeline sketches the activities and services outlined in the proposal:

Proposed project Period by Month	Timelines, continuous improvement strategies and <u>milestones</u>	Responsible partners
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<b>SEPT 2017</b>	Inform partners and staff of award. Advertise for <i>C.H.A.R.G.E.</i> Participant Coordinator	<i>C.H.A.R.G.E.</i> project Director & Superintendent
<b>Sept 2017</b>	Establish linkage and contracts with all partners, CU and MSU, local and area historians, and National Council for History Education, Contract with external evaluator. Commitment Letters from Advisory Council members logged in project Directors minutes. Recruitment meeting to be held at schools	<i>C.H.A.R.G.E.</i> project Director & Superintendent with support from external evaluator  <b>**All MOU's, letters of commitment and vita are located in APPENDIX</b>
<b>Oct 2017</b>	First meeting of <i>C.H.A.R.G.E.</i> Advisory Council. Determine dates for participant recruitment. Using the updated school calendar, set definite timelines for staff development activities. Develop rubric for standards-based lessons.	<i>C.H.A.R.G.E.</i> Director, project Director & Advisory Council
<b>Nov 2017</b>	Advisory Council meeting, first Historical Encounter at KEDC. <b>Theme: Jamestown</b> ; AP US History pre-testing of participants –	<i>C.H.A.R.G.E.</i> project director, Advisory Council, educators; museum partners, local and area historians
<b>Dec 2017</b>	Advisory Council meeting with external evaluator; Second Historical Encounter Theme: <b>Mayflower</b>	Advisory Council; external evaluator, partners, local & area historians
<b>Jan 2017</b>	Third Historical Encounter Theme: <b>Plymouth/Colonial US</b> –	<i>C.H.A.R.G.E.</i> project director, participants, Advisory Council, partners, local & area historians
<b>Feb 2017</b>	Fourth Historical Encounter Theme: <b>Important people (Penn, Franklin, etc)</b> ; Advisory Council meeting with external evaluator for process evaluation	<i>C.H.A.R.G.E.</i> project director, participants, college partners, area and local historians, Advisory Council
<b>Mar. 2012</b>	Fifth Historical Encounter <b>Theme: The Proclamation of 1763</b>	<i>C.H.A.R.G.E.</i> project Director, Advisory Council, participants
<b>Apr. 2018</b>	Advisory Council meeting to identify and select materials for Historical Encounter use; plan and schedule Historical Field Institute develop Summer Historical Field Institute Curriculum; Identify, invite and confirm Encounter Session guest lecturers; Develop Encounter Session materials including texts and notebooks; Advisory Council meeting; sixth Historical Encounter Theme: <b>Boston Tea Party</b> .	<i>C.H.A.R.G.E.</i> project director, participants and college partners, area and local historians
<b>May. 2018</b>	Advisory Council meeting with external evaluator for process and summative evaluation; Post-test of participants with AP Exam; Student post-testing with NAEP	<i>C.H.A.R.G.E.</i> project director, participants, National Council for History Education historians; external evaluator, Advisory Council

<b>June 2018</b>	5-day National Council for History Education Colloquium; followed by 4-day Historical Field Institute: Advisory Council meetings continue each month; participants of the project post-tested with AP US History Exam May; Participants implement Encounter strategies in classrooms, assisted and monitored by Advisory Council; new content information, peer comment and participant feedback via Blended <i>Learning opportunities online</i>	<i>C.H.A.R.G.E.</i> project director, participants, Advisory Council; partners & guest lecturers; National Council for History Education partners
<b>July 2018- June 2018</b>	Participants continue Historical Encounter activities with assistance and guidance from staff and partners following year 2 theme Preservation and Redefining a Nation (1784-1877); 5-day National Council for History Education Colloquium; followed by 4-day Historical Field Institute. Detailed outlines can be found on pages 7-13	<i>C.H.A.R.G.E.</i> project director, participants, Advisory Council; partners and guest lecturers
<b>July 2018- June 2019 &amp; Continued until end of grant activities based upon Course of Study on pages 8-15</b>	Participant continue Historical Encounter activities with assistance and guidance from staff and partners following Year 3 theme Industrialization and Civic Evolution (1878-1917); 5 -day National Council for History Education Colloquium; followed by 4-day Historical Field Institute. Advisory Council meetings continue each month; participants of the project pre/post-tested with AP US History Exam	<i>C.H.A.R.G.E.</i> project director, participants, Advisory Council; partners & guest lecturers  <b>****Years 4 And 5 detailed Course of Study can be found in Appendix C on pages 203 – 205</b>

The AC will assure that primary staff in PD workshops will be content experts and university professors; that regular and exceptional educators attend and that sessions are efficient, effective, and have activities that are sustainable. All PD will be held on scheduled non-contractual times to assure participation by all staff. To build capacity, sustainability, and maximize efficiency, the AC will use master teachers from the year one PD events to facilitate some portion of the PD sessions. An analysis of the cost indicates they are reasonable, effective, and adequate in relation to the stated objectives and outcomes of the project. NCHE also maintains a yearly audit of all financial statements/reports to the Office of Funding and Financial Reporting (OFFR). Project *C.H.A.R.G.E.* procedures and organizational structure will provide ongoing feedback to the

Advisory Council and will ascertain that continuous improvement will occur. The organizational structure (see graph below) establishes a process for continual feedback from participants and staff to the Advisory Council that then recommends continual modifications and improvements. Additional input from formative assessments, status reports, historian updates, and APR will give the Advisory Council input that will result in continuous improvement.

### **Continuous Improvement Chart**



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

The time commitment of the project director's position will be adequate to cover the following responsibilities required of the National Activities grant program: Direct all program activities and services; interviews and recommends staff; supervises and evaluate project staff at all levels; initiate all purchase orders; initiate all contracts; coordinates all professional development activities; work with the district fiscal officer on all expenditures for salaries, materials, supplies and monitor of budget; tracks participant professional development hours; prepare site location for all seminars; organize all professional development opportunities; attend all Advisory Council meetings; prepare agendas and notifies all members of Advisory Council of monthly



meetings; collect data for evaluators; meet with LEA's point of contact on a monthly basis to review *C.H.A.R.G.E.* data. The Project Director will also assist in scheduling the Project Coordinator time. The Project Coordinator will be a part-time history teacher who will work (1.0) FTE, which will be adequate to allow for recruitment, arranging observation, attend all Advisory Council meetings; attends individual, and assists in all professional development opportunities. Dr. Damon Eubank (CU) and Dr. Kimberlee Sharp (MSU) partnering historians, have committed to the time *C.H.A.R.G.E.* outlined in the proposal and sees no conflict with their other obligations. Partners have agreed that monthly Advisory Council meetings will be necessary during year one of the grant to fulfill the obligations of the project and to assure that targeted goals outcomes are met. During years 2 and 3, Partners have agreed that quarterly Advisory Council meetings will be adequate to review data, plan events and connect with partners to ensure goals and outcomes are met.

#### **D. Quality of the Project Evaluation**

**(i) The methods of evaluation include the use of objective performance measures that are related to the outcomes and will produce quantitative and qualitative data.**

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy ("Key items to get right in conducting a controlled trial in education," Dec. 2005). Formative evaluation will assess implementation fidelity as well as teachers' attitudes about the project and the Advisory Council's lived experiences in implementing the project. An external evaluator with expertise in prior Department of Education grant evaluation and implementation will work with Director and Advisory council to ensure that the project is implemented with fidelity. Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to

project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the Advisory Council quarterly:

<b>Quantitative:</b>	1) Teacher pre/post assessment American History, Civics, Government and Geography content data	<b>Qualitative:</b>	1) Structured Interviews with <i>C.H.A.R.G.E.</i> participants
	2) Teacher Appreciation of American History, Civics, Government and Geography survey data		2) Classroom observations
	3) Student Interest survey		3) Open ended questions on Professional Learning Sessions
	4) Student pre/post assessment American History, Civics, Government and Geography content data		4) Lesson plan reviews and activity logs completed by participants
	5) Student graduation rate		5) Principal evaluation review and PD plan quality
	6) Workshop evaluations/participant attendance		

Data will be collected from Performance Measures and Outcomes identified in the chart below:

Key Questions Addressed	Major Benchmarks	Proposed Methods for Addressing Questions	Outcome Measures	Timeline
<b>1. How can Encounter Sessions Increase Teacher Content Knowledge?</b>	<b>1.1 Engaging Teacher Methodology</b>	National Council for History Education, Georgetown College Historian, Encounter Sessions demonstrations on master teacher pedagogical methodologies.	Observations and Analysis of Teacher Lesson Plans for introduced rigorous methodology	November 2017 to set baselines and ongoing
	<b>1.2 Teacher Increased Content Knowledge</b>	NCHE Content professor, Campbellsville University and Morehead State University, Justin Jakovac director and Regional Historians will provide experiential content during institutes	Pre-Post Test - Increase Teacher Knowledge and ongoing student assessments to include a comparison control group	November 2017 to set baselines and ongoing
	<b>1.3 Dissemination of Content Knowledge</b>	Teachers will use ERN/ standards-based lessons to provide replicable research based activities which will be place on <i>C.H.A.R.G.E.</i> website.	– Teacher activities on <i>C.H.A.R.G.E.</i> website	Fall, 2017 and ongoing

<b>2. How can providing Encounter Sessions for Staff and Students provide Gains in American History, Civics, Government and Geography Achievement?</b>	<b>2.1 Increase Student Interest in American History, Civics, Government and Geography</b>	Teacher will use newfound content knowledge and teaching pedagogy from National Council for History Education, Campbellsville and Morehead State University, other partner's Innovative instructional strategies will continually be introduced in Professional Development.	Pre – Post Interest survey	November 2017 – May 2022
	<b>2.2 Increase Student Content Knowledge</b>	Teachers will use new teaching pedagogy (character interpretation, critical analysis of political cartoons, media search) to improve student achievement	Classroom observations, Teacher lesson plans, NAEP testing	October 2017 – April 2022
	<b>2.3 Increase Student Content</b>	Students will participate in Capstone projects to provide College and Career Ready Focus by participating in KY, KUNA, iLEARN and National History Day projects.	Student registration, student projects, state KCCT and EOC test data	October 2017 – April 2022
<b>3. How can Encounter Sessions provide for the Development of Historian Collegial Partnerships?</b>	<b>3.1 Teacher Professional Learning Opportunity</b>	Teachers will be exposed to a minimum of 122 PD hours during each year of the grant which including development of partnerships with historians and collegial participant partners in content and pedagogical activities	Professional Development Content Aligned, 80% positively complete PD hours	July 2017 and each July for duration of project
	<b>3.2 Community by Historians</b>	Historians will deliver research based technology content and historical thinking skills at each Historical Content session.	80% positively complete PD hours	July 2017 and each July
<b>4. How Can Encounter Sessions Infuse Professional Learning Community (PLC) Into School Culture?</b>	<b>4.1 Increased Use of High Quality PD and Shared Research</b>	In addition to PLC research, historical primary source documents and professional readings will be required and emphasized with collegial participants. The habitual infusion of ongoing sharing of knowledge and instructional techniques will facilitate sustainability in PLC culture	80% positively complete PD hours	July 2017 and each July
	<b>4.2 Participation in Peer Coaching</b>	As an integral part of being a PLC, participants will engage in peer review and coaching to analyze student data through	Item analysis of pre-posttest performance and teacher	October, 2017 to set baselines

		online testing/survey and data exportation to a data base to guide curriculum changes. This will facilitate sustainability and continued professional growth.	observations and review using the Professional Growth and Effectiveness System (PGES)	and ongoing
<b>Objective 5:</b> What are research based strategies to improve Principals content knowledge and instructional insight for observing American History, Civics, Government and Geography lessons?	<b>5.1 Increase student data analysis</b>	Principals will work with teachers to disaggregate student test data	Test data analysis	October, 2017 to set baselines and ongoing
	<b>5.2 Increase knowledge of current research and best practice</b>	Principals will develop professional growth by participating in Academy sessions and working with Cadre of colleagues. – Ribar - tri-partite team of three equals	Sign in sheets, Evaluation plans, PD Plans	October, 2017 to set baselines and ongoing
	<b>5.3 Development of an action plan to accomplish goals.</b>	Principals will work with teachers to develop and action plan at the building level to increase student achievement- Action Research	Action plans, meeting agendas	October, 2017 to set baselines and ongoing

The **data sources and analysis methods** related to each outcome are shown below:

<b>Benchmarks - Measuring Project Objectives and Outcome</b>	<b>Relevant Data source</b>	<b>Data collection timeline</b>
<b>1.1-</b> 80% of participating teachers will experience through the professional development a minimum of three research based American History, Civics, Government and Geography teaching methodologies (web-based primary source material, web-based lesson plans, web-based historical art units, character interpretation, critical analysis of political cartoons, media search) per semester during each year of the project	Review of course syllabi at all training events, teacher surveys, and Advisory planning documents.	Baseline Fall – New Data February - May of each project year
<b>1.2-</b> Each year of the project, teachers who completed 80% of professional development hours will demonstrate an increase in content knowledge as measured by pre/post/test of AP US history exam in American History, Civics, Government and Geography. (yr. 1 10%, yr. 2 15%, yr. 3 20%)	Pre- Post US History College Board AP Exam; validity and reliability established by College Board in commonly used test of history achievement	Fall baseline testing and posttest in June of each school year

<b>1.3-</b> By July, 2017, 80% of participating teachers will disseminate content knowledge and instructional strategies to other teachers	Surveys, interviews with teachers to determine dissemination activities	Fall through June of each project year
<b>2.1-</b> 80% of surveyed students (grades 6-12) will show an increase in student interest in learning American History, Civics, Government and Geography as measured by annual pre/post student surveys	Student Pre /Post Survey data	Baseline Fall – new data May of each project year
<b>2.2 -</b> During year 1 of the project, student achievement in American History, Civics, Government and Geography for students of participating teachers on NAEP released items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%	Student Pre /Post NAEP American History, Civics, Government and Geography Test.	Baseline testing Fall and May of each year
<b>2.3 -</b> During year 1 of the project, student achievement in American History, Civics, Government and Geography for students of participating teachers on KCCT and End of Course Assessments items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%	Student registration, student projects	Baseline results Fall of 2017 and each year following
<b>3.1 –</b> By July 1 of each year of the proposal, <i>C.H.A.R.G.E.</i> teacher participants will complete 80% of the total hours of professional development offered.	Sign-in sheets at each professional development opportunity	Fall – June of each project year
<b>3.2 –</b> Each year of the project, 100% of the trainings will have academic historians to train teachers on challenges of studying history through active/constructive learning and development of standards-based lessons using primary source documents and related readings as demonstrated through course syllabi	Review of course syllabi at all training events and observation of field experiences; review of teacher logs	Fall and June of each year
<b>4.1</b> Each year of the project, teachers who completed 80% of professional development hours will integrate into their lessons 3 research-based instructional strategies for teaching American History, Civics, Government and Geography. (yr. 1 10%, yr. 2 15%, yr. 3 20%)	Evidenced by lesson plans, classroom observations, surveys, and interviews.	Fall and May of each year
<b>4.2-</b> By July 2018, 90% of participating teachers will engage in peer coaching, peer mentoring and/or peer instruction a minimum of one time during each semester of the project to analyze student data to guide curriculum changes	Teachers evaluation form Item analysis of pre-posttest performance School Improvement Network	May of each year
<b>5.1 -</b> By July each year of the proposal, 100% of participating administrators will collect a variety of types of data in student learning to guide goal development.	Test data analysis	Fall of each year

<b>5.2</b> - By July each year of the proposal, 90% of participating administrators will demonstrate knowledge of current research and best practice.	Sign in sheets, Evaluation plans, PD Plans	Fall and May of each year
<b>5.3</b> - By July each year of the proposal, 85% of participating administrators will work with teachers in the development of an action plan to accomplish goals.	Action plans, meeting agendas	Fall and May of each year

**(ii) The evaluation will provide performance feedback and permit periodic**

*C.H.A.R.G.E.* 's formative evaluation will take place while the proposed activities are being implemented and will allow for adjustments of the project tasks, schedules, allocation of resources, and other management decisions. The evaluator will meet with the Advisory Council quarterly during the school year. These meetings will provide an open forum for the Advisory Council to review data and activities to date, discuss ways to improve activities that did not meet expectations, and revise upcoming activities according to feedback. This will ensure timely attention to meeting objectives and budgetary matters. The outcome or summative evaluation will use a decision-focused model (Stecher & Davis, 1987) wherein objective data, including GRPA data, are provided and recommendations made regarding each program component. The decision-focused model will ensure data on teacher and student content knowledge are related to specific interventions so that continuation plans can be made about each process separately.

<b>Major Benchmarks from Objectives</b>	<b>Outcome Measures</b>	<b>Data Collection Timeline</b>
1.1 Engaging Teacher Methodologies	Analyzed Teacher Lesson Plans	May 2018 and Ongoing
1.2 Teacher Increased Content Knowledge	Pre/Post Test - Increase Teacher Knowledge	Fall 2017 – May 2018 Each Year There After
1.3 Dissemination of Content Knowledge	Blended Learning through online classroom	Fall 2017- Summer 2018 and Ongoing
2.1 Increase in Student Interest in American History, Civics, Government and Geography	Pre/Post Test - Increase Student Knowledge	Fall 2017 – May 2018 Each Year There After
2.2 Increase Student Content Knowledge in American History, Civics, Government and Geography	Pre – Post Interest survey	Fall 2017 – May 2018 Each Year There After

2.3 Increase student achievement in American History, Civics, Government and Geography on state test	Increase in Student test scores	October 2017 baseline and October of subsequent years
3.1 Teacher Professional Learning Opportunities	80% Positively Complete PD Hours	Fall 2017 – May 2018 Each Year There After
3.2 Professional Learning Community by Historians	Professional Development Content Aligned	Fall 2017 – May 2018 Each Year There After
4.1 Integrate into lessons 3 instructional strategies	Lesson Plans and SIN	Fall 2017 – May 2018 Each Year There After
4.2 Participation in Peer Coaching and Student Data Analysis	Professional Growth and Effectiveness System (PGES) –Item analysis of pre-posttest performance	Fall 2017 - May 2018 and each August - May for duration of project
5.1 Increase student data analysis	Student Data Analysis	October each year
5.2 Increase knowledge of current research and best practice	Attendance at meetings	Ongoing each year
5.3 Development of an action plan to accomplish goals.	Action Plans	Spring of each year

The external evaluator, Tom Mills, of National Evaluation Group, will be a member of the *C.H.A.R.G.E.* staff from the day of the award through the final evaluation report. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. Mr. Mills has experience in the evaluation of numerous American History (formerly TAH) projects as well as other federal programs requiring GPRA reports (see resume in Appendix A). Mr. Mills has also been project director and consultant for four TAH projects. The evaluator will participate as an active member of the Advisory Council that charged with assisting all goals, objectives, and benchmarks are met. The **Advisory Council will consist of the following:** Project Director, College partner/historian, NCHE staff (via online), KEDC CIO, KEDC Social Studies Consultant, KDE Representative, a Project Coordinator, a student representative from a minimum of four schools, Museum Historian, Evaluator, minimum of four History/ Civics Teacher, and minimum of four district Superintendent (or designee). The Advisory Council will meet on a quarterly basis (after year one) to facilitate communications between the partners, manage the logistics of the events, assist

in the collection of data, develop and design the Historical Sessions, develop evaluations for the events, and develop teacher surveys. The project's external evaluator, Tom Mills, will meet with the Advisory Council to discuss collected data and progress toward the project's goals and objectives. The *C.H.A.R.G.E.* Director will be responsible for preparing the agendas for the quarterly Advisory Council meetings and for maintaining contact with all members of the council on a regular basis.

<b>(i) Data to be collected -</b>	<b>(ii)Data collection time</b>	<b>(iii) methods used to collect</b>	<b>(iv) Instruments</b>
Teacher Exam Student Exam	Pre-test in early Fall; Post-test in late Spring	-Assessments will be collected at History Encounter Sessions	US History College Board AP Exam of history achievement for teachers and NAEP released items for students, KCCT
Teacher Lesson Plans showing integration of American History, Civics, Government and Geography\Civics methodologies	Early Fall Baseline and Feb-May for life of the project	-Review lesson plans using checklist of pedagogical practices taught in <i>C.H.A.R.G.E.</i>	Lesson Plan Rubric
Project dissemination of Learned skills, content, and procedures	Collection to begin at the end of each semester of each project year	100% of participating teachers will have a chance to disseminate content knowledge to other teachers	Surveys and Observations, online blended learning classrooms
Number of teachers participating in 80% of PD opportunities	Fall 2017- June of each project year	Sign-in sheets at each professional development opportunity will be used to determine participation level	Artifacts and Observation
Historian presence at all PD activities	Each PD event	Sign-in sheets at each professional development opportunity will be used to determine participation level	Artifacts and Observation
Principal Data analysis and evaluations	Fall and Spring each year	Observation forms, Test data, Action Plans	PGES, Student data

**\*(v) How will data be analyzed?**

To determine if the project leads to significant improvements in teacher and student content knowledge, the project design will use pre/posttest measures of evaluation to allow for a more



reliable and valid measure of process and outcome evaluation goals. The pre/post tests will be aligned with content in the annual *C.H.A.R.G.E.* training syllabus/activities, and at least 50% of questions will come from a validated test of American History (AP College Board). Beginning in Year 2, students will be given a pre-test within 60 days of the start of the year. These same groups of students will take a post-test in May. For each individual teacher and student tested, pre-test data will be matched with post-test data. Paired sample t-tests will be performed to determine if these measures of improvements in content knowledge are statistically significant. *Qualitative data* such as responses to evaluation forms/feedback from peer reviews will be summarized and main ideas presented in a brief narrative. A database with teacher and student data will be developed by evaluator and updated annually. Project *C.H.A.R.G.E.* evaluators will use a random matched comparison based on size, ethnicity, poverty level, Free/Reduced lunch count and male/female population to evaluate progress toward key goals.

**(vi) When information will be available?**

Formative reports will be developed monthly to allow for timely reviews of progress and continuous monitoring. These reports will consist of quantitative and qualitative data such as; pretests data, survey data, summations of teacher observations, summative data on lesson plan reviews, summative data from professional development evaluations, financial data, and overall implementation status reports. For the Advisory Council, formative data will be shared quarterly. Annual summative reports and APR will be submitted by required dates to Advisory Council and US Department of Education.

**(vii) Replication in other settings**

An ongoing utilization-focused evaluation (Patton, 2002; Stecher & Davis, 1987) will provide the Advisory Council and key personnel the information they need in an ongoing, timely manner

to enable them to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Specifically, the evaluators will review meeting minutes; lesson plans; website postings and teachers ERN, pre/post assessments and surveys; professional development evaluations; and mentoring observation forms. The evaluation team will conduct phone, web conference or face-to-face conferences quarterly with the Advisory Council to **monitor progress and denote successes for future replication**. At each meeting, interview and survey data will be presented and discussed. Recommended intervention strategies for each program will be made.

(viii) **How the applicant will devote an appropriate level of resources to project**

The 5-year cost for this independent evaluation design is approximately 3% of the budget. Due to the emphasis on evaluation in this project and the time needed to effectively evaluate and monitor project activities, evaluation costs represent a reasonable percentage of the total budget request. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project, in the addition to the project evaluator, the *C.H.A.R.G.E.* project will also devote the needed time of the of the project director and curriculum specialist towards collecting and maintaining evaluative data. As referenced in section above, our evaluator has the experience needed to guide us through timeline issues, data collection, data analysis and reporting.