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A. Quality of the Project Design

(i) Project represents an exceptional approach to the priority for the competition

The National Council for History Education (NCHE), in partnership with the School District of Osceola County, Florida (SDOC) and the American Bar Association (ABA), the National Council for Geographic Education (NCGE), the Library of Congress (LC), the University of Florida (UF), Kid Citizen, iCivics, Eagle Eye Citizen and the Colonial Williamsburg Foundation (CW) (all commitment letters in appendix B pgs. 1-24) proposes **Project Learning and Exploring American Democracy (L.E.A.D.)** to support the establishment of the **Absolute Priority 1:** Innovative instruction and professional development in American History, Civics and Government and Geography for the School District of Osceola County, Florida (SDOC). Project L.E.A.D. will serve 75 veteran and new SDOC teachers each year for five years to strengthen their knowledge of American history, civics and geography and provide improved learning outcomes for 40,000 (8,000 per year) **High-Need** K-12 students with opportunities to develop a broader and deeper understanding of these subjects.

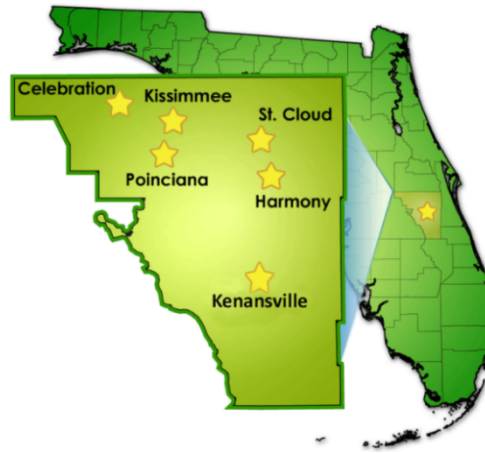
The National Council for History Education (NCHE), a non-profit organization, was founded in 1990 to bring together historians, teachers, education specialists, university faculty, community leaders, museums, archives, libraries, and historical societies to ensure that history is taught in our schools and that excellence in instruction and student learning occurs. NCHE is uniquely qualified to implement this grant program because of extensive experience in delivering professional development for teachers through a network of high quality historians, education specialists and master teachers, its evidence-based approach to improving the quality of history teaching through the colloquium model, and its ability to connect teachers to a nationwide network of K-12 history teachers. NCHE has demonstrated expertise in the development of

evidence-based approaches to improve the quality of American history learning and teaching and is an eligible applicant for this National Activities Program grant. **NCHE's Colloquium Model:** NCHE's signature contribution to the improvement of history education is the colloquium model for professional development. Beginning in 1993, under a grant from the Fund for the Improvement of Postsecondary Education, NCHE pioneered, researched, and implemented the colloquium model. NCHE's colloquium brings together a collaborative team of professionals, each committed to effective instruction from a different perspective: an academic historian, concerned with the scholarly underpinnings of a topic; an education specialist, concerned with methods of instruction; and a master classroom teacher, to ensure that the colloquium will bring practical benefits to students. NCHE has used the colloquium model in professional development for over twenty-five years including through collaborations with LEA's in over 80 Teaching American History grants between 2001 and 2011. In 2016, NCHE was awarded a Teaching with Primary Sources (TPS) grant from the Library of Congress (LC) to deliver colloquia that help teachers use the LC's rich collection of digitized primary source materials to design challenging, high-quality instruction. NCHE's experience as a member of the TPS Consortium will be leveraged to benefit SDOC teachers through Project L.E.A.D.

The School District of Osceola County, whose K-12 teachers and underserved students will be served through L.E.A.D, is located in an area of Central Florida that has undergone significant change over the years. The United States Census estimates Osceola County's population at 336,015 residents for 2016. Bouts of explosive growth over the last few decades have resulted in an increase of 212% from the population of 107,728 in 1990. Many factors and events have shaped the county since its founding in 1887, but the arrival of Walt Disney World surely represents one of the most-defining milestones. These sprawling, nearby theme parks and resorts

transformed Osceola County from a small, rural community with a population of 25,267 in 1970 to the ever-growing community it is today. Osceola County is a 1,506-square mile locale that serves as the south/central boundary of the Central Florida greater metropolitan area. Although officially considered suburban in nature, an urban area in the northwest quadrant dominates Osceola County's geography. This area includes most of Osceola's population.

Not surprisingly, because of the county's proximity to numerous tourist attractions, scores of county residents work within the hospitality and service fields for minimum wage. Income statistics reflect the low-paying



jobs many people hold. Based on the latest (2015) United States Census estimate, the median household income is \$44,254, well below the state median of \$47,507 and the national median of \$53,889. An estimated 18.5% of adults and **25.5% of children ages 5-17 live below the poverty level.** A significant **81% of the student population qualifies for the free/reduced lunch program.** And, as of June 2017, the SDOC Families in Transition (FIT) Program was serving 3,295 students who lack permanent housing – approximately 5.2% of the total population. The United States Department of Labor's Local Area Unemployment Statistics reports Osceola County's June 2017 unemployment rate at 4.5%, higher than Florida's rate of 4.1%.

Competitive Preference Priority 1- Leveraging Technology to Support Instructional

Practice and Professional Development: Project L.E.A.D. teachers will receive a touch screen laptop to increase their access to and use of high quality digital tools and assessments in their classrooms. Through the Library of Congress, teachers will access online learning opportunities

for PD credit and be able to earn digital badges through the LC TPS network. Further, teachers will learn to incorporate game-based learning programs into their classroom (Kid Citizen, Eagle Eye Citizen, and iCivics). An Open Educational Resource (OER) website of instructional sources to include standards-based lessons and primary source links to research based historical activities will be created. The chart below illustrates how this **Competitive Priority** is met.

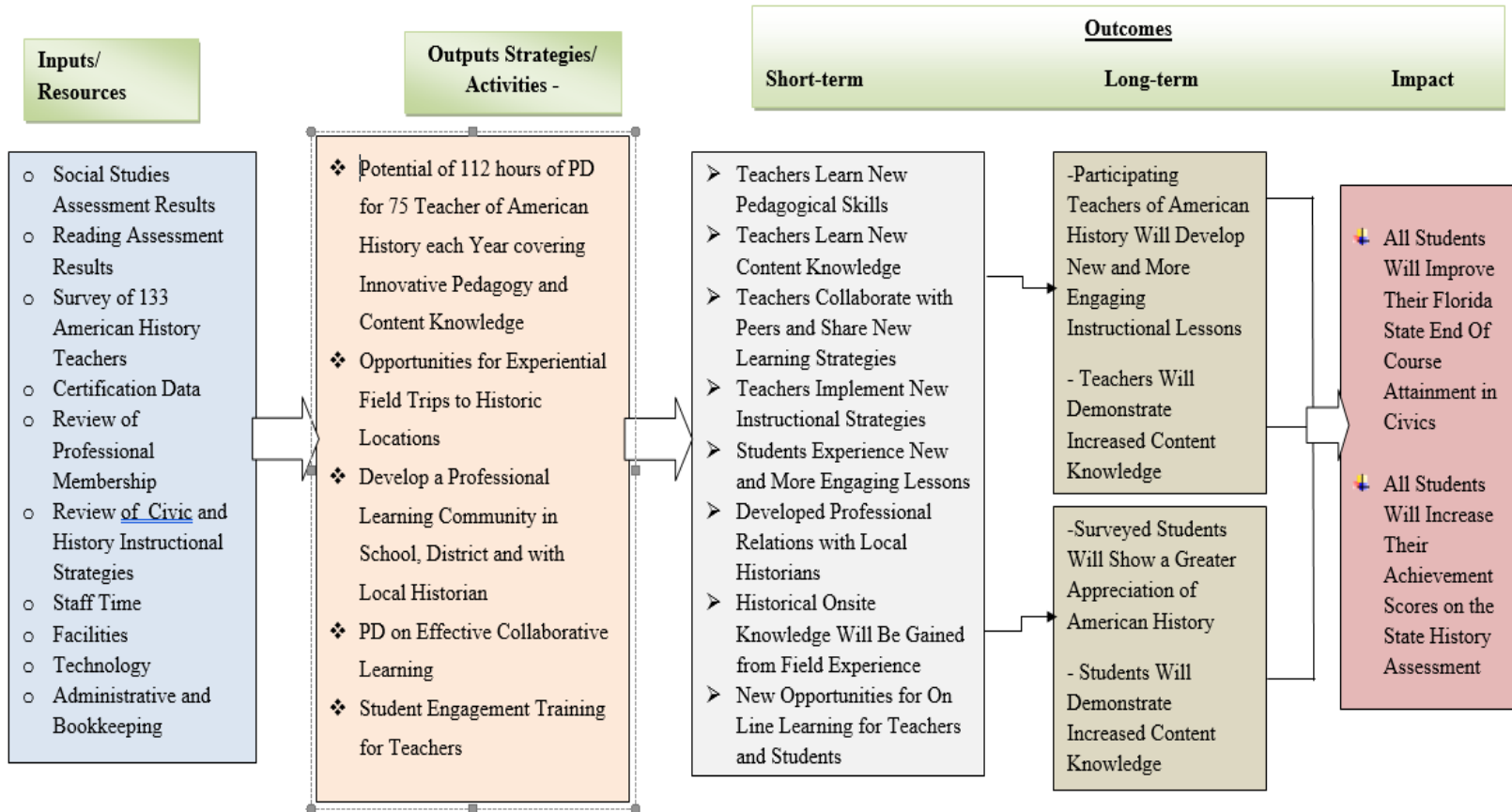
Proof of Competitive Preference Priority 1 (CPP)		
Leveraging Technology To Support Instructional Practice and Professional Development		
Topics to Address Competitive Preference	Services to Address Competitive Preference	Page Numbers
1) High-speed internet access to increase students' and educators' access to high-quality accessible digital tools, assessments, OER	L.E.A.D teachers receive a Dell Laptop 3189 with a touch screen to teach students to use Kid Citizen, Eagle Eye Citizen and iCivics game-based learning programs and to access the LC TPS digital materials and the Project L.E.A.D Open Education Resource website.	4, 5, 6, 7, 14, 17, 28
2) High-quality accessible digital tools, assessments, aligned with rigorous CCR standards	Teachers receive Library of Congress TPS PD each year and join TPS network to access digital materials, teachers trained to utilize Kid Citizen, Eagle Eye Citizen and iCivics game-based learning aligned with standards.	4, 6, 7, 14, 18, 32-33
3) Implementing high-quality, accessible online courses, online learning communities to earn PD credit	The LC TPS network awards digital badges for work completed in the program, teachers also earn PD credit for attending and participating in the National Humanities Center webinars, Saturday Seminars, NCHE colloquia and Field Studies.	2, 5, 7, 10, 28

An overview of the areas to be covered during the five years of study can be found below:

Program Year	Content Focus Years	Exploring American Democracy Themes Aligned with Chronological Periods	Yearly Teacher Participants
1	(1492 -1783)	Creating and Defining a Nation	Grades K-12
2	(1789-1877)	Preserving and Redefining a Nation	Grades K-12
3	(1878-1920)	Industrialization, the Great War and Civic Evolution	Grades K-12
4	(1920-1945)	World War and Executive Power	Grades K-12
5	(1945-Current)	Civil Rights and Judiciary Power	Grades K-12

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

L.E.A.D. - Logic Model - Problem Statement: The lack of Professional Development and college preparation classes for those teaching American history has negatively impacted achievement in Civic and Social Studies



ASSUMPTIONS: Providing yearly 75 Teachers of American history with High Quality Professional Development inclusive of Historical Content from University Historians, Innovative Instructional Strategies, and Student Engagement Activities, that Civics End of Year Course results will improve along with Florida State History Assessment Results

Through Project L.E.A.D., 75 SDOC history teachers, forty (40) K-5 elementary teachers and thirty-five (35) grades 6-12 American history/civics teachers, will be enrolled in four project components that will be led by **high quality** partners and staff/consultants who are experienced content specialists. These leaders and partners have been selected because of their extensive experience, writings in American history, civics and government and geography, past instruction at a collegiate level, and past impact in American history studies. L.E.A.D's four (4) project components will provide twenty (20) content-rich opportunities for PD each year: Ten (10) L.E.A.D Academy sessions, Three (3) days for a summer NCHE Colloquium, Two (2) days of summer curriculum writing and a Five (5) day Field Experience each summer. **Descriptors of high quality partners for L.E.A.D Academies and benefits that they will add to the project follow below:** (Note: Letters of Support and Vitas are found in appendix) Detailed course of study chart (Page 12) outlines topics for the following activities:

1) L.E.A.D Academy sessions (during school year): Each year's L.E.A.D Academy sessions will begin following the start of the school year and conclude in May. Academies will be conducted monthly during the year and will be in a face-to-face\Web-based format. The first meeting will be face to face for participants to receive all orientation information and receive laptops. Technology is integrated into the program through the use of synchronous webinars, giving teachers access to top historians, legal and geographic experts conveniently online. As an incentive, teachers will receive stipends to attend PD. Academies will include two face to face 8 hour Saturday Seminars addressing the annual theme. Books, original source documents and related readings will be distributed to accompany Saturday Seminar sessions on geography by the NCGE and on civics and government by Kid Citizen, iCivics, and Eagle Eye Citizen. (**See Detail Course of Study on page 12**). Online webinars, held twice yearly by the National

Humanities Center and led by historians, will build teachers content knowledge further and include original source documents and readings. Teachers will also participate in online self-directed courses presented by the Library of Congress. Each L.E.A.D partner will contribute to Academy sessions, webinars, and/or the Summer PD:

A) National Council for Geographic Education (NCGE) partner: An Education Specialist from the NCGE will provide information and training on tools and technology related to geospatial literacy. This will directly impact the ability of program participants to take what they learn during field studies and apply them to the classroom. During these seminars, NCGE will guide participants in themes like location, place, and movement through the hands-on use of ArcGIS, Story Maps, Google Earth, and other applications.

B) Library of Congress - Teaching with Primary Sources Program: SDOC teachers will be trained to utilize the digital resources of the Library of Congress in their classroom beginning in year one. Over time as they become proficient, participants will collaborate to create curriculum, deliver professional development and utilize investigations of primary sources in K-12 instruction. Participants will complete at least one interactive self-directed module from the Library of Congress each year. Each multimedia-rich module explores the Library's archive of primary sources and introduces methods to use them in the classroom. Experts from the Library of Congress TPS consortium will work with educators through webinars such as: Interactive Engagement with Civics & Primary Sources, Look Back, See Further: Analyzing Photos from the Library's Collections and Social Media in Social Studies: Engaging Students in Their Medium.

C) American Bar Association (ABA): An Education Specialist from the ABA's Education Division will contextualize the historical time-period being covered each year through the lens of

the **Constitution and Bill of Rights**. The integration of that instruction into the NCHE colloquium model will equip the audience with a better understanding of the evolution of the laws and legal customs that have shaped the course of American history.

D) National Humanities Center (NHC): The NHC will deliver two online 90 minute live webinars to L.E.A.D. teachers each year. Webinars will be open to all SDOC teachers as well, thus expanding access to high quality historical PD. Prior to each webinar, teachers will receive readings and primary sources pertaining to the webinar topic.. The NHC's webinar portal allows for teachers to discuss the topic with the scholar both prior to and during the webinar. After the webinar, teachers will complete a Primary Document Form explaining how they propose to use the information learned in their classroom. Each webinar will take at least 5 hours of teacher time to attend and complete all activities. (Sample Webinar topics in Appendix C Page 3).

E) Eagle Eye Citizen, Kid Citizen, iCivics: Teachers will be trained in a Saturday Seminar to use three different applications for civic engagement with their students. Eagle Eye Citizen is an engaging, online, mobile-friendly interactive for secondary students focused on Congress and civic participation that draws students into careful analysis of LC resources. Teachers will be trained in how to involve students in creating and solving history and civics primary source challenges through Eagle Eye Citizen. Elementary teachers will be trained by Dr. Michael J. Berson and Dr. Ilene R. Berson of the University of South Florida to use the free digital app Kid Citizen with their students. Kid Citizen provides game-based learning activities exploring civics and government concepts through historical sources while helping students make connections with their daily lives. Finally, secondary teachers will learn to use iCivics with their students. iCivics teaches students how government works by having them experience it directly through a game based format.

F) University of Florida: Guided locally by Dr. Sean Adams, University of Florida, (**vita in Appendix**) experts in the historical era under examination, teacher specialists, and the project coordinator, participants will examine the content and context of relevant original documents and other source materials each month via inquiry-based, interactive discussions to increase historical knowledge during the school year and to develop learning activities that will occur in the classroom each day.

Curriculum Writing: The L.E.A.D. program will provide two 8 hour days in the summer each year for teachers to develop learning activities and write curriculum for their classroom. This will provide time for the teacher to think through resources that will best capture the attention of students and choose activities that will clearly convey content required for students to meet the lesson objectives. The lesson objectives will include: **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. The research-based Standards for Professional Learning provide a solid foundation upon which to base decisions about professional development for instructing and modeling. 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**, participant created lessons will include a variety of visuals, simulations, real world problem scenarios, vocabulary development, graphic organizers, and active participation opportunities, all with appropriate scaffolding. **Third**, geography will be imbedded within lessons since it connects space and time, places and events, area and era. Geography is interdisciplinary and an understanding of geography is instrumental in nurturing a perceptive, responsible citizenship and

in supporting critical thinking. Geography is also a vehicle to prepare students for college and career readiness. Participants will also read, review, and discuss topical literature, texts, primary source documents, and biographical sketches. Learning techniques such as discussion group activities, role-playing and debates will enhance presentations in addition to modeling effective instructional strategies for the classroom. With newfound teaching pedagogy and resources, teachers will confidently create online standards-based units that can be shared online and disseminated widely.

2) Summer NCHE Colloquium (24 Hours): During summers of the project, the NCHE partners will host a three-day Summer **Colloquium** onsite in Florida which will fuse the immersion in content with training in practical classroom application to provide the L.E.A.D. teachers with a multifaceted understanding and appreciation of traditional American history/civics/geography that will elevate and enhance their teaching skills. **(See programing chart on page 14)** Participants will use rare documents, images, interpretive text and primary sources to examine historical episodes relating to the project's annual themes. Each summer a different corps of academic historians will serve on the NCHE leadership team **(possible teams in Appendix from NCHE)**. Teams will be composed of a master history teacher, a learning specialist, and a historian. Each day's agenda will begin with an introduction to relevant materials selected by the NCHE team with a focus on original sources to prompt advanced level analysis. There will then be a content-based presentation by the guest historian followed by discussion of both the presentation and the readings, facilitated by the lecturer. A sample agenda can be found in Appendix C on pages 4-5. NCHE historians will focus on L.E.A.D.'s conceptual themes of Exploring American Democracy and how specific teaching strategies will make American history/civics exciting and meaningful for students. Instructional strategies will

include the use of visual images and role playing to teach historical ideas and events, use of online primary sources from the Library of Congress, the National Archives, and from other American history web sites to research historical problems. The use of political cartoons, maps and other graphic information will also be used to teach American history.

3) Summer Field Experience (45 Hours) Through the NCHE partnership, teacher participants will experience on-site historical field academies to provide substantive historical content increasing teacher's knowledge. These field academies will allow participants to experience the periods and geographic settings of the yearly topic by visiting the area and increasing their ability to articulate this encounter to the students. While on their journey through history, teachers may spend the afternoon in the Capitol building in Colonial Williamsburg debating whether to declare independence, following the daily battle in Gettysburg or experiencing what it was like for an immigrant to pass through Ellis Island. Teachers may also explore resources found at the Library of Congress or learn the role of the judiciary in hearing appeals at the Supreme Court. 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. (Field Experience descriptions are listed in Appendix C page 2)

The chart below projects the goals for our participants:

Five-Year Summer Field Experience Course of Study		
Year	Summer Field Experience	Goals: Teachers will demonstrate increased knowledge by pre/posttest on:
Year 1: Explorations, Revolutions, and Reforms	Colonial Williamsburg K-5	America’s Foundations, Immigration, Founding of 1 st Colonies, Articles of Confederation, French and Indian Wars
	Philadelphia 6-12	Formation of Government, Making Money, Ben Franklin, Creating a Nation, American Revolution,
Year 2: Sectionalism, Reconstruction, and Expansion	Gettysburg & Antietam	Growth of Americanism, Search for National Identity, Creating of Foundation, Testing the limits
Year 3: The Gilded, the Gritty, and the Great War: Industry and Empire	New York	National Challenges: Immigration, Prohibition, War and Government Power, Mechanization and Infrastructure Development, Modern Efficiencies
Year 4: Becoming a World Power: The Great Depression and World War II	Washington D.C.	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
Year 5: American Identity in a Global World: Cold War, Civil Rights, and the Presidency	Civil Rights	Civil Rights, MLK, Rosa Parks, 24th amendment, Jim Crow Laws, Civil Rights Act, Judicial Decisions that Changed Racial Boundaries, Cold War, Cultural Revolution

CHRONOLOGICAL FIVE-YEAR **DETAIL COURSE OF STUDY** FOR “EXPLORING AMERICAN DEMOCRACY”

PROJECT YEAR	CONTENT	PROJECT YEAR	CONTENT
Year One	<p>History: Explorations, Revolutions, & Reforms</p> <p>Civics: Constitution and Bill of Rights</p> <p>Geography theme: Colonies (originations), Land Grants, Territorial Boundaries and State Formations</p>	Year Four	<p>History: Becoming a World Power: The Great Depression and World War II</p> <p>Civics: Immigration – citizenship & national identity</p> <p>Geography theme: Completing the 50 states, Territories, Industry Develop Near Resources, The Cold War Shapes Nations</p>
Year Two	<p>History: Sectionalism, Reconstruction & Expansion</p> <p>Civics: Native American Sovereignty, 14th Amendment</p> <p>Geography theme: Expansion: Louisiana Purchase, Northwest Territory, Seward/Clay and Alaska, Slavery/Compromise/Civil War Shapes the Nation, The Territories and Countries of the Monroe Doctrine</p>	Year Five	<p>History: American Identity in a Global World: Cold War, Civil Rights, and the Presidency</p> <p>Civics: Education, Voting rights, Civil Rights</p> <p>Geography theme: Civil Rights in Relations to Geography, Migration/Immigration Change a Nation, The Role of Abundant Natural Resources</p>
Year Three	<p>History: The Gilded, the Gritty, & the Great War: Industry & Empire</p> <p>Civics: Workers rights, Suffrage movements</p> <p>Geography theme: Natural Resources Shape the Economies, The Dust Bowl, Transcontinental RR Shapes a Nation</p>		

CHRONOLOGICAL FIVE-YEAR PROGRAMMING CHART FOR “EXPLORING AMERICAN DEMOCRACY”

	Hours	Year One		Year Two	Year Three	Year Four	Year Five
2 NHC Online evening Workshops (Fall & Spring)	10	Creating and Defining a Nation		Preserving and Redefining a Nation	Industrialization, the Great War, and Civic Evolution	World War and growth of Executive Power	Cold War, Civil Rights and Judicial Power
Library of Congress Online Teaching with Primary Sources PD (ongoing)	Min. 9	Analysis & Discussion of Primary Documents of the Period w/national teacher network		Analysis & Discussion of Primary Documents of the Period w/national teacher network	Analysis & Discussion of Primary Documents of the Period w/national teacher network	Analysis & Discussion of Primary Documents of the Period w/national teacher network	Analysis & Discussion of Primary Documents of the Period w/national teacher network
2 Saturday LEAD Academies/year -Geography/Technology/Civics	16	Geography: StoryMaps		iCivics: Secondary Kid Citizen: Elementary	Geography: Using GIS and Google Earth in the Classroom	Civics: Eagle Eye Citizen	Geography: Mapping the Civil Rights Movement
Summer 3 day NCHE Colloquium	8	Founding Fathers		Decade of Crisis	Populism	The Great Depression	Vietnam & the Cold War
	8	Revolution		Civil War	Reformers	War in Europe	Civil Rights in the 1960s
	8	Constitution & Bill of Rights		Reconstruction	World War I	War in the Pacific	The Modern Presidency
Curriculum writing	16	Teacher-created lessons		Teacher-created lessons	Teacher-created lessons	Teacher-created lessons	Teacher-created lessons
Summer Field Experience	45	Colonial Williamsburg (Elementary)	Philadelphia (Secondary)	Harper’s Ferry, Antietam, Gettysburg	New York City	Washington D.C.	Selma, Montgomery, Birmingham

Total hours: 120

(ii) The extent services involve the collaboration of partners for effectiveness

The project will be implemented and managed by the *L.E.A.D.* project staff with NCHE 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.

Higher Education: University of Florida
History/Civics Historians: National Council for History Education, the Library of Congress, American Bar Association, National Council for Geographic Education, iCivics, Kid Citizen, Eagle Eye Citizen
Historical sites: Gettysburg Foundation, Gettysburg National Military Park, the National Constitution Center

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 to ensure sustainability)

Partner	Rationale for Selection	Specific Activities and Contribution
The University of Florida *Vitas in Appendix	University of Florida Professors of History have provided content for more than 6 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.	Dr. Sean Adams Professor of History will provide over 12 hours each year of direct service time to the project. He will be actively engaged in the project’s NCHE Summer NCHE Colloquium sessions and Advisory Council Meetings. He 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 History Education * Letter of Commitment Attached	The National Council for History Education is a non-profit corporation whose Board of Directors is dedicated to promoting the importance of history in schools and in society. NCHE colloquium 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	The National Council for History Education training will provide a 3-day Summer NCHE Colloquium; followed by 5-day Summer Field Experience 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. L.E.A.D.’s annual themes and participants will receive monographs, primary sources and theme based readings. NCHE will serve as the fiscal agent and

	leaders to delve into topical discussions.	supports project L.E.A.D. with all its resources including its monthly publication <i>History Matters</i> and annual conference
Gettysburg Foundation, Gettysburg National Military Park, National Constitution Center,	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 Library of Congress, Colonial Williamsburg, National Mall and Memorial, Ford’s Theatre, Selma to Montgomery National Historic Trail	Experiential Field Study experiences for teachers provide an effective and more engaging professional development model. Research and experience will help deliver high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection and collaboration
National Council for Geographic Education	The National Council for Geographic Education (NCGE) is a non-profit organization, chartered to enhance the status and quality of geography teaching and learning through professional development. NCGE both promotes and celebrates geographic teaching and learning.	Saturday Seminar activities will include providing hands on instruction and guiding teachers in developing curricular resources using specific geographic methods to enhance student’s understanding of history.
American Bar Association	The American Bar Association (ABA) is the largest non-profit voluntary professional organization in the world. The ABA provides law school accreditation, continuing legal education, information about the law, programs to assist lawyers and judges in their work, and initiatives to improve the legal system for the public. The role and mission of the ABA Division for Public Education (Division) is <i>to promote public understanding of law and its role in society</i>	The ABA Division for Public Education’s programs, publications, and resources are designed to educate and inform teachers about the law and the justice system, and civic customs and institutions, so that they are better equipped to meet the challenge of productive engagement in our democracy. The ABA has an excellent record of delivering face to face and online civic education programs for teachers on topics related to the Bill of Rights and the U.S. Constitution.

(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. L.E.A.D academy 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. L.E.A.D 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 6 – 68)** L.E.A.D 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. L.E.A.D.’s logic model (page 5) 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 support for L.E.A.D.’s endeavor to combine **graphical presentations (e.g., graphs, figures, pictures, maps) that illustrate key processes and concepts with verbal descriptions of those processes and concepts in order to facilitate student learning.** 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. Multimedia and hypermedia are learner-controlled interactive technologies; users can tailor presentations by selecting paths through the material customized to their interests. 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). **This supports Project L.E.A.D.'s plan to train teachers to utilize game-based learning and multi-media programs such as iCivics, Eagle Eye Citizen, and Kid Citizen.** 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). Professional development programs such as L.E.A.D. that includes 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. 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. Expert history teachers have long noted the importance of utilizing primary sources in the history classroom. Recently issued standards documents and frameworks call for the use of non-fiction informational texts (Common Core State Standards) and historical thinking (College, Career, & Civic Life Framework) as central to the promotion of reading and writing in our nation's schools. In short, the majority of history teachers in the United States recognize that they should incorporate primary sources in their classrooms. Yet, research indicates that merely providing students with the opportunity to read sources, simply giving students access to sources, or offering sources to students as proof of interpretations of the past is not enough. Current curriculum documents and frameworks require a different approach to history teaching. Rather than relying on a teacher's ability to convey information to students, these new frameworks demand that teachers explain the central concepts of the discipline to students and teach students how to engage in enacting discipline-specific ways of thinking as they read and write about the past. Given that standards/frameworks do not provide instructional advice, professional development for history teachers is key. 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):

Collaborative learning: 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).
Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content: 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).
Active learning: Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.
Deeper knowledge of content and how to teach it: Training teachers solely in new techniques and behaviors will not work.
Sustained learning, over multiple days and weeks: 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.

Research on professional development for teachers has shifted in the last decade from delivering and evaluating professional-development programs to focusing more on authentic teacher learning and the conditions that support it (Webster-Wright, 2009). 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 tri-partite 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. For Project L.E.A.D., NCHE historians will focus on connecting the history of America with instructional rigor. Teachers will engage in activities

designed to foster teaching practices associated with historical inquiry, specifically teachers' ability to ask historical questions; select and adapt historical sources; model and support student reading and writing; and assess student thinking. The NCHE team will structure interactive presentations that will both enhance participants' knowledge in US history and demonstrate lessons that engage students in historical thinking. At the same time, the team will involve teachers in a consideration of the discipline-specific ways of thinking and knowing that are necessary in order to select primary sources, to design and implement learning experiences, and to assess student work.

Studies repeatedly demonstrate the connection between teacher training in the content area and improved student performance. *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 L.E.A.D. applies these research-based concepts that fuse immersion in content with training in practical classroom application to provide teachers with a multifaceted understanding and appreciation of traditional American history 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

NCHE desires to align curriculum in conjunction with the Florida Department of Education Plan.

L.E.A.D. will create a unique longitudinal approach to American History/ Civics/ Geography immersion, rigor and post-secondary preparation with a K-12 pipeline of cutting edge

Professional Development. Through L.E.A.D Academies seventy-five (75) teachers of

American History, Civics and Geography will participate in professional development. The

L.E.A.D Academies will provide **Innovative Instruction or Professional Development** with

hands-on civic engagement to educate teachers about the history and principles of the

Constitution of the United States of America, including the Bill of Rights (**Absolute Priority 1**).

To meet the **Competitive Preference Priority**, L.E.A.D. will use high-speed internet access to

increase students' and educator access to digital tools including digital tools/assessments to align

high-quality, accessible online courses, online learning communities, or online simulations, with

rigorous college- and career-ready standards (see CPP evidence chart on page 4). Project

L.E.A.D **teachers** will serve approximately 8,000 K-12 students per year in the School District

of Osceola County to meet the instructional requirements of **high-need** students who are

educationally at-risk or need of special assistance and support. Over half (59%) of SDOC


students are Hispanic.. The District's culturally diverse community represents 156 countries and

involves use of 101 different languages. Accordingly, a significant 27.5% of students are

classified as English Language Learners. And 14% are considered Exceptional Student

Education. An estimated 25.5% of children ages 5-17 live below the poverty level, 81% qualify for free/reduced lunch, and 5.2% lack permanent housing. Data presented in this section will show that, although the district has made great strides with English Language Learners and disadvantaged students there is still room for improvement and that the district is still underperforming in the History/Civics area. The support of outside resources is essential if low-income, at-risk, and special needs students are to succeed.

Test Scores: Longitudinal analysis of Statewide Social Studies Assessment scores reveals that a need in the area of American history and Civics does exist. On the Sunshine State Standards for Social Studies, the SDOC has performed below the state level for the past two years on the U.S. history End of Course exam. In the area of Civics, where an End of Course Exam is administered, the most significant instructional need is to move the 26% of the student’s falling below level three to a higher level of achievement.

		 2017 Compared to 2016 Next Generation Sunshine State Standards Statewide Social Studies Assessments			
<small>Notes: (1) Percentages displayed in this document for 2016 may reflect minor differences from percentages published previously. This is because of the inclusion of additional assessment records reported after the initial publication of data. (2) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10. An asterisk (*) appears when data are suppressed. (3) Results for 2016 include the fall, winter, spring, and summer test administrations for first-time testers, and results for 2017 include the fall, winter, and spring test administrations for first-time testers.</small>					
		Grade 3-12 Civics EOC % Level 3 or Above		Grade 5-12 U.S. History EOC % Level 3 or Above	
District Number	District Name	2016	2017	2016	2017
00	STATEWIDE	67%	69%	66%	67%
49	OSCEOLA	70%	74%	59%	62%

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

District Number	District Name	Grade	Number of Students	Mean Scale Score	Percentage Level 3 or Above	Percentage in Each Achievement Level				
						1	2	3	4	5
00	STATE TOTALS	All Grades	200,980	406	70	13	17	26	21	23
00	STATE TOTALS	04	1	*	*	*	*	*	*	*
00	STATE TOTALS	05	12	375	25	67	8	0	0	25
00	STATE TOTALS	06	511	380	29	43	27	15	7	7
00	STATE TOTALS	07	191,488	407	70	13	17	26	21	23
00	STATE TOTALS	08	8,957	401	62	19	19	24	18	19
00	STATE TOTALS	09	9	*	*	*	*	*	*	*
00	STATE TOTALS	11	1	*	*	*	*	*	*	*
00	STATE TOTALS	12	1	*	*	*	*	*	*	*
49	OSCEOLA	All Grades	4,128	410	74	11	15	25	23	27
49	OSCEOLA	06	1	*	*	*	*	*	*	*
49	OSCEOLA	07	937	414	77	8	14	23	21	34
49	OSCEOLA	08	3,189	408	73	11	15	25	24	24
49	OSCEOLA	09	1	*	*	*	*	*	*	*

Additionally, in the area of reading the Osceola School District was below the state average at all assessed grade levels. Mid-content Research for Education and Learning Research study on Teaching Reading in Social Studies (Doty, Cameron, and Barton, 2003) attests that there is an absolute critical link to reading and learning in the content areas of Social Studies.

District Number	District Name	Grade 3-10 FSA English Language Arts % Level 3 or Above		Grade 3-5 FSA English Language Arts % Level 3 or Above		Grade 6-8 FSA English Language Arts % Level 3 or Above		Grade 9-10 FSA English Language Arts % Level 3 or Above	
		2016	2017	2016	2017	2016	2017	2016	2017
00	STATEWIDE	52%	54%	53%	56%	52%	53%	50%	51%
49	OSCEOLA	48%	49%	49%	50%	48%	48%	46%	47%

(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.**

Instructional Issues: Reviewing needs assessment data from 133 teachers of American History/Civics in the SDOC yielded some significant professional development needs. Currently **56.4%** (75) of those teaching history are not certified to teach in the field of American history. Of the 133 only 3% (4) are National Board Certified in the area of history. Only 19% (25) have a Masters or Doctoral Degree and 89 teachers or **67%** (89) had only 2 American history courses in undergraduate studies. Out of the 133 teachers surveyed 88% (117) have not taken a single graduate class in the area of American History. Of the 133 teachers surveyed, 94% of the teachers stated they were not members of ANY historical organization.

Additional needs assessment data for the 133 teachers showed the following; **94%** reported they were not a member of any historical professional organization, **71%** have **not** attended a Professional Development on the teaching of history, **88%** have never participated in a historical field activity or event, and **84%** have never taken students on a museum or historical site visit.

The limited use of many the instructional strategies listed below are additional evidences that support the need for this project. Each school has identified and targeted American History/Civics/Geography as an area that needs improved student achievement. The data below was developed from a pre-grant survey:

Low Uses of Instructional Strategies that Support the Need			
<u>Instructional Strategies /Materials</u> Used by 133 Staff	<u>% Use Once</u> <u>A Month</u>	<u>% Never</u> <u>Use</u>	<u>Total % Never</u> <u>or Once a Month</u>
Use of Historical Thinking Skills	13.91%	26.09%	40%
Character Interpretation	6.96%	37.39%	44.35%
Trips to Museums/Historical Sites	6.09%	84.35%	90.44%
Visual Discovery	11.3%	31.30%	42.6%

Music/Poetry	15.52%	20.87%	36.39
Artifacts	14.78%	23.48%	38.26%
Law or Court Cases	7.83%	63.48	71.31%
Speeches	15.65%	33.04%	48.69%
Diaries, Journals or Memoirs	12.17%	35.65%	47.82%

Too frequently in the classroom, history instruction has been too closely tied to the textbook and worksheets that are used to prepare students for a book unit test. Significant change must be made in the pedagogical methodology of teaching American history if schools are to meet their state targets. A lack of district professional development opportunities related to methods of teaching American history and civics hinders educational progress.

Below are additional tables from the needs assessment of 133 teachers of American History.

This data from the staff further amplifies the need for project L.E.A.D.

133 Teachers of American History/Civics	
<u>Question</u>	<u>% Disagree with the Statement</u>
I have worked with a local historian to improve my teaching strategies.	76%
I have worked with a professional learning community to discuss social studies content and teaching strategies	37%
I have received effective professional development for history in the past 6 months.	58%

133 Teachers of American History/Civics	
<u>Question</u>	<u>Feel They Are Not Confident to Teach This Area</u>
How Confident Do You Feel Teaching:	
Proclamation of 1763	58%

Colonial Plymouth	34%
Jamestown	46%
Boston Tea Party	35%

Quality history and civics content and pedagogical methods as prescribed in L.E.A.D will simultaneously increase the knowledge at each teacher’s disposal, as well as their arsenal of instructional strategies. Changing the instructional strategies and enhancing content knowledge will alleviate the problem of poor student knowledge of and student underachievement in US History and Civics.

Previous Professional Development: Present Professional development consists of attending District planned PD that seldom focuses on the content area of Civics and American History. In fact, 71% of 133 teachers of Civics/American History state that they have not attended PD related to this critical content area. This lack of PD coupled with so few undergraduate courses in the area of American History amplifies the critical need for project L.E.A.D. The PD provided by the district often concentrates on general ways to improve the instructional process, however, providing teachers with information about new general 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 the districts **needs assessment** targeted Civic/American History/Geography professional development has been identified as a significant need. 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 professional academies through Professional Learning Communities (PLCs) with participants and historians, increasing access to high quality, research-based professional development and participating in peer coaching model.

Teacher Preparation: The district needs assessment revealed that although a few of the American history teachers have obtained a master's degree or higher degree, only a relatively small number have actually majored in American history studies. From a pre-application teacher survey, 56.4% of responding teachers were not certified to teach in the field of American History, Civics or Geography. Teachers reported they were broad field social studies certified, and 67% stated they were required to take only 2 American history classes to receive their certification. Of this group, the majorities were not required to take any classes during graduate work and most of their graduate studies are in administration or unrelated fields.

Teachers participating in *L.E.A.D* 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/Geography and enhance performance on Florida Sunshine State Standards Statewide Social Studies Assessment and End of Course (EOC) Assessments. The L.E.A.D Academy proposal would integrate new instructional strategies into the history classrooms. Each teacher will receive a laptop to maintain a teacher's portfolio of lesson plans that will document this integration along with notes on lessons learned during seminar participation. The teachers' portfolio will include American History/Civics standards-based lesson plans that integrate instructional strategies learned in L.E.A.D Academy sessions, sample classroom activities, and sample assessments. Participants will be trained in the use of peer coaching so new methods of teaching and learning American history/civics will be replicated and sustained for educators throughout the district. Standards-based American history/civics/ geography lessons created by teachers and aligned with Florida Social Studies Standards will be available to other teachers on the L.E.A.D web site and will be presented at local, state and national history conferences. The

Project Coordinator will facilitate participant’s observations of a minimum of two colleague’s standards based lesson each year and a follow-up conference between the participant and the observed colleague using a lesson reflection observation form. *Blended Learning opportunities* will be utilized to to continue scholarly interactions related to American history/civics/geography discussion. Teachers will have the opportunity to network with other teachers of American history through memberships in NCHE and L.E.A.D teachers will have the opportunity to attend the annual NCHE conference. Based on district data disaggregation and through a needs analysis from staff within the district, the following gaps in services have been identified:

Current Services Provided by District	Nature and Magnitude of specific identified Gaps, Weaknesses or Deficiencies in services	How Identified Gaps, Weaknesses in Services, Infrastructure or Opportunities in Services Will Be Addressed in the Proposed project
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"> ➤ 75 total teachers per year will have the opportunity to participate in 600 hours during a five-year period of intense L.E.A.D. Academies pertaining to American History/Civics/ Geography ➤ American History Professional Development will include L.E.A.D Academy sessions presented by National Council for History Education Historians, Master Teacher and History Education Specialist and partners during the schoolyear.
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"> ➤ Teachers will be exposed to a variety of teaching strategies and historical content provided by History professors from the University of Florida and through the Summer NCHE Colloquium and Summer Field Experience.
Disaggregation of District Data	Instructional Initiatives based Disaggregation of student data from End of Year Course Assessments and Florida State Social Studies	<ul style="list-style-type: none"> ➤ Evaluators will analyze state data each year to measure progress. ➤ In addition, evaluator will assist in creating pre/posttest for staff based upon nationally normed released items in which teacher improved content knowledge can be measured.

	Assessment have not occurred.	
Lack of Teacher Membership on Professional Organizations	Teachers within district are not encouraged to become members of professional organizations unless they join on their own.	<ul style="list-style-type: none"> ➤ Teachers will become participating members of National Council for History Education in each year of the proposal. They will receive monthly publications pertaining to historical thinking skills and current research. ➤ Teachers will become part of the Library of Congress Teaching with primary Sources (TPS) Teacher Network providing access to teacher resources, materials, and connections with TPS Consortium members. <p>Teachers will also participate in on-site L.E.A.D. Summer Field Experience with partners. Through these sessions, teachers will receive publications including articles on historical, cultural, and social issues along with information about exhibits, artifacts, museum programs and museum resources.</p>
Inadequate Resource Materials to Teach History Content	History is not the main focus of <i>ESSA</i> . Teachers are not provided with adequate content rich reading materials on the discipline in which they teach.	<ul style="list-style-type: none"> ➤ Teachers will receive historical readings from National Council for History Education to further their in-depth knowledge of the current years them of topics ➤ Teachers will have access to lesson materials developed by TPS Teachers Network members ➤ Teachers will have the opportunity to attend NCHE’s annual conference and bring back resources from leaders in history education to share with colleagues.
Limited Collegial Opportunities Between Grade Levels	Opportunities for staff to meet as a group only occurs during history department meetings at each school	<ul style="list-style-type: none"> ➤ Collegium of teachers will meet for monthly L.E.A.D Academy sessions throughout the school year (35 hours) and 85 hours of Summer NCHE Colloquium & Summer Field Experience during summers ➤ Collegium will receive training on best practices and new techniques from American History/Civics/Geography experts
Limited Student opportunities in American History and	Students are not exposed to external opportunities	<ul style="list-style-type: none"> ➤ Students will gain a newfound interest in American History/Civics/Geography by participating in programs such as Geography Awareness Week, Model United Nations (MUN), Florida History Fair and National History Day ➤ Students will participate in programs or

Civics		projects which will serve as a gateway to obtaining the skills necessary to be considered College and Career Ready
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(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 L.E.A.D 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:

ACTIVITY OBJECTIVES	COHERENT PERFORMANCE MEASURES	PROGRESS OUTCOMES TO SUSTAIN PROGRAM OF TRAINING
<p>Objective 1: Increase teachers' knowledge in American History/Civics/Geography content with exposure and in-depth study provided through Summer NCHE Colloquium and Summer Field Experience presented by National Council for History Education activities providing rich American History/Civics/Geography content and student centered teaching strategies</p>	<p>1.1-80% of participating teachers will experience through the professional development a minimum of three engaging American history/Civics/Geography teaching methodologies per semester during each year of the project through face to face and web based learning sessions</p> <p>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</p>	<ul style="list-style-type: none"> • Collegium of teachers will meet for monthly L.E.A.D Academy sessions in each year of the project • Collegium will meet each summer for a three-day Summer NCHE Colloquium sponsored through National Council for History Education • Collegium will meet each summer for a five-day Summer Field Experience sponsored through National Council for History Education • Collegium will receive training on best practices and new techniques from

	<p>history. (yr. 1 10%, yr. 2 15%, yr. 3 20%)</p> <p>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</p>	<p>American History/Civics/ Geography experts.</p> <ul style="list-style-type: none"> • Teachers will participate in web based learning sessions and Blended Learning opportunities
<p>Objective 2: Increase student achievement in American History/Civics/ Geography in each year of the project.</p>	<p>2.1 - 80% of surveyed students (grades K-12) will show an increase in student interest in learning American history and civics as measured by annual pre/post student surveys</p> <p>2.2 - During year 1 of the project, student achievement in American History and civics for students of participating teachers on NAEP released items or Florida EOC test will increase yr 1; 5%, yr 2; 10%, yr 3; 15%</p> <p>2.3 – During year 1 of the project, student achievement in American History/Civics/ Geography for students of participating teachers on Sunshine State Assessment and End of Course Assessments items will increase yr 1; 5%, yr 2; 10%, yr 3; 15%</p>	<ul style="list-style-type: none"> • Students will improve academic knowledge and retention of American History/Civics/Geography by participation in Florida Geography Awareness week activities, MUN, FHF and NHD projects. • Students will participate in programs or complete projects to provide efforts for College and Career Ready opportunities • Interactions of students engaged in standards-based lessons as noted on teacher evaluation of lesson under “How Student Achievement was Affected” • Student Interest Survey • Student increase in content knowledge
<p>Objective 3: Cultivate partnerships for collaboration among teachers and academic historians.</p>	<p>3.1 – By July 1 of each year of the proposal, 80% of L.E.A.D teacher participants will complete 80% or more of the total hours of professional</p>	<ul style="list-style-type: none"> • Collegium of teachers will participate in a minimum of 80% of PD offered • 100% of participants in the Summer NCHE Colloquium sessions will

	<p>development offered.</p> <p>3.2 –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, 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>	<p>develop standard based lessons in a web format to disseminate knowledge to others in each project year in collaboration with partners.</p> <ul style="list-style-type: none"> • 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.
<p>Objective 4: Infuse Summer NCHE Colloquium 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/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 and/or peer instruction minimum of one time during each semester to analyze student data to guide curriculum changes.</p>	<ul style="list-style-type: none"> • Individual teachers along with members of the Advisory Council will meet with SDOC administrators to present aspects of the project • Participating teachers will complete observations and review using the Professional Growth to have every student taught by an effective teacher

(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 L.E.A.D. is designed to maximize and sustain professional growth beyond the five year project and beyond impacting more teachers than those directly participating. L.E.A.D. participants will be trained in the use of peer coaching within 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 and replicate them for other educators throughout the district.

Standards-based American history/civics/geography lessons created by teachers that are aligned with Florida Social Studies Standards and imbedded with new methodologies for instruction will be available to other teachers of American history/civics/geography on the *L.E.A.D* web site. Participants will also be encouraged to present their newly acquired instructional strategies at local, state and national history conferences. L.E.A.D. teachers will have the opportunity to attend the NCHE annual conference and share the information learned upon their return with colleagues. A robust OER website to disseminate L.E.A.D resources will be created and shared widely.

By providing professional learning opportunities that relate successful practices for **college and career readiness**, SDOC will disseminate consistent information and expectations to all stakeholders that will impact students beyond the five-year project. With newfound teaching pedagogy and technological resources, teachers will create online classrooms that will use standards-based units, allowing for sharing or dissemination of online materials. In addition to historians, at future L.E.A.D Academies 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 of the management plan to achieve the objectives of the proposed project 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, L.E.A.D will operate under a solid management plan with clearly defined roles, responsibilities, and timelines that will serve as the underpinning of L.E.A.D. The foundation of the management plan is the Advisory Council (AC). **The Advisory Council will consist of the following: Project Coordinator, College partner/historian, NCHE staff (via online), SDOC Social Studies Coordinator, Evaluator, two SDOC History/Civics Teachers.**

The AC's purpose is to maintain the fidelity of implementation, monitor the grant for needed ongoing modifications/ improvements, review financial resources evaluate progress, facilitate professional development activities and recommend any new standard changes. The Advisory Council will annually verify that the necessary financial resources are provided to assure the goals and objectives of each year are met. NCHE, as fiscal agent for the project, follows standard accounting procedures and has the internal capacity needed to implement project L.E.A.D. The Advisory Council and project director will ensure all materials will be procured. NCHE 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, phones, and equipment. NCHE's financial capacity to implement and sustain the project is evidenced by its past successful financial management of multiple federal and state grants and projects. The Project Director is responsible for approving and monitoring all budgeted expenditures. Internal budget records are maintained on a computerized spreadsheet by NCHE 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.. The Project Director, Justin Jakovac, Executive Director of NCHE, will hire Laura Wakefield as Project Coordinator. Laura Wakefield has prior experience managing three separate Teaching American History federal grants. She taught in the School District of Osceola County previously for 18 years and has demonstrated leadership as a teacher of American history, having served as a mentor to other teachers, held the position of a district-level Social Studies Curriculum Specialist, and earned a Master of Arts degree in American history as a James Madison Fellow focusing on the U.S. Constitution. She has extensive professional development experience (see C.V. in appendix). As Project Coordinator, she will serve as the liaison with all project partners, work directly with the evaluator and the Advisory Council and complete quarterly and annual reports. She will coordinate all L.E.A.D. activities, recruit participants, and will report to the Project Director, Mr. Justin Jakovac of NCHE. The program staff includes:

Staff Titles	Responsibilities	Qualifications
Project Director (.33 FTE)	*Direct all program activities and services; interviews and recommends staff; *supervise and evaluate project staff at all levels; *writes job descriptions for project; *initiates all purchase orders; * initiates all contracts; fiscal agent for grant	Justin Jakovac: Evidence of leadership; knowledge of and prior experience in the provision of professional development; strong interpersonal skills; 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 elementary middle and high school American History/Civics teacher participants for commitment to the project; *coordinates all professional development activities; *works with the NCHE Project Director on all budget	Laura Wakefield: Master’s degree in history; experience of teaching in the field of history, Florida teaching certificate with history certificate; evidence of

	expenditures for contracts, salaries, materials, supplies and monitoring of budget; *tracks participant professional development hours; *prepares site location for all seminars; *assists partners 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; *works with schools to arrange observation/mentoring schedule with teachers; *coordinates all professional development opportunities,	leadership; knowledge of and prior experience in the provision of professional development; strong interpersonal skills; prior experience with grant budgets involving procurement, outsourcing and partnerships; prior experience with grant management
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The following **management implementation** timeline sketches the activities and services outlined in the proposal:

Proposed project Period by Month	Timelines, continuous improvement strategies and <i>milestones</i>	Responsible partners
Oct 2017	Inform partners and staff of award. Hire <i>L.E.A.D</i> Project Coordinator	<i>L.E.A.D</i> Project Director
Oct 2017	Establish linkage and contracts with all partners, School District of Osceola County, the University of Florida, local and area historians, and National Council for History Education, Contract with external evaluator. Commitment Letters from Advisory Council members logged in minutes. Recruit Teachers: Teacher pre-testing with NAEP	<i>L.E.A.D</i> Project Director & Project Coordinator with support from District Social Studies Coordinator and external evaluator **All letters of commitment and vita are located in APPENDICES A & B
Oct 2017	First meeting of <i>L.E.A.D</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>L.E.A.D</i> Project Coordinator & Advisory Council
Nov 2017	Advisory Council meeting, develop PD for year 1 “Creating and Defining a Nation” (1492-1783). First Historical <i>L.E.A.D.</i> Academy at SDOC. Theme: Americas’ Foundations –LOC AP US History pre-testing of participants –	<i>L.E.A.D</i> Project coordinator, Advisory Council, educators; local and area historians
Dec 2017	Advisory Council meeting with external evaluator; Second Historical <i>L.E.A.D.</i> Academy Theme: Mayflower - NHC	Advisory Council; external evaluator, partners, local & area historians
Jan	Third Historical <i>L.E.A.D.</i> Academy Theme:	<i>L.E.A.D</i> Project coordinator,

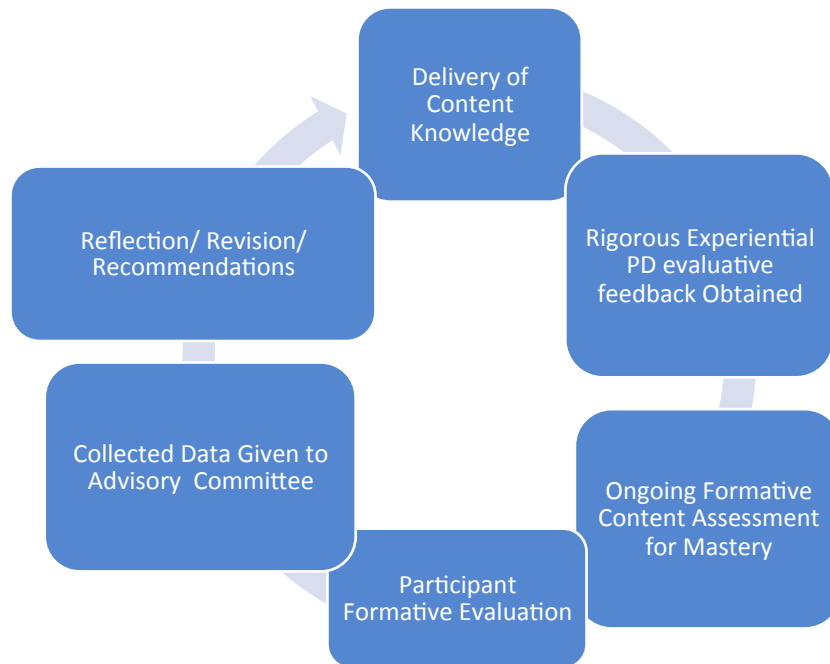
2018	Colonies - Plymouth/Colonial/Williamsburg US - NCGE – Begin encouraging participation in Student FYIG, MUA, and NHD	participants, Advisory Council, partners, local & area historians
Mar 2018	Fourth Historical L.E.A.D. Academy Theme: Important people (Penn, Franklin, etc)- ABA Advisory Council meeting with external evaluator for process evaluation	<i>L.E.A.D</i> Project Coordinator, participants, college partners, area and local historians, Advisory Council
Apr 2012	Fifth Historical L.E.A.D. Academy Theme: The Proclamation of 1763 - NHC	<i>L.E.A.D</i> Project Coordinator, Advisory Council, partners, participants
May. 2018	Advisory Council meeting to identify and select materials for L.E.A.D. Academy use; plan and schedule Experiential Immersion L.E.A.D. Academy; develop Summer L.E.A.D. Academy Curriculum; Identify, invite and confirm Academy guest lecturers; Develop Academy materials including texts and notebooks; Advisory Council meeting; Begin summative evaluation, sixth Historical L.E.A.D. Academy Theme: Boston Tea Party - Articles of Confederation - LOC	<i>L.E.A.D</i> Project coordinator, Advisory Council, NCHE, project evaluator, participants and college partners, area and local historians
June 2018	3-day summer NCHE Colloquium L.E.A.D. Academy; followed by 5-day Field Experience L.E.A.D. Academy;; participants of the project post-tested with AP US History Exam; Participants develop lesson plans for implementation of Academy strategies in classrooms, new content information, peer comment and participant feedback via <i>Blended Learning opportunities online</i> Traveling Experiential Learning to Philadelphia and Colonial Williamsburg	<i>L.E.A.D</i> Project Coordinator, participants, Advisory Council; partners & guest lecturers; National Council for History Education partners
July 2018- June 2018	Participants continue L.E.A.D Academy activities with assistance and guidance from staff and partners following year 2 theme Preserving and Redefining a Nation (1789-1877); 3-day National Council for History Education L.E.A.D. Academy followed by 5-day L.E.A.D. Experiential Field Trip - Gettysburg	<i>L.E.A.D</i> Project Coordinator, participants, Advisory Council; partners and guest lecturers
July 2018- June 2019 -Activities Continued until end of grant	Participant continue L.E.A.D. Academy activities with assistance and guidance from staff and partners following Yearly them on pages 4-5: 3 -day National Council for History Education L.E.A.D. Academy; followed by 5-day Experiential	<i>L.E.A.D</i> Project Coordinator, participants, Advisory Council; partners & guest lecturers;

June 2022 based upon Course of	Immersion L.E.A.D. Academy Advisory Council meetings continue each month; participants of the project pre/post-tested with AP US History Exam (May)	
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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 Academies 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. Project *L.E.A.D* 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 Feedback Flow Chart

Participants provide feedback through surveys classroom observations and at all PD activities



(ii)The extent to which the time commitments of the project Coordinator and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Project Coordinator will devote full-time services to the project and additionally the principal investigator will provide the needed staff and time needed to thoroughly collect and analyze of real-time data so that any needed ongoing adjustments to the program can be made with no loss to the efficacy or fidelity of implementation. Additional, grant staff will also devote one hundred percent of their time procured by the resources of the grant to assure a successful implementation and quality results. NCHE, SDOC, and other partners are committed to this project and will provide the necessary time and resources to ensure the success of all strategies. Adequate and appropriate NCHE staff time committed to this project will also include administrative support time, technology integrated support time, building principal involvement, custodial time, and fiscal management time. Dr. Sean Adams, partnering historian, has committed to the time outlined in the proposal and sees no conflict with his other obligations. Partners have agreed that ongoing monthly Advisory Council meetings will be necessary during

year one to fulfill the obligation of the project and to assure that targeted goals outcomes are met.

During years 2 - 5 partners have agreed that quarterly Advisory Council meetings will be

adequate to review data to ensure goals and outcomes are met.

D. Quality of the Project Evaluation

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

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:

Quantitative:	1) Teacher pre/post assessment American history, Civics/Government and Geography content data	Qualitative:	1) Structured Interviews with <i>L.E.A.D.</i> participants
	2) Teacher Appreciation of American history and civics 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		
	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
1. How can LEAD Academies Increase Teacher Content Knowledge?	1.1 Engaging Teacher Methodology	National Council for History Education, University of Florida Historian, L.E.A.D Academy sessions on master teacher pedagogical methodologies.	Observations and Analysis of Teacher Lesson Plans for introduced rigorous methodology	September 2017 to set baselines and ongoing
	1.2 Teacher Increased Content Knowledge	NCHE Content professor, Project Coordinator and UF Historian will provide experiential content during academies	Pre-Post Test - Increase Teacher Knowledge and ongoing student assessments to include a comparison control group	September 2017 to set baselines and ongoing
	1.3 Dissemination of Content Knowledge	Teachers will use standards-based lessons to provide replicable research based activities which will be place on L.E.A.D. website.	– Teacher activities on <i>L.E.A.D.</i> website	Fall, 2017 and ongoing
2. How can providing LEAD Academies for Staff provide Gains in American History /Civics/ Geography Achievement?	2.1 Increase Student Interest in American History	Teacher will use newfound content knowledge and teaching pedagogy from National Council for History Education, University of Florida & other partners. Innovative instructional strategies will continually be introduced in Professional Development.	Pre – Post Interest survey	September 2017 – May 2022
	2.2 Increase Student Content Knowledge	Teachers will use new teaching pedagogy (graphic representation, maps, game-based learning, google suite) to improve student achievement	Classroom observations, Teacher lesson plans, NAEP testing	October 2017 – April 2022
	2.3 Increase Student Content	Students will participate in programs such as Geography Awareness Week, Model United Nations (MUN), school History Fairs, and/or National History Day	Student registration, student projects, state EOC test data	October 2017 – April 2022

		to provide College and Career Ready Focus		
3. How can LEAD Academies provide for the Development of Historian Collegial Partnerships?	3.1 Teacher Professional Learning Opportunity	Teachers will be exposed to a minimum of 120 PD hours during each year of the grant 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
	3.2 Community by Historians	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
4. How Can Presidential Academies Infuse Presidential Academy Professional Learning Community (PLC) Into School Culture?	4.1 Increased Use of High Quality PD and Shared Research	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
	4.2 Participation in Peer Coaching	As an integral part of being a PLC, participants will engage in peer review and coaching to analyze student data through online testing/survey and data exportation to a data base to guide curriculum changes. This will facilitate sustainability and continued professional growth.	Item analysis of pre-posttest performance and teacher observations	October, 2017 to set baselines and ongoing

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

Benchmarks - Measuring Project Objectives and Outcome	Relevant Data source	Data collection timeline
1.1-80% of participating teachers will experience through the professional development a minimum of three research based American history and civics teaching methodologies (web-based primary source material, web-based lesson plans, web-based historical	Review of course syllabi at all training events, teacher surveys, and Advisory planning documents.	Baseline Fall – New Data February - May of each project year

art units, character interpretation, critical analysis of political cartoons, media search) per semester during each year of the project		
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/post/test of AP US history exam in American history. (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
1.3- By July, 2018, 90% 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
2.1- 80% of surveyed students (grades 6-12) will show an increase in student interest in learning American history as measured by annual pre/post student surveys	Student Pre /Post Survey data	Baseline Fall – new data May of each project year
2.2 - During year 1 of the project, student achievement in American history/Civics/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 Test.	Baseline testing Fall and May of each year
2.3 - During year 1 of the project, student achievement in American history/Civics/Geography for students of participating teachers on End of Course Assessments items will increase yr 1; 5%, yr 2; 10%, yr 3;15%	Student registration, student projects	Baseline results Fall of 2017 and each year following
3.1 – By July 1 of each year of the proposal, <i>L.E.A.D.</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
3.2 – 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
4.1 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 and Civics.	Evidenced by lesson plans, classroom observations, surveys, and interviews.	Fall and May of each year
4.2- 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	May of each year

(ii) The evaluation will provide performance feedback and permit periodic assessment of progress toward intended outcomes

L.E.A.D.'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 monthly with the Advisory Council quarterly during the school year and then quarterly after year one of the project. 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 GPRA 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.

Major Benchmarks from Objectives	Outcome Measures	Data Collection Timeline
1.1 Engaging Teacher Methodologies	Analyzed Teacher Lesson Plans	Jan.-April 2018 and Ongoing
1.2 Teacher Increased Content Knowledge	Pre/Post Test - Increase Teacher Knowledge	Fall 2017 – May 2018 Each Year Thereafter
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/Geography	Pre/Post Test - Increase Student Knowledge	Fall 2017 – May 2018 Each Year thereafter
2.2 Increase Student Content Knowledge in American history/Civics/Geography	Pre – Post Interest survey	Fall 2017 – May 2018 Each Year thereafter
2.3 Increase student achievement in American history/Civics/Geography on state test	Increase in Student test scores	October 2017 baseline and October of subsequent years
3.1 Teacher Professional Learning	80% Positively Complete	Fall 2017 – May 2018

Opportunities	PD Hours	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	Fall 2017 – May 2018 Each Year There After
4.2 Participation in Peer Coaching and Student Data Analysis	Item analysis of pre-posttest performance	Fall 2017 - May 2018 and each August - May for duration of project

The external evaluator, Tom Mills, of National Evaluation Group, will be a member of the *L.E.A.D.* 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). 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 charged with assisting all goals, objectives, and benchmarks are met. The Advisory Council will consist of the following: Project Coordinator, College partner/historian, NCHE staff (via online), SDOC Social Studies Coordinator, Evaluator, two History/ Civics Teachers. The Advisory Council will meet on a quarterly basis to facilitate communications between the partners, manage the logistics of the Academies, assist in the collection of data, develop and design the *L.E.A.D.* Academies, develop evaluations for the Academies, and develop teacher surveys. The project’s external evaluator, Tom Mills, will meet with the Advisory Council (in person or via video conferencing) to discuss collected data and progress toward the project’s goals and objectives. The *L.E.A.D.* Project Coordinator 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.

(i) Data to be collected -	(ii) Data collection time	(iii) methods used to collect	(iv) Instruments
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Teacher Exam Student Exam	Pre-test in early Fall; Post-test in late Spring	-Assessments will be collected at History Academy Sessions	US History College Board AP Exam of history achievement for teachers and NAEP released items for students, EOC
Teacher Lesson Plans showing integration of American History\Civics methodologies	Early Fall Baseline and Feb-May for life of the project	-Review lesson plans using checklist of pedagogical practices taught in <i>L.E.A.D.</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
Data analysis and evaluations	Fall and Spring each year	Observation forms, Test data, Action Plans	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 and 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 *L.E.A.D.* training syllabus/activities, and at least 50% of questions will come from a validated test of American History (AP College Board). The same groups of students who take a baseline test 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 *L.E.A.D.* 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 evaluator will review meeting minutes; lesson plans; website postings, pre/post assessments and surveys; professional development evaluations; and mentoring observation forms. The evaluator 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 5% 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 addition to the project evaluator, the *L.E.A.D.* project will also devote the needed time of the project director and project coordinator towards collecting and maintaining evaluative data. As referenced in section (d) above, the evaluator has the experience needed to guide Project L.E.A.D. through timeline issues, data collection, data analysis and reporting.