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Social Studies Teachers and the Common Core: A Study of Instructional Practices,  
Teaching Conditions, and Professional Development

A dissertation submitted in partial satisfaction of the  
requirements for the degree Doctor of Education

by

Emma Delia Hipolito

2015

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## ABSTRACT OF THE DISSERTATION

Social Studies Teachers and the Common Core: A Study of Instructional Practices,  
Teaching Conditions, and Professional Development

by

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Doctor of Education

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Professor John S. Rogers, Co-Chair

The Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects lays out a role for history/social studies in the teaching of disciplinary literacy, writing, and speaking and listening. While the effects of the Standards on the teaching of English/Language Arts and Math has been a source of discussion, the impact on social studies instruction has not been studied. Through surveys (n=217) and interviews (n=20), this explanatory sequential mixed methods study examines the practice of social studies teachers as it relates to the Standards approach to critical reading, historical inquiry, and argumentation. I also investigate the conditions that support or hinder

these practices as well as access to professional development. Differences among schools in low-income communities and more affluent neighborhoods are considered as part of these lines of inquiry. My findings show that teachers in low-income schools are concerned about the academic preparedness of students to engage in Common Core activities. This is in spite of a finding that teachers in less affluent schools have a strong repertoire of literacy practices. Second, teachers are making changes to their practice. The most commonly cited change was a depth over breadth approach to the California History-Social Science Standards. Third, only a small percentage of teachers report that the Common Core Standards are integrated into the practices of teachers in their department. Thus, this study sheds light on the current practices of social studies teachers in California and the supports needed to enact the Common Core Standards.

The dissertation of Emma Hipolito is approved.

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2015

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## **CHAPTER 1: INTRODUCTION**

This study examines the instructional practices of high school social studies teachers in California. This research is needed given the consequences of the No Child Left Behind (NCLB) legislation upon instruction in the United States and the changes called for by the Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS). As a result of the NCLB accountability systems, annual state exams shaped the type of instruction students received (Herman, 2004; Nichols & Berliner, 2007; Rothstein, 2008; Valli & Chambliss, 2007). Classroom curriculum emphasized content that appeared on annual high-stakes tests (Au, 2007; Fogo, 2011; Grant, 2007; Graue & Johnson, 2011; Meir, 2002; Van Fossen, 2005) and resulted in teacher-centered instructional practices (Au, 2007). Low socio-economic (SES) schools were particularly impacted by NCLB accountability sanctions (Center on Educational Policy, 2006; Graue & Johnson, 2011; Meir, 2002). Thus, as California embarks on this new curricular reform effort, an assessment of teacher practice as it relates to skills emphasized by the CCSS is needed. Also needed is an understanding of the conditions within schools that hinder or foster the use of these practices and the content and extent of professional learning teachers are receiving about the CCSS.

### **Background**

Adopted by California in 2010, the CCSS requires that students engage in historical inquiry, critical reading, and argumentation instead of simply memorizing content. Developed as part of a collaborative effort by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), the Standards aim to provide a clear set of expectations

for all K-12 students and ensure that students graduating from high school are prepared for the world of college and career (Common Core State Standards [CCSS], 2010). A key difference between the CCSS and the California History-Social Science Content Standards is its exclusive focus on the development of analytical skills – reading, writing, speaking and listening – in English-Language Arts, history/social studies, science, and technical subjects. Other changes include a heightened focus on reading and writing grounded in evidence from text (ACHIEVE, 2010). That these changes represent major pedagogical shifts for teachers has been well-documented by researchers (California Common Core State Standards [CA-CCSS], 2013; Center for the Future of Teaching and Learning (CFTL), 2011; Hiebert and Pearson, 2013); what we do not know is how social studies teachers are grappling with these changes.

A preliminary study sponsored by the Center for the Future of Teaching and Learning at WestEd (CFTL) in October of 2011 provides some initial data on teachers' perception of the impact the CCSS will have on instruction. CFTL convened focus groups of elementary and secondary teachers across the curriculum in Sacramento, San Francisco, and San Diego to participate in the study. A key finding of this study was that teachers in all disciplines are concerned about the impact the standards will have on their curriculum and their instructional styles. Although history/social studies teachers participated in the focus groups, the study did not report on their instructional needs. While NCLB legislation marginalized history/social studies, it continues to be a core part of the curriculum as noted by the U.S. Department of Education (Duncan, 2011) and plays an important part in the implementation of the CCSS (Monte-Sano, 2012). Thus, this lack of reporting of social studies teachers' needs represents a significant omission. My study will rectify that oversight by examining the current practices of

history/social studies teachers in California and documenting their professional learning needs as they adapt their instruction to meet the needs of the CCSS.

### **Why History/Social Studies?**

The spotlight on practices of secondary history/social studies teachers is vital as this new school curricular reform effort gets underway. Student underachievement on tests measuring knowledge of U.S. history and civics has been well-documented (Robelon, 2011). In fact, of the 30,000 students assessed in 2010 on National Assessment of Education Progress (NAEP) in History, 31% of eighth graders and a staggering 55% of high school seniors performed below the “Basic” designation (NAEP, 2010). Moreover, results from the 8<sup>th</sup> grade U.S. History exam show no increase scores. (National Assessment of Education Statistics, 2014).

Looking specifically at NAEP questions that required critical reading and higher order reasoning – skills emphasized in the CCSS – student scores were even lower. For example, on the U.S. history exam, only 22% of twelfth graders and 6% of eighth graders could provide a complete response to a question that asked them to analyze a primary source document and answer a question in context (National Center for Education Statistics [NCES], 2011b). Likewise, on the Civics exam, only 61% of twelfth grade students were able to correctly identify the argument used by the Supreme Court in certain rulings when provided with a direct quote (NCES, 2011a). Moreover, 88% of twelfth graders and 83% of eighth graders could not “communicate reasoned interpretations of past events, using historical evidence effectively to support their positions” (NCES, 2011). Analysis of images also posed an issue with only 52% of eighth graders able to respond to a question that asked them to interpret a political cartoon



(NCES, 2011b). These statistics are evidence that students are currently struggling with mastery of skills similar to those the CCSS requires.

In fact, national studies examining the instructional practices of history/social studies teachers confirm a focus on content as opposed to the development of skills (Bolinger & Warren, 2007; Cuban, 1991; Russell, 2010). In a seminal study Cuban (1991) found that “homework assigned from a textbook, review of assignments in class, extensive teacher talk (lecturing, clarifying, and explaining), recitation, and seatwork, interspersed with occasional use of audiovisual aids and field trips” were the predominate instructional strategies employed in social studies classes. Almost two decades later, in a national survey in which teachers reported on their teaching practice, Russell (2010) arrived at similar findings – social studies teachers encouraged passive and more traditional learning methods. In addition, history/social studies teachers are more likely to assign reading and writing tasks that focus on basic reading comprehension and summary of information (Montesano, 2011). Consequently, students in social studies classes continue to be encouraged to memorize facts as a means to demonstrate their understanding of content (Bolinger & Warren, 2007; Ravitch & Finn, 1987; Russell, 2010). This type of instruction will not support students contending with new forms of CCSS-aligned curriculum and assessments. Performance Tasks, one of these new types of assessments, call on students to write an argumentative essay after reading and annotating multiple sources. Students need to be prepared to critically read varying accounts and take a perspective on an issue, not just take a multiple choice exam on historical content which is how students in California have been assessed (Fogo, 2011).

Indeed, the CCSS call for a shared responsibility in literacy instruction, and places the teaching of advanced literacy and thinking skills squarely in the hands of content teachers:

“Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields” (CCSS, 2010). In history classes this means that students are to be taught the disciplinary literacy and reasoning skills employed by historians and other social scientists, and given the opportunity to read the same kind of sources that historians use (Shanahan & Shanahan, 2008). Accordingly, a student might be expected to read multiple sources on a particular topic, synthesize information from these sources, and articulate a point of view – either in writing or verbally. And yet we know from the 2010 U.S. History NAEP that approximately 71% of twelfth graders reported reading from a textbook at least weekly, while only 17% reported using letters, diaries, or essays written with the same frequency (NCES, 2011b). Seemingly, the CCSS is asking for a transformation in practice for history/social studies teachers.

And yet, a study conducted by the California Council for the Social Studies (Campbell, Heath, Ingrao & Middleton, 2012) presents a more nuanced picture of instructional methods in the state. Findings from this study point to the use of lecture and direct instruction on a regular basis by 97.2% of social studies teachers (both elementary and secondary). However, 76% also regularly use student collaboration strategies. In addition, while 96.6% of teachers use the textbook on a regular basis, 77.6% use web sources and nearly 59% use primary sources. Other strategies employed by teachers included vocabulary development (97.2%), expository reading strategies (78.5%), and student discussion (89.9%). Thus, an in-depth look at the instructional methods of history/social studies teachers is needed in order to determine how closely instructional practices meet the expectations of the CCSS.

Therefore, this study investigates the self-reported use of instructional practices associated with the Common Core by California high school history/social studies teachers. I examine how frequently high school social studies teachers employ these approaches by first surveying them on their use of critical reading, historical inquiry, and argumentation, as well as conditions that foster or hinder the use of these practices. Questions also explore the professional development teachers in California have been offered to support their implement of the CCSS. Data from the survey provides an entry point into classroom practices. I derive a deeper understanding of how these practices are used through interviews with select teachers in high and low SES schools. The following research questions are explored:

1. How frequently do high school history/social studies teachers in California self-report engaging in practices associated with the Common Core State Standards (CCSS) such as critical reading, historical inquiry, and argumentation? Do these frequencies vary among high- and low-SES schools?
2. What conditions do teachers report as affording or creating obstacles to engaging in these practices? Do these conditions differ in high- and low-SES schools?
3. What professional development about the CCSS have high school history/social studies teachers in California received? Does the type of training teachers receive differ among high and low SES schools?

### **Research Population**

The research population for this study is comprised of public high school social studies teachers in California. As the most populous state in the U.S., California was responsible for educating approximately 3.38 million students in its secondary schools in the 2011-2012 school

year (California Department of Education, 2013). Of these students, approximately 2.42 million were enrolled in history-social studies classes. In addition, there were 17,819 individuals teaching a social studies class in the state in the 2012-2013 school year (S. Greer, personal communication, May 28, 2014). This is a substantial number of educators whose practice impacts many students. Further, the diversity of California's student body mirrors urban districts throughout the country, including those with large numbers of English language learners. Thus, lessons learned from this study will apply to other districts throughout the United States.

In order to reach the largest number of high school history/social studies teachers around the state, I utilized the list-serve of the California History-Social Science Project (CHSSP). CHSSP sites are located at seven universities across the states, ranging from UC Davis in the north to UC Irvine in the south. They offer summer, weekend, and after-school professional development programs for teachers and contract with school districts to sponsor specialized programs. As the director of the CHSSP at UCLA, I can gain access to the entire list-serve.

### **Overview of Methods**

I used a mixed method explanatory sequential approach to conduct this study. A mixed methods research design employs both quantitative and qualitative research methods in a single study to better understand a research problem (Creswell, 2012). Mixed methods allows for more comprehensive data collection and “offset[s] the weaknesses of separately applied quantitative and qualitative research methods” (Creswell, 2007, p. 180). The quantitative phase of data collection included a survey and the second phase of data collection involved interviews of select teachers from high- and low-SES schools.

## **Survey**

Teachers who opted into the study took a 50-question self-administered online survey. Several survey questions were modified from existing instruments while others were developed using knowledge gained from the literature review. Data from the survey was analyzed to examine trends in the state using measures of central tendency and to determine the relationship between these trends and the SES of school sites. Teachers who completed the survey were also invited to participate in interviews.

## **Interviews**

Of the teachers from high and low SES schools who self-selected to participate in the interview process, 20 (approximately 10% of survey participants) were randomly chosen to take part in a semi-structured 30-minute interview. Criteria for selection included working at a high or low SES school, as well as geographic location of the school.

As the pool included teachers from around the state, the interviews were conducted on the phone and via web-based applications including Skype and Facetime. Data collected from the interviews was coded to explore patterns and recurring themes. Similarities and differences in the use of CCSS-associated instructional practices, school conditions facilitating use of these approaches, and types of professional learning teachers had access to were explored among high and low SES schools.

## **Significance of the Study**

Full-scale implementation of the CCSS has begun in California. As school districts and policy makers throughout the state continue to plan professional learning for teachers, it is

important to first assess teachers engagement in CCSS-associated practices. This information, along with data on the type of professional learning teachers have received, will help districts and professional development organizations anticipate barriers to full implementation of these standards in history/social studies classroom.

## CHAPTER 2: LITERATURE REVIEW

With the adoption of the CCSS, California has embarked on a reform effort that will fundamentally change schooling in the state (ACT, 2010, Alberti, 2013; Marrongelle, Sztajn & Smith, 2013). The CCSS, like NCLB, has been marked by controversy. Despite the polemics, the emphasis placed on literacy, writing, creativity, critical thinking, problem solving, collaboration, and communication (CA-CCSS, 2013) is a marked departure from the mandates of the NCLB legislation. Instruction under NCLB is centered on the content that will appear on annual high-stakes tests (Au, 2007; Graue & Johnson, 2011; Meir, 2002; Van Fossen, 2005). Its end result was a marginalization of certain disciplines, in particular in low SES schools (Graue & Johnson, 2011; Meir, 2002).

A second critique directed at NCLB – and the standards movement in general – has been that expectations for student achievement were set very high but not all schools were provided with the resources and opportunities to support that growth. This critique is grounded in theory and research illustrating the disparate learning conditions experienced by students and teachers in urban low-income communities when compared with schooling conditions in more affluent areas. Schooling conditions in underserved communities include overcrowded and rundown schools that lack instructional resources (Oakes, 2003). These schools also face high teacher turnover (Allensworth, Ponisciak & Mazzeo, 2009; Ingersoll, 2001), which, in turn, makes it difficult to attract and develop effective teachers (Simon & Moore Johnson, 2015). The constant change of faculty also makes it difficult to create systems that support effective practice. Over a decade ago, Oakes (2003) questioned whether “all students have adequate and equitable

opportunities to learn what a standards-based educational system demands of them” (p. 1299). That question persists as California embarks on a new standards-based reform effort.

### **Common Core State Standards**

The skills-based approach of the CCSS calls for changes, which impact all aspects of instruction including curriculum, assessments, and teacher pedagogy and professional development (Marrongelle, Sztajn & Smith, 2013). So significant are the changes that the state designated \$1.25 billion in education funding in the 2013-2014 school year to provide support to teachers and districts for their implementation (Tiffany-Morales, 2013). The state also chose to jeopardize up to \$1.5 billion in federal school funding when it suspended annual testing required by the NCLB Act because these exams were not aligned to the CCSS (California Department of Education, 2013).

Effective implementation of the CCSS in classrooms and schools will determine the success of this reform effort (ACT, 2010; Marrongelle, Sztajn & Smith, 2013). This literature review first looks at the changes in instruction being called for by the CCSS, as well as the specific challenges posed by its approach to disciplinary literacy and skill development. I examine the instructional practices of secondary history-social studies teachers and the lack of consensus in the field as to what constitutes good practice in light of these calls for change.

### **Adoption of the Common Core State Standards**

Forty-five (45) states including California, the District of Columbia, four territories, and the Department of Defense Education Activity, have adopted the CCSS in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State



Standards Initiative, 2014). These standards were produced through a joint effort by the NGA and the Council of Chief State School Officers (CCSSO), and almost immediately sparked debate. Critics argued that the standards were written by a private contractor, Achieve, with little feedback from practitioner or parental stakeholder groups (Mathis, 2010). Supporters contended that the intent of the state-led effort was to produce a national set of standards that prepared students for college and career by building upon the most rigorous state standards, studying the educational expectations of high performing nations, and reviewing the research on what students need to know to be successful in college and career (Common Core State Standards Initiative, 2014).

College and career readiness is defined by the CCSS as a students' ability, after graduating from high school, to enter "credit bearing entry courses" in two or four year college programs or to enter the workforce (ACT, 2010; Common Core State Standards Initiative, 2014). The writers of the CCSS consulted studies of high school graduates, employers, and college instructors documenting that a significant number of high school graduates have gaps in the skills and abilities expected of them either in college or the workforce (Blosveren, 2012; Common Core State Standards Initiative, 2012). For example, Acheive's 2010 study comparing the skills emphasized by the CCSS white those in greatest demand by employers and postsecondary educational systems, found that 72% of employers rate high school graduates as "deficient" in writing and 70% rate their skills in critical thinking and problem solving as "deficient." Similarly, 75% of postsecondary instructors of writing, reading, mathematics, and science rate incoming students as "very poorly" or "poorly" prepared for college level work (Achieve, 2010).

Implementation of the CCSS will impact curriculum, instruction, and assessments (Marrongelle, Sztajn & Smith, 2013) and will fundamentally change schooling in the United States (ACT, 2010; Alberti, 2013; Marrongelle, Sztajn & Smith, 2013). These standards emphasize the development of higher-level thinking skills such as problem solving and reasoning, as well as communication, collaboration, research, and the use of data (Achieve, 2010). They also emphasize the reading of complex non-fiction and informational text (Achieve, 2010; Alberti, 2013), the use of speaking and listening skills to persuade and inform (Achieve, 2010; Alberti, 2013), argumentative writing (Achieve, 2010), reading and writing grounded in evidence, as well as the opportunity to use academic language (Alberti, 2010).

The CCSS's approach contrasts with the type of instruction students receive under NCLB. As a result of the NCLB accountability systems, external tests shape the type of instruction that students receive (Herman, 2004; Nichols & Berliner, 2007; Rothstein, 2008; Valli & Chambliss, 2007). Instructional minutes dedicated to science or social studies were reduced so that the majority of a student's day was devoted to tested content in literacy and mathematics (Diamond & Spillane, 2004; Wills & Haymore-Sandholtz, 2009). Moreover, in low-performing schools, which tend to serve children in poverty and/or children of color, the aim of instruction was to raise test scores for students who were on the brink of proficiency (Graue & Johnson, 2011). In these same schools, academic interventions targeted students who were most likely to reach proficiency level, while other students were given little attention. In contrast, high achieving schools aimed to increase achievement for all students.

The CCSS represents a move away from NCLB-sanctioned approach to instruction driven by assessment. School districts are undergoing major changes as they begin to implement the CCSS. The Council of Great City Schools, composed of 67 of the nation's largest urban

public school systems, surveyed its members in 2012 to measure the state of implementation of the CCSS. Thirty-six (36) schools districts responded to the survey including five of the largest districts in California – Los Angeles Unified, Long Beach Unified, Oakland Unified, Orange Unified, and Santa Ana Unified. Fifty-eight percent (58%) of respondents indicated that they had written a multi-year plan to implement the CCSS, with 87% planning full implementation by the 2014-2015 school year. As part of their implementation effort, participating school districts were engaged in professional development: 31 of the 36 districts were aligning or had aligned existing curriculum to the CCSS, 68% of respondents were in the process of developing a system for monitoring the implementation of the CCSS, and 87% of participants were developing a plan to inform stakeholders including teachers about implementation (Council of Great City Schools, 2012).

### **Preliminary Data on Student Achievement and the CCSS**

Student data on CCSS-aligned assessments also provide evidence of the major shift in expectations these standards represents (ACT, 2010). As part of this study, ACT gave over a quarter million 11<sup>th</sup> grade students in several states a portion of the ACT Plus Writing multiple choice tests in English, mathematics, reading, and science, as well as the ACT Writing Test. Test items that lined up to the standards, clusters, and domains of the CCSS were chosen in order to estimate student achievement. The students taking the exams did so as part of the annual testing in their states and spanned the “full range of abilities and college aspirations” (p.2), were from broad racial and ethnic backgrounds, and were not the traditional ACT examinees who take the exam for the purposes of college admissions. Findings indicate that only one-third to one-half of participants were achieving at college and career ready levels. Also, Caucasian students

outperformed African American and Hispanic students on all the standards, clusters, and domains of the CCSS. The ACT highlighted as a concern that only 31% of all test takers could understand complex text. This number was significantly lower for African Americans at 11% and Hispanics at 16%. Also problematic were literacy levels in history/social studies which were 41% for college and career readiness for all students, but only 20% and 26% respectively for African American and Hispanic students.

Further, this same study was also used to project student performance in big-city schools. While no school district in California participated in the ACT 2010 study, the results provide a closer glimpse into college and career preparedness in the state given the commonalities shared by urban school districts. Twenty-four percent (24%) of students were projected to be proficient or above on the Common Core ACT Reading exam. Researchers also found a close relationship between 2011 8<sup>th</sup> grade NAEP student performance in large cities and ACT projections. These scores also mirror results of the New York state CCSS assessments taken by 3<sup>rd</sup> through 8<sup>th</sup> grade students in the spring of 2013. In 2013, the New York Department of Education reported that 31.1% of grade 3 through 8 students met or exceeded the English/Language Arts proficiency standard. Highlighting the persistence of the achievement gap, only 16.1% of African-American students and 17.7% of Hispanic students met or exceeded the proficiency standard. Similarly, only 3.2% of English Language Learners in these grades met or exceeded the ELA proficiency standard, while only 5% of students with disabilities met or exceeded the ELA proficiency standard. These early assessment results are evidence of the needed changes in practice in order to meet the more rigorous standards. In fact, one of the recommendations of the ACT 2010 study was professional development for teachers in reading instruction so that they could better help students to read, write, and communicate in their specific field.

## **Critical Reading**

The biggest change facing history/social studies teachers is the CCSS's discipline-specific focus on literacy instruction. The College and Career Readiness Anchor Standards for Reading (CCR) lay out three broad categories of skills students need to acquire during the course of their secondary (6<sup>th</sup> through 12<sup>th</sup> grade) education. These include: 1) reading for key ideas and details; 2) understanding the craft and structure of text; and, 3) integrating knowledge and ideas. Each of the CCR standards then have specific skills connected to a particular discipline. For example, in order for students to demonstrate they can read for key ideas and details in their 6<sup>th</sup> through 8<sup>th</sup> grade social studies classes, they must be able to cite textual evidence in both primary and secondary sources. They must also be able to summarize a source and explain central ideas and information.

Furthermore, students must be able to explicate the steps described in a text. The strand dealing with text and structure asks students to determine vocabulary as it is used in a text, to identify the type of text structure being presented, and to uncover the language an author uses that reveals his/her purpose in writing the text and his/her point of view. Integration of knowledge requires that students read visual texts – maps, charts, graphs, photos, videos – in order to make connections to written text. They must also be able to separate fact from opinion in text, as well as study the relationship between a primary and secondary source on the same topic.

The CCSS also takes a developmental approach to both the level of complexity of the text students are to be able to read and to the level of the skills they must successfully master. Thus, while in 6<sup>th</sup> through 8<sup>th</sup> grade, students might be asked to read the Preamble and the First Amendment to the United States Constitution, by 11<sup>th</sup> and 12<sup>th</sup> grade they should be able to read

“independently and with proficiency” the entire Bill of Rights, the first ten amendments to the Constitution. Similarly, 6<sup>th</sup> through 8<sup>th</sup> grade students in California are asked to “[i]dentify aspects of a text that reveal and author’s point of view or purpose” (CA-CCSS p. 81). By 11<sup>th</sup> and 12<sup>th</sup> grade, students are to “[e]valuate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence” (CA-CCSS, p. 81). The CCSS represent a deliberate approach to reading instruction – termed “disciplinary literacy” – that is not the norm in secondary history content where use of the textbook predominates (Lee & Sprateley, 2010).

### **Disciplinary Literacy**

Disciplinary literacy focuses on discipline specific ways of thinking, reading, and writing (Moje, 2007; Shanahan & Shanahan, 2008). This emphasis stands in contrast to content area literacy instruction which incorporates more general reading comprehension strategies such as summarizing or questioning (Shanahan & Shanahan, 2012). In order to identify specific reading strategies employed by disciplinary experts, scholars have brought experts together and had them share their thinking as they were reading a discipline-specific text.

A key finding by studies about the disciplinary reading practices of historians is that they pay particular attention to a text’s author and how his/her point of view biases his/her perspective (Shanahan & Shanahan, 2008; Wineburg, 1991). Prior to reading a text, historians source a document – ask questions about the origins of the text and the author (Wineburg, 1991). In a seminal study, Wineburg (1991) brought together high-achieving high school seniors and historians to detail their reading of historical text. Using a “think-aloud” protocol, a process in which the reader verbalizes his/her thought process as he/she engages with a text, both groups

were given a set of sources on the Battle of Lexington and asked to rank them in order of relative “trustworthiness as a historical source” (p. 500). Ninety-eight percent (98%) of the historians first sourced the document and then proceeded to read the text, all the while looking for signs of the author’s bias. Only 31% of the students sourced the document, although all of them had taken Advanced Placement United States history class wherein the reading of primary sources is stressed. Equally important was that the students, all of whom were skilled readers, missed the subtexts in the sources, meaning that they read each document at face value not considering how an author’s point of view might impact his/her version of the events at Lexington. Additionally, the students never compared or corroborated one document with any of the others, a skill regularly employed by historians when reading multiple accounts of an event.

In a similar study conducted nearly two decades later, Shanahan and Shanahan (2008) found that historians read with the intent of figuring out “what story a particular author wanted to tell” (p. 50). Historical text was seen as an interpretation of events whose reliability needed to be evaluated by the reader. Shanahan and Shanahan (2008) concluded that the key to understanding the varied approaches to reading in a discipline lay in the methods in which knowledge is created in a field. The analysis of documents is central to creating interpretations about the past. A historian collects and analyzes documents after an event has occurred. In order to create new knowledge, a historian must piece “the story” together by reading multiple accounts, weighing them for validity, and corroborating key details from both primary and secondary accounts. However, this approach is not how most students read history. Unless explicitly taught these types of literacy skills, students tend to look at historical text as facts and do not take into account an author’s bias or perspective (Hynd, Holschuh & Hubbard, 2004).

## **Challenges for Students**

While only a few studies document the impact of a disciplinary literacy approach in social studies (Shanahan & Shanahan, 2012), they tend to show positive student outcomes. Studies show that students who are exposed to historical inquiry (i.e., asked to source contextualize, and weigh multiple documents for validity) improve their overall reading comprehension (Reisman, 2012) and learn to read more critically (Hynd, et al., 2004; VanSledright & Kelly, 1998). There are mixed results regarding whether they retain more content (Nokes, Dole & Hacker, 2007; Reisman, 2012).

Nonetheless, reading historical text represents significant challenges for students. Much has been written about the hurdles that the reading of history textbooks – the text most commonly used in social studies classes – pose for students. Researchers highlight the listing of events with little explanation as to how these events are connected to each other. As a result, students see the textbook as a listing of facts (Schleppegel, Achugar & Oteíza, 2004). Other findings indicate that history textbooks cover too much content, do not focus on concepts, and are just not interesting to read (Beck, McKeown & Gromoll, 1989; Carnine, Miller, Bean & Zigmond, 1994; Jitendra, Nolet, Gomez & Xin, 2001), while still other scholars indicate that history textbooks are written to present a coherent story that often masks the interpretative nature of history. Authors are hidden so that their point of view or the claims-evidence relationships they are presenting are not easily identified (Paxton, 2002). It is not surprising then that students view textbooks as a neutral retelling of events (Wineburg, 1991).

Additionally, the highly specialized vocabulary and concepts “rooted in American culture” (Jimenez-Silva, Hinde & Hernandez, 2013, p. 277) in history textbooks pose specific challenges for English language learners (Thornton, 2005). Recent immigrants may not have



developed the background knowledge to do well in history/social studies classes as they were not educated in U.S. elementary schools (Haynes, 2005). Background knowledge has been found to improve reading comprehension (Dochy, Segers & Buehl, 1999) and to be a building block to higher order thinking (Chamot, 2009). Another obstacle for English language students is the challenging content and the use of low-frequency words in historical texts (Szparza & Ahmad, 2007). The students with low English literacy skills may not be able to comprehend text with this combination.

Moreover, primary sources, which the Library of Congress defines as the raw materials of history or documents and objects created at the time under study, present their own unique set of reading challenges for all students (Britt, Rouet, Georgi & Perfetti, 1994). A primary source can be anything from an eyewitness account; speech; letter; diary, newspaper or magazine; tax or census data; marriage, birth, and death records; work of art; advertisement; political cartoon; or interview. A textbook is usually written in narrative form utilizing a combination of chronological, sequential, and cause and effect structures (Britt, et al., 1994). In contrast, a primary source can use a multiplicity of text structures (Ogle, Klemp & McBride, 2007). The reason for the creation of the source might influence how it is organized. Thus, a speech-writer might clearly state his/her main point, whereas a propagandist is more likely to consciously obscure the purpose of his/her document. Armbruser (1996) found that all students' ability to comprehend text is impaired when main ideas are not prominently featured by authors. In particular, students with learning disabilities (LD) struggle to separate main ideas from supporting details (DiCecco & Gleason, 2002). As these students often receive only basic literacy instruction in history/social studies classrooms (O'Brien, 2000; Gersten, Baker, Smith-

Johnson, Dimino & Peterson, 2006), they are not prepared to read the complex text called for by the CCSS.

Besides text structures and presentation of main ideas, historical sources are often written in dense and abstract language, which pose another obstacle to students (de Oliveira, 2012). Further, they include references to events, people, locations, and ideas that the author is assuming the reader is familiar with. Researchers call these references, which are widely employed in documents, newspapers, and magazine articles, “intertextual allusions” (Buehl, 2011). Studies have shown that students can make these cross-text connections, but they need to be encouraged to make them (Hynd, et al., 2004). In addition, students think of sources as providing factual accounts of the past; they do not necessarily read sources critically nor do they understand that they need to interpret them (Ashby, 2004; Lee & Ashby, 2000).

The use of multiple accounts, as prescribed by the CCSS, represents a third challenge to readers of all ages. Reading sources with incongruent representations of events or contradictory stories require even higher cognitive skills as students must organize the evidence being presented in the various documents and evaluate the bias of each author. Students can become overwhelmed by the amount of information they receive in texts (Barton, 2008). They may ignore differing accounts. They may rely on one that is easier to read. When asked to determine reliability of sources, students’ decisions are often based on the amount of information a particular account provides and the specificity of details (Ashby, 2005; VanSledright & Afferbach, 2005; VanSledright & Franks, 2000). Likewise, multiple sources represent a particular concern for students with learning disabilities who often struggle with tasks that require higher order processing (Brownell, Mellard & Deshler, 1993). These students may not have the skills to process and organize information nor make inferences (DiCecco & Gleason,

2002). Creating meaning from multiple sources may seem insurmountable for these students.

Similarly, structuring an argument also poses problems for some students (Nussbaum, 2002). While many adolescents have experience with informal argumentation (Garvey & Shantz, 1992; Goodwin, 1990), student participation in more formal classroom discussions needs to be taught. As noted by Flynn (2009), “[w]ell-formed classroom discussions can create connections, challenge conceptions, and force reconsiderations” (p. 2022), and yet research shows that effective classroom discussions are a rare occurrence (Alvermann, O’Brien & Dillon, 1990).

However, students can be taught to read sources critically and to engage in historical inquiry. Teachers can focus instruction on the reasons why a source might have been created (Ashby, 2004; Barton, 1997; VanSledright, 2002). They can question students about the impact of an author’s perspective on an account. They can also ask students to take stand on a controversial issue. These three strategies have been found to lead to more critical reading and comparison of accounts even when this skill is not consistently practiced in their classes (Britt, et al., 1994; Van Sledright & Kelly, 1998).

### **Challenges for Teachers**

*In order to integrate disciplinary literacy into content area classes, educators need to understand its impact on teacher practice, curriculum, and assessment.*  
*(Zygouris-Coe, 2012)*

The CCSS asks teachers to utilize historical sources but their use will not automatically lead to higher order thinking activities for students. In order for teachers to integrate primary

source into their lesson plans, they must have knowledge of historical content and knowledge about the nature of historical inquiry (Patterson, Lucas & Kithinji, 2012; Van Sledright & Limon, 2006), as well as an understanding of what students are developmentally able to do (Lee & Ashby, 2000). However, as noted by Barton (2005), there are significant misconceptions among educators about how historians use primary sources. Simply including primary sources in lesson plans may only prompt basic reading comprehension activities. This contention is supported by Patterson, Lucas, and Kithinji (2012). These researchers analyzed the lesson plans of 21 teachers who had participated in a “content-rich” professional development program organized by historians and a presidential library. While the teachers were not provided with specific training on how to use source documents with K-12 students, historians modeled their use. Moreover, “the planning process was debriefed in each afternoon session” (p. 74). Patterson, Lucas, and Kithinji (2012) used *Bloom’s Taxonomy* to categorize the lesson plans as either requiring higher-order or lower-order thinking skills. Despite the modeling, they found that 52% of the lessons asked students to engage in lower-level activities such as only reading or sourcing a document. Lesson plans categorized as higher-order, were carefully structured and led students through a series of steps in which they were required to analyze maps and documents, as well as do research in order to answer an historically-significant question. Thus, the use of primary sources alone will not promote higher levels of reasoning or develop students’ thinking skills. Instead the teacher is “the critical variable” in structuring lessons that allow students to actually participate in meaningful historical inquiry or historical investigation. However, studies demonstrate that teachers struggle to create historical inquiry activities in secondary classrooms.

Studies documenting the impact of disciplinary literacy activities in history/social studies classes uncover the difficulties that teachers encounter implementing the approach. When the practice of historical investigation, i.e., providing students with sets of sources to analyze in order to create a response to a historical question, was brought to urban public schools, teachers were offered four days of professional development and participated in two 3-hour follow-up workshops to implement the approach. They were able to use modified primary sources and were given a detailed curriculum (Reisman, 2012). Even with all these resources, educators still struggled to follow the curriculum with fidelity (Reisman, 2012). In a six-month study utilizing a quasi-experimental design, Reisman (2012) worked with five public school teachers in the San Francisco Unified School District to measure the effects of a document based history curriculum on students' ability:

- to analyze sources
- to transfer thinking strategies to contemporary issues
- to retain factual knowledge of history
- to improve their general reading comprehension skills.

The program curriculum included four distinct elements – background readings, a central historical question to unify the content, three to five documents, and whole group discussion. Teachers were provided with suggested questions for discussion. When cognitive modeling was required, they were given a script to follow. They were also observed twice per week on the days they used the curriculum. Despite being trained on the curriculum and being given a number of resource materials to teach the lessons, implementation was not seamless. Reisman (2012) reports that that she coached teachers when she was observing their classrooms by clarifying lesson plans and assisting with classroom management. Only one of the teachers in the study used the curriculum with fidelity. The remaining teachers used the curriculum on the days that they were observed and encouraged students to source documents but did not have students

corroborate sources by reading two or more documents. Additionally, they did not give students feedback on their use of historical thinking strategies. In fact, only three of the five teachers, “ever engaged in pedagogically complex practice of facilitating whole-class text-based discussions. Reisman describes these discussions as “extremely rare” (p. 97), thus this particular study highlights the complex needs of teachers as they adapt to new curricular requirements. These complex needs are not easily met and hamper implementation.

Even a teacher with an advanced degree in history and a desire to incorporate disciplinary literacy practices into her curriculum struggled with implementation. Ms. Stark, the world history teacher in Girard & Harris’s (2012) case study, created a unit level scaffolding tool, “the GUS,” to help students organize evidence and produce better argumentative writing. However, interviews with students and analysis of their work indicated that most students did not complete the GUS. While some students saw the GUS as just another worksheet, others understood that the GUS previewed the end of the unit essay exam. The latter students did not see it as a way to assemble evidence in preparation for creating a thesis or developing an argument. The researchers concluded that students needed more modeling on using the tool to collect evidence and on applying that evidence to a historic problem. Other researchers have found that students need to be apprenticed into the practice of historical thinking (Collins, Brown & Newman, 1989; Bruce VanSledright, 2011). In fact, Girard and Harris (2012) suggest that the students in the study were at different stages of adopting historical thinking strategies. Ms. Stark should have adapted her instruction accordingly. The researchers also questioned the utility of the GUS in fostering the weighing of evidence or in assisting in the development of historical argument. The need for curricular exemplars to assist world history teachers, in particular, is another finding from this study.

When historical thinking strategies have been implemented successfully, multiple factors have led to the positive outcomes described in the studies. For example, it is the teacher's careful sequencing of lessons that allows English language learners in a social studies class in Franquiz's and Salinas' (2011) case study to engage in historical thinking and writing activities. This group of students had varying degrees of literacy and schooling in their home county. They were able to analyze documents related to the African American Civil Rights Movement, the Mexican American Civil Rights Movement, and current immigration reform efforts. At the end of each teaching segment they were asked to write an argumentative piece which was then evaluated by researchers for comprehension. The researchers highlighted as successes the students' ability to understand sources, historical context and significance, as well as concepts of agency. They draw specific attention to student engagement resulting from the lessons. However, the teacher purposely chose content that was relevant to students' lives. She was seeking to create an inclusive curriculum by "selecting controversial, meaningful, and relevant issues for deep study" (p. 64). This connection to student lives is important because immigrant students often do not find relevance in social studies instruction (Salinas, 2006). This particular teacher was not only highly-skilled, but was also bilingual. She allowed students to submit written response in either Spanish or English.

In contrast, social studies teachers with a high number of English language learners report receiving limited training and needing more effective strategies to support these students (O'Brien, 2011). While researchers are still pondering what new challenges the language demands of the CCSS are going to pose for English language learners (Bunch, Kibler & Pimental, 2012; Wong-Fillmore & Fillmore, 2012; Moschkovich, 2012; Quinn, Lee & Valdes, 2012; van Lier & Walqui, 2012), there is no question that mainstream content teachers will need

to develop specialized knowledge around language development to support these students (Bunch, Kibler & Pimental, 2012). Given that many states are seeing growing numbers of English language students in secondary classrooms (Capps, Fix, Murray, Ost, Passel & Herwanto, 2005), and that 91% of English language learners are mainstreamed into social studies classes (Jimenez-Silva, Hinde & Hernandez, 2013), training in language development is acutely needed.

Other factors leading to successful student outcomes arise in Monte-Sano's (2011) embedded case study. She centers her study on the instructional practices of a highly experienced history teacher working in conditions that do not exist in public schools in California. This teacher had on average thirteen students, all whom were already good readers. An inquiry approach grounded in historical investigation was at the heart of reading activities in his classroom. The instructor had been teaching for 25 years, assigned ten pages of reading per day, and could give students specific feedback on their writing. Moreover, his intent in using an inquiry approach was to help them grow as writers which he did by teaching them how to use historical evidence, recognize perspective, and develop an interpretation. These aforementioned practices stand in sharp contrast to national studies of the instructional strategies used by social studies teachers.

### **Practices of Social Studies Teachers**

Studies documenting the instructional practices of social studies teachers indicate a reliance on passive forms of learning (Bolinger & Warren, 2007; Cuban, 1991; Russell, 2010). Bollinger and Warren (2007) surveyed both elementary and secondary social studies teachers in the Vigo County School Corporation in Terre Haute, Indiana. The district includes schools



where over 50% of the students receive free and reduced lunch as well as schools in more affluent suburban areas. One hundred-forty (140) teachers responded to questions about the percentage of their class time spent on various modes of instruction including lecturing, class projects, worksheets, film/video, student research, role-playing, and debate. Among both elementary and secondary social studies teachers, lecturing was selected as the most frequently used method of instruction. In response to questions focused on the most effective teaching methods in social studies, there was a marked difference in responses based on grade level. Elementary teachers rated class projects and discussions as the most effective way to teach social studies. In comparison, 63% of secondary teachers rated lecturing as most effective with discussions coming in a distant second at 31.5%. Unfortunately the study did not ask teachers to explain the reasoning behind their selection; however, the researchers speculate that the nature of standardized tests in Indiana which favor breadth of knowledge could be one of the factors leading to more direct instruction.

National surveys paint a more nuanced picture of instructional practice as is evident in the 2010 national survey of over 11,000 social studies teachers. Sixty-seven percent of middle school teachers reported using cooperative learning activities weekly (Theiman, O'Brien, Preston-Grimes, Broome, & Barker, 2013). Fifty-eight percent of these teachers reported using globes and maps weekly while less than 50% reported using photos/primary sources and writing assignments weekly (Theiman, et al, 2013). Seventy-five percent of high school teachers reported using lectures weekly, as opposed to 50% of middle school teachers (Theiman, et al, 2013). High school teachers were also more likely to use photos or primary sources and assign weekly writing assignments but had a lower percentage of cooperative learning activities. Traditional instructional methods, such as the use of textbook questions or textbook generated

worksheets, had a higher weekly percentage in high school classrooms than in middle school classrooms (Theiman, et al, 2013). Only five teachers from California responded to this national survey; however, a smaller survey conducted by the California Council for the Social Studies provides some data from the state.

In the fall of 2012 the California Council for the Social Studies conducted a survey of both elementary and secondary social studies teachers. While limited in scope, 328 educators mostly from Southern California, San Francisco and the Central Valley responded to the survey which asked about instructional practices. This study found that 97.2% of social studies teachers (both elementary and secondary) used lecture or direct instruction on a regular basis. Over 76% also regularly used project-based learning or student collaboration strategies. In addition, while 96.6 percent of teachers used the textbook on a regular basis, 77.6% used web sources and nearly 59% used primary sources. Other strategies employed by teachers included vocabulary development (97.2%), expository reading strategies (78.5%) and student discussion (89.9%). However, given the importance of critical reading, writing, speaking and thinking in the CCSS, the number of teachers who used writing to learn strategies and document based questions in class, 63.1% and 48.3%, respectively, is problematic and points to the need for change in practice.

### **CCSS-Associated Practices**

In light of the findings of these surveys on teacher practice, for the CCSS reform effort to gain traction, significant pedagogical changes are needed in history/social studies classrooms to meet the rigor of the CCSS. What exactly does a social studies teacher need to know to teach students discipline-specific literacy habits?

Bruce VanSledright (2011) theorizes on the beliefs and practices that social studies teachers need in order to engage in discipline-specific practices. Beliefs include the idea that historians construct knowledge using a set of practices, which although not uniformly accepted, are, nonetheless, “guild-honored and sanctioned” (p. 157). Teachers also need to believe that students can learn historical investigation procedures but will learn them at their own pace. The role of the history teacher is to apprentice students in the approach used by historians by giving them opportunities to struggle with conflicting accounts. Another aspect of historical apprenticing is scaffolding learning through careful planning in order to meet students’ developmental needs. A third aspect is to provide students with the tools to deal with evidence. Teachers need to assess students in a manner consistent with historical investigation and provide them with specific feedback. Teachers must also have the skills to meet the needs of an increasingly diverse student body. VanSledright argues that the end result will be students with the skills to navigate “a text- and information dominated 21<sup>st</sup> century world” (p. 171), but to get there a highly skilled social studies teaching force is needed.

Given the belief sets and skills described by VanSledright, teacher educators and policy makers will need to consider the types of professional learning opportunities social studies teachers will need in order to help students gain access to complex text and to the historical reasoning processes mandated by the CCSS.

### **Professional Learning**

Researchers broadly agree on the nature of effective professional development (Elmore, 2000; Guskey, 2000). Marrongelle, Sztajn, Smith (2013), summarizing the research of Darling-Hammond, Wei, Andree, Richardson & Orphanos (2009), argues that effective professional

development should include the following research-based principles. Professional development should:

- *be intensive, ongoing, and connected to practice.*
- *focus on student learning and address the teaching of specific content.*
- *align with school improvement priorities and goals*
- *and build strong working relationships among teachers. (p. 203)*

However, recent studies have found that even when these features are embedded in professional learning, they may not be enough to impact instruction (Garet, Wayne, Stancavage, Taylor, Eaton, Walters, & Doolittle, 2011). For social studies education, few studies have looked at the impact of professional development on teacher practice and on student achievement (van Hover, 2008).

One of the few studies that did look at student achievement focused on the impact of building teachers content knowledge and pedagogical skills in the use of primary sources in the classroom. De la Paz, Malkus, Monte-Sano, & Montanaro (2011) studied a two-part professional development program that began with a four-day summer program. The emphasis of the institute was on the teaching of U.S. history and on scaffolding reading and writing for students in 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade. 53 teachers participated in a summer program after which they were randomly assigned to either a networking group or a group who would have no further involvement in the program. The networking teachers worked in grade-alike teams and could participate in various types of professional development activities including seven meetings that focused on U.S. history and pedagogy, up to 40 hours of paid time to work on lesson plans and gather resources, time to observe each other teaching, and assistance from a librarian to locate

sources. Findings from this study indicate that highly involved teachers, meaning those that participated in 30 or more hours of professional development, used resources other than the textbook in class. In fact, 72% of these teachers utilized maps or primary source documents while 43% used technology in the classroom. There were also more student-centered activities in the classrooms of these teachers. In contrast, 62.5% of the low networking teachers were observed primarily delivering content through teacher-led lecture. A second finding of the study was that the students of the high-networking teachers showed substantial improvement in their ability to write an essay on a historical topic using multiple sources.

#### Lack of Consensus in the Field

Despite this and other models of effective professional development, van Hover (2008) argues that there is no consensus as to what constitutes best practices in social studies. The Common Core State Standards represents an effort to articulate the types of history/social studies skills students need to be successful in college and in the workplace, and thus to lay out the practices that teachers should engage in with students. These Standards are in keeping with an approach to social studies instruction referred to by Fallace (2010) as disciplinary. This discipline-specific, inquiry-based approach (Brunner, 2009; VanSledright, 2011) is not commonly used in social studies classrooms in part due to the fact that teacher's may not have had the opportunity to develop these discipline-specific skills (Wineburg, 2001; VanSledright, 2011). Others, however, point to findings that even new teachers who have received instruction on historical thinking and have strong pedagogical content knowledge, employ teacher-centered practices (van Hover & Yeager, 2004). Fallace (2010) names two additional approaches to social studies instruction-traditional and progressive. The traditional strand focuses on the

transmission of knowledge through lecture and bookwork. Scholars argue that this remains the most commonly used approach (Farkas & Duffett, 2010; Ravitch & Finn, 1987). Progressive educators represent a third approach. They seek through cooperative learning and discourse to focus on developing student's abilities to engage as citizens (Hess, 2009; Parker, 2003).

To what extent are the practices of social studies teachers in California in line with the discipline-specific focus of the CCSS? Research is needed to understand if social studies teachers have adopted the disciplinary approach spelled out in the CCSS. Moreover, although the CCSS are relatively new, studies already document the needs of teachers and students in English, Math and Science classrooms (CFTL, 2011). Notably absent from the discussion are history-social studies teachers. What professional learning have social studies teachers received about the Common Core State Standards and what support do they need moving forward? This study seeks to find answers to these questions.

## **CHAPTER 3: METHODOLOGY**

The CCSS represents the latest effort at school transformation. As California schools begin to implement these standards, we need to fully examine the practices of high school history/social studies teachers to identify what support they need to employ this discipline-specific approach to instruction. Are current practices focused on the transmission of knowledge through lecture and bookwork, or on historical analysis skills? Do these practices differ among teachers in low- and high-SES schools? Do teachers have the resources and materials they need to implement the standards? This study sought answers to the following questions:

1. How frequently do high school history/social studies teachers in California self-report engaging in practices associated with the CCSS such as critical reading, historical inquiry, and argumentation? Do these frequencies vary among high- and low-SES schools?
2. What conditions do teachers report as affording or creating obstacles to engaging in these practices? Do these conditions differ in high- and low-SES schools?
3. What professional development about the CCSS have high school history/social studies teachers in California received? Does the type of training teachers receive differ among high- and low-SES schools?

### **Overview of Research Design**

This study was an explanatory sequential mixed methods study designed to investigate frequency of use of instructional practices associated with the CCSS as well as access to professional learning about the CCSS. As explained by Creswell (2007), a mixed method

design allows for the collection of more comprehensive data and “offset[s] the weaknesses of separately applied quantitative and qualitative research methods” (p. 180). Comprehensive data are needed to study the actual practices of history/social studies teachers as most research in this field has been qualitative (Fitchett & VanFossen, 2013) and limited to the study of individual teachers. Au (2007) has cautioned researchers about the inability to generalize the practices of history/social studies teachers given the small sample sizes of existing studies. This limited ability to generalize has made it difficult to impact policy (Fitchett & VanFossen, 2013).

This study called for a quantitative data collection phase as I targeted a large pool of teachers, i.e., high school social studies teachers in California. Similar research of this scale, on the practices of social studies teachers, has not taken place in California. The survey yielded data on overall trends within the state and will allow researchers to generalize the data to other states in the U.S. I also used the survey to recruit participants for the second qualitative phase of the study.

The second data collection process helped me to explain and elaborate on data collected in the first phase. Qualitative data was used to clarify statistical results by exploring participants’ views in more depth (Creswell, Plano Clark, Gutmann & Hanson, 2003) thereby yielding a more accurate and richer description of the instructional practices and knowledge of high school social studies teachers in California.

The qualitative phase involved interviews of participants identified from the first phase of the data collection process. I interviewed teachers because I am trying to get at teacher practice associated with Common Core and at their understanding of the Common Core. Meriam (2009) indicates that interviews are necessary when the researcher “cannot observe behavior, feelings,



or how people interpret the world around them” (p.88). Interviews were used to corroborate and explore any inconsistencies that may arise out of the survey collection process.

## **Methods**

### **Site and Population**

California was selected as the site for this study as it is the most populous state in the U.S. and is responsible for educating approximately 2.42 million students in secondary history/social studies classes. The diverse socio-economic, racial, and ethnic student body in the state will mirror other urban centers throughout the country including regions with large numbers of English language learners. California has historically had a large English language student population while other states are beginning to see growing numbers of these students in secondary classrooms (Capps, Fix, Murray, Ost, Passel & Herwantoro, 2005). Lessons learned from this study can be applied to school districts and states in the U.S.

The population for this study was public high school social studies teachers in California. According to the California Department of Education, in the 2012-2013 school year there were over 16,754 full-time social studies positions in the state. However, 17,819 teachers taught one or more 9<sup>th</sup> to 12<sup>th</sup> grade social science class in 2012-2013 school year. The population was pulled from data stored in the California Subject Matter Project (CSMP) database. Teachers in the database who linked onto the survey were asked if they were willing to participate in the second phase of my study. A total of 20 randomly stratified teachers were interviewed from this pool of volunteers. Criteria for stratification included SES of school and geographic location of their school site. The purpose of the latter was to ensure that this group spanned the state of California.

## **Access**

I accessed teachers utilizing the database of the California Subject Matter Project (CSMP). The CSMP is a network of nine-discipline specific projects originally authorized by state statute in 1988 to provide professional development opportunities to K-12 teachers. Administered by the Office of the President at the University of California, the purpose of the CSMP is “to help the state meet teacher quality goals and assist its K-12 partners with whole-school change efforts in low-performing schools” (CSMP website, “Our Funding”). The California History-Social Science Project (CHSSP) is one of the projects of the CSMP. Housed at seven universities across the states ranging from UC Davis in the north to UC Irvine in the south, each site offers summer, weekend, and after-school professional development programs for history/social studies teachers. CHSSP sites also contract with school districts to sponsor specialized professional learning for social studies teachers and have collectively amassed a large database with contact information for educators in California. Further, they are required under their state funding guidelines to maintain a record of the teachers that they work with including identifying the name of the school, district and county where each educator works as well as listing an email address. As the director of the CHSSP at UCLA, the UCLA History-Geography Project, I had access to information on the data that CHSSP sites in Southern California had inputted into the database and secured authorization from the Executive Director of the CHSSP to pull data on the rest of the state.

## **Data Collection Methods**

### **Survey**

I pulled the names, email addresses, and school sites of approximately 9,000 educators from the CHSSP database in mid-October and quickly determined that there were duplicate and sometimes three or four entries per individuals within the database. Repeat entries for teachers with the exact first and last name and email address were removed. This brought my potential participant pool to 5889 teachers of whom approximately 1600 had a high school listed as the place of employment. However, there were hundreds of entries that had no K-12 school affiliation or with only a university affiliation. The latter is the consequence of participants being entered into the database when they were pre-service teachers and hadn't had their status updated. Others were teacher educators from universities in California. Given the difficulty of determining who was a high school teacher, and given that the first set of questions in the survey was intended to exclude teachers who were not employed as full-time social studies teachers in a public school in California, I emailed an invitation to all 5889 teachers to request completion of the survey. Email reminders about the survey were sent out in November and December.

The high school social studies teachers who opted in to the study took a self-administered 50-question online survey between mid-October to mid-December (Appendix A) using Qualtrics, a web-based application. It was appropriate to self-administer the survey as the population is highly literate and has access to the Internet. I developed many of the questions from the survey asking about frequency of use of Common Core associated practices using knowledge gained from the literature. Other questions were modified from three existing surveys: "The Secondary Teacher Time Survey," "My Voice, My School Teacher Survey," and from "Findings from a National Survey of Teacher Perspectives on the Common Core."

The survey consisted of closed-ended questions. Teachers were asked to indicate frequency of use of instructional practices specifically associated with the CCSS, conditions that facilitated the use of these practices and the professional learning about the Common Core that they had engaged with. Further, the survey was used to collect demographic data in order to analyze differences between high- and low-SES schools. I used the data collected from this instrument to answer all three research questions and to make any needed revisions to the interview protocol.

## **Interviews**

Twenty (20) randomly stratified teachers were selected to participate in a semi-structured 30-minute interview. Interviews took place between January and March, 2015. As this pool included teachers from around the state, my intention was to use web-based programs, i.e., Skype, FaceTime and Google Hangout, to conduct the interviews. These programs allowed me to see participants' facial expressions and hear responses to my questions. However, there were technological glitches at some school sites which did not allow use of these web-based programs. Two teachers reported not having Internet access at home, thus the majority of the interviews took place over the phone. Of the 20 completed interviews, three were conducted using a web-based program.

Interview questions (Appendix B) examined classroom practices by asking participants to discuss the use of critical reading, historical inquiry, and speaking and listening approaches in their classroom. Practices they used to develop students argumentative skills were also detailed, as were opportunities to participate in professional development focused on the Common Core. The purpose of the interviews was to gather a fuller description of the use of classroom practices

aligned to the Common Core; thus, data gathered through this process helped me to answer all three research questions.

### **Data Analysis Methods**

Data collected from the two phases of this project were analyzed separately. After the first phase was completed, survey respondents were sorted into SES quartiles using the percentage of students on Free and Reduced Lunch (FRL) at respondents' school sites. If a school had 0-25% of students on FRL, they were grouped as high-SES. If a school had 25.1% to 50% or 50.1% to 75% of students on FRL, they were grouped as mixed-SES. Schools with 75.1 to 100% of students on FRL were categorized as low-SES. Data was then entered into SPSS for statistical analysis of each survey item. SPSS was used to calculate sum means for all items.

A chi-square test of independence was run on all of the items containing yes or no or frequency rating. The chi-square test examined the relationship between teachers in each of the FRL quartiles in the sample and the response options for a given item. A chi-square test of independence was the appropriate test to run because data was collected from only one sample (Franke, Ho & Christie, 2012). A Cramer's V test statistic run was calculated on four survey items which showed a statistically significant relationship between FRL quartile and the response to that survey item to determine the strength of the association between these two variables (FRL quartile and response choice).

Interviews were digitally audio recorded using a recorder and a recording application on my cell phone. The recordings were fully transcribed immediately after the interview sessions. Transcriptions were coded in order to detect patterns and recurring themes related to my research questions. During data analysis I coded for differences in responses based on school SES.

## **Validity, Reliability, and Credibility**

The survey instrument was developed by modifying some questions from three surveys: “The Secondary Teacher Time Survey,” “My Voice, My School Teacher Survey,” and “Findings from a National Survey of Teacher Perspectives on the Common Core,” which have already been validated in other studies. New questions, those dealing with teacher practice aligned to the CCSS and to professional learning connected to the CCSS, were developed using the literature review and a content analysis of the standards. These items were then validated in two ways. First, practicing social studies teachers, who serve as Teacher Leaders for the UCLA History-Geography Project, and History Teacher Educators were asked to identify practices they associate with the CCSS in a structured interview process. This process yielded practices related to critical reading but, to a lesser extent, practices associated with historical investigation and argumentation. The survey was then emailed to another group of teacher educators to consider practices related to historical inquiry and argumentation that might be missing in the survey items. Finally a group of teachers and teacher educators was asked to take the survey and to review the questions for vague or confusing terminology.

Moreover, respondents self-administered the survey online, thus reducing the inclination to provide socially desirable answers by ensuring a strong sense of anonymity and little fear of reprisal. To ensure reliability in the second phase of data collection, teachers who volunteered to participate in interviews were placed in two groups based on the SES and geographic location of their school; they were then chosen to be interviewed.

The 20 semi-structured interviews were conducted using a uniform protocol. Interviews began with a standard introduction so that each participant heard the same framing of the study. I asked questions that expanded on survey questions and probed in areas where differences

existed in the survey between teachers at high- and low-SES schools. Transcribed surveys were systemically coded to provide a rich description of classroom practice.

The mixed methods design of this study added to its credibility. I collected and analyzed data in two ways, thus corroborating my findings. The survey's quantitative elements combined with the lived experiences and perceptions of educators, collected from interviews, made for a more credible representation of the practices of social studies teachers in the state.

## **Ethics**

Ethical protocol was followed throughout the study. Prior to pulling out contact information from the CHSSP database, I gained written permission from the Executive Director of CHSSP. Teachers were emailed a detailed description of the purpose of the study and invited to participate in the survey. Teachers who accepted the invitation were linked to the survey through a web-based program, Qualtrics. I was only able to identify the respondents who voluntarily identified themselves for the purpose of participating in an interview. The names and school sites of these teachers were changed to protect their identity. Data was stored in a secure and locked cabinet while it is being analyzed; after the study, it will be destroyed.

Lastly, in conducting this study I understood the public role I play in CHSSP. My name is attached to the work of the site at UCLA as I have directed the site for over ten years and often give presentations at both school sites and conferences. Given this role, I am mindful that I am associated with certain instructional practices and beliefs about what constitutes effective teaching and learning in social studies classrooms. Thus, I have excluded teachers from the qualitative portion of this study who have a close connection to my site as they may provide responses that they consider socially desirable.

## **Summary**

I used an explanatory sequential mixed-methods approach to document social studies teacher practice and teacher knowledge with respect to the CCSS. These standards explicate a clearly delineated role for history-social studies teachers in regards to teaching literacy, writing, and speaking and listening skills to students. As schools and districts throughout the state work to provide teachers with the professional learning that will help them implement CCSS associated instruction, it is important to examine what teachers are already doing and what type of resources and learning they need to fully implement this type of instructional approach.



## CHAPTER 4: QUANTITATIVE FINDINGS

### Overview

This chapter presents findings from an online survey administered to 217 high school social studies teachers in California. This chapter is organized into four sections. In the first section I describe the 217 teachers who participated in the study. In the second section I focus on the use of discipline specific instructional practices including critical reading, historical inquiry, and argumentation. Unexpectedly I found no statistically significant difference in these practices between low- and high-SES schools although differences were identified. The third section of this chapter examines conditions that hinder and that support implementation of the Common Core in social studies classrooms. There were significant findings regarding differences in how teachers from low- and high-poverty schools perceived student academic preparedness to deal with the rigor of the CCSS and access to professional development. In the final section, I discuss the nature and duration of the professional development that teachers have received.

Findings are described in this chapter as they relate to the following research questions:

1. How frequently do high school history/social studies teachers in California self-report engaging in practices associated with the CCSS such as critical reading, historical inquiry, and argumentation? Do these frequencies vary among high- and low-SES schools?
2. What conditions do teachers report as affording or creating obstacles to engaging in these practices? Do these conditions differ in high- and low-SES schools?
3. What professional development about the CCSS have high school history/social studies teachers in California received? Does the type of training teachers receive differ among high-and low-SES schools?

## **Section I: Teacher Participants**

Prior to discussing findings, an examination of survey participants is necessary to determine how representative the sample was of social studies teachers in California. This was needed as the survey population was large and the information on teacher participants in the CHSSP database was not current. To evaluate whether my sample was representative of social studies teachers in the state, I considered data on the geographic location of the school sites, the percentage of students on free and reduced lunch at the schools where teachers worked, and the type of class reported on. I also examined the numbers of English language learners and special education students in the courses that teachers were using as their focus class. A final consideration was the number of years of teaching experience and access to professional development.

### **Survey Respondents**

Survey respondents were in several ways representative of high school social studies teachers in the state although they were more experienced than the state average and may have more access to professional development than do other teachers in the state. To explore the geographic diversity of my sample, I used a regional map produced by the California Department of Education of the eleven service regions in its Regional and Assessment Network (Figure 4.1). The 217 high school teachers who participated in the survey represented all eleven regions within the state, although 33.7% of teachers taught in a school that was in the Region 11 which encompasses Los Angeles County. Region 9 (Orange, San Diego, and Imperial counties), Region 3 (counties neighboring Sacramento) and Region 4 (counties neighboring San Francisco and Oakland) were also highly represented (Table 4.1).

**Figure 4.1: Map of Regional and Assessment Network**



**Table 4.1: Percentage of Participants and High School Enrollment by Regions**

| Region | Percentage of respondents | High School Enrollment in Sample Area |
|--------|---------------------------|---------------------------------------|
| 1      | 1.8%                      | 1.7%                                  |
| 2      | 1.3%                      | 1.5%                                  |
| 3      | 10.6%                     | 6.5%                                  |
| 4      | 15.2%                     | 10.4%                                 |
| 5      | 5.0%                      | 6.0%                                  |
| 6      | 4.0%                      | 3.9%                                  |
| 7      | 2.7%                      | 6.0%                                  |
| 8      | 1.8%                      | 6.6%                                  |
| 9      | 18.5%                     | 17.2%                                 |
| 10     | 4.1%                      | 13.7%                                 |
| 11     | 33.7%                     | 26.3%                                 |

A second measure used to determine the representativeness of the sample was to examine the percentage of FRL students at respondents’ school site. Approximately 19% of all high schools in California during the 2012-2013 school year report that between 0 to 25% of their students receive FRL. 16.13% of teacher respondents worked at schools with this percentage of

students on FRL. In contrast, approximately 56% of high schools in the state indicate that 25.1% to 75% of their students receive FRL; this group was 58.06% of survey participants. A last grouping of schools constitutes those in which 75.1% to 100% of students are on FRL. They are approximately 25% of schools in the state and were 25.8% of respondents' school sites. Consequently, the breakdown of FRL at survey respondents' school sites closely mirrors the state as whole.

**Table 4.2: Percentage of Students on Free and Reduced Lunch at Participant School Sites**

| <b>Quartile</b> | <b>% of students on FRL lunch</b> | <b>% State</b> | <b>% Sample</b> |
|-----------------|-----------------------------------|----------------|-----------------|
| <b>1</b>        | 0 to 25%                          | 19%            | 16%             |
| <b>2</b>        | 25.1% to 50%                      | 25%            | 24%             |
| <b>3</b>        | 50.1% to 75%                      | 31%            | 34%             |
| <b>4</b>        | 75.1% to 100%                     | 25%            | 26%             |

Furthermore, as part of the survey, teachers were asked to concentrate their replies on a focus class and to provide some general information about the students in the class. Of the 217 high school teachers who responded to the survey, 86 reported on a world history class, 85 on a U.S. history class, 27 on a government class, 18 on an economics class, and 1 on a psychology class. All but psychology are mandated courses for high school students in California and represent the majority of courses taught in high schools in the state.

**Table 4.3: Focal Class**

| <b>Focal Class</b> | <b>Total</b> |
|--------------------|--------------|
| World History      | 86           |
| US History         | 85           |
| Government         | 27           |
| Economics          | 18           |
| Psychology         | 1            |
| <b>Total</b>       | <b>217</b>   |

Besides the type of class being representative of state curriculum, students in survey respondents' classes represented a broad sweep of the student body in California schools. For instance, 36% of teachers reported on an advanced level class such as an Advanced Placement (AP) (52), Honors (21), or International Baccalaureate (IB) (5). Typically these courses are deemed more rigorous than other high school courses. Consequently, students enrolled in these programs are considered more academically prepared to engage in coursework that simulate college level assignments. If having the skills to engage in advanced work is characteristic of one group of students in California schools, English language learners represent another significant group. According to the California Department of Education, in the 2013-2014 school year 11.38% of secondary students, grades 7 to 12, are designated as English language learners (California Department of Education, CalEdFacts, 2014). Sixty-four percent (64%) of the teachers who completed the survey reported enrollment of one to ten English Language Learners in the foci class. Another 24% of teachers reported having no English learners in their classrooms, while two teachers reported teaching only English language learners. Special needs students were a final group of students that teachers were asked to report on. Approximately 69% of the teachers reported working with 1 to 10 special needs students, while approximately 24% of teachers reported having no special needs students, and 5 teachers reported on a class with all special needs students.

Despite these various indicators that point to a representative sample, there are some important differences between survey respondents and teachers in the state. According to the California Department of Education in 2013-2014 (California Department of Education, CalEdFacts, 2014) the teacher population averages 13 years of teaching experience, whereas

57% of my sample had between 7 and 20 years of experience, and another 28.2% had over 20 years of experience. On the whole, this was a very experienced group of teachers.

**Table 4.4: Respondents’ Number of Years Teaching Experience**

| <b>Years Teaching</b>     | <b>Total</b> |
|---------------------------|--------------|
| <b>1 to 3 years</b>       | 14           |
| <b>4 to 6 years</b>       | 16           |
| <b>7 to 10 years</b>      | 42           |
| <b>11 to 20 years</b>     | 78           |
| <b>more than 20 years</b> | 59           |
| <b>Total</b>              | 209          |

Equally important, survey respondents’ email addresses were pulled from the database of the CHSSP, an organization focused on professional learning, narrowing the sample to those who had likely received some sort of professional development about the Common Core. The interaction with this organization could have occurred in a myriad of ways. For example, a CHSSP site might be providing professional development to a participant’s school or district, or a teacher participant might have chosen to attend a CHSSP after-school or summer program. A third possibility is that respondents might have attended a session led by CHSSP at a conference or meeting of a professional organization. Thus, it is not surprising that 95.3% of all teachers surveyed indicated that they had received professional development about the Common Core. Moreover, 65.7% of teachers who had received professional development reported four or more days devoted to this enterprise. Researchers have found that professional development can have a positive impact on teachers’ knowledge, attitudes, or efficacy (Banilower, Heck & Weiss, 2005; Borman & Rachuba, 1999; Heck, Banilower, Weiss & Rosenberg, 2008; Penuel, Fishman, Yamaguchi & Gallagher, 2007). Consequently teachers who took part in the survey might be

better prepared to make the changes called for by the CCSS than teachers in the state who have received no professional development.

## **Section II. Disciplinary Literacy Practices**

### **Critical Reading**

The CCSS call for a discipline specific approach to literacy instruction. This study examines how frequently high school teachers engage in three discipline-specific practices that social studies teachers need to implement as part of the Common Core reform effort. These include critical reading, historical inquiry, and argumentation. The ability to read critically moves students past basic summary to analysis. CCSS high school standards expect students to “cite specific textual evidence to support analysis of primary and secondary sources” and to analyze “the extent to which the reasoning and evidence in a text support the author’s claims” (CA-CCSS, 2013, p. 81).

*Finding One: Survey respondents reported regularly engaging in some critical reading practices commonly associated with the CCSS with no statistically significant difference found among teachers in high- and low-SES schools.*

Frequently implemented reading practices included the use of both primary and secondary sources, and analysis focused on origins and purpose of a source. Over 90% of all respondents indicated that their students read and analyzed both a secondary source (91.7%; n=199) and a single primary source (90.3%; n=195) at least once per week. Over 80% of all classrooms teachers “engaged in vocabulary building with students around a source” (80.4%; n=173) and “provided students with graphic organizers to collect information” (82.3%; n=178)

from a source. Further, analysis of primary sources involved the “consideration of the origins and purpose of a source” (80.2%; n=174), as well as a focus “on the use of symbols” when the source was an image (82.9%; n=179). This practice occurred at least weekly in over 80% of classrooms. Also, in over 90% of all classrooms students were provided with “reading comprehension questions” (90.2%; n=193) and critical thinking questions (95.4%; n=206) to go along with reading of a source on at least a weekly basis.



**Table 4.5: Frequently Used Critical Reading Practices**

| <b>Critical Reading Practice</b>                               | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|--|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| Consider origins and purpose of a source                       | Count              | 23           | 92                          | 59                   | 35                  | 8            | 217          |
|  | %                  | 10.6%        | 42.4%                       | 27.2%                | 16.1%               | 3.7%         | 100.0%       |
| Focused students on symbols in an image                        | Count              | 27           | 86                          | 66                   | 28                  | 9            | 216          |
|  | %                  | 12.5%        | 39.8%                       | 30.6%                | 13.0%               | 4.2%         | 100.0%       |
| Vocabulary building around a source                            | Count              | 40           | 74                          | 59                   | 36                  | 6            | 215          |
|  | %                  | 18.6%        | 34.4%                       | 27.4%                | 16.7%               | 2.8%         | 100.0%       |
| Provided students with reading comprehension questions         | Count              | 39           | 98                          | 56                   | 17                  | 4            | 214          |
|  | %                  | 18.2%        | 45.8%                       | 26.2%                | 7.9%                | 1.9%         | 100.0%       |
| Provided students with critical reading questions              | Count              | 54           | 108                         | 44                   | 9                   | 1            | 216          |
|  | %                  | 25.0%        | 50.0%                       | 20.4%                | 4.2%                | .5%          | 100.0%       |
| Provide students with graphic organizer to collect information | Count              | 26           | 91                          | 61                   | 30                  | 8            | 216          |
|  | %                  | 12.0%        | 42.1%                       | 28.2%                | 13.9%               | 3.7%         | 100.0%       |

Less frequently used practices include the requirement that students “gather evidence to answer a critical thinking question” (75%; n=113). This occurred at least weekly in 75% of all reporting classrooms. Similarly, analysis that examined an author’s claims (73.2%; n=174), or an author’s use of evidence (71.8%; n=155), or that asked students to “differentiate facts from

opinions in a text” (69.8%; n=151) were also less commonly used practices. Likewise practices that focused students “on value-laden words in a text” occurred in 69.3% (n=150) of classrooms, whereas in 68.6% (n= 148) of all classrooms teachers modeled for students how to read a source at least once per week.

Even less common was analysis which required students “to evaluate an author’s qualifications as an expert on a topic or issue under study” (53.3%; n=115), or which called for identification “of propaganda techniques” in a source (49.8%; n=108). The use of an “historical analysis tool” – a handout with questions focused on analysis of a text – was not a common practice. This occurred in 45.1% (n=97) of reporting classrooms on at least a weekly basis with over 20% of teachers never modeling “how to use an historical analysis tool” (22.3%; n=48) for students.

Moreover, although not statistically significant, there were differences in critical reading practices among teachers at high- and low-SES schools. Teachers at high-SES schools were more likely to ask students to “analyze an author’s claims” (80%; n=28) than teachers at low-SES schools (69.7%; n=39). However, teachers at low-SES schools were more likely to ask students to “differentiate fact from opinion in a text” (72.7%; n=40) than teachers at high-SES schools (65.7%; n=23). Similarly teachers at low-SES schools were more likely to model reading practices for students. In fact, 82.2% (n=46) of teachers at low-SES schools reported modeling “how to read a source” and 46.5% (n=26) reported modeling how to “use a historical analysis tool,” as opposed to 71.4% (n=25) and 34.2% (n=12) respectively at high-SES schools.

## **Historical Inquiry**

*Historical inquiry or historical investigation* is a second practice associated with the CCSS and involves a process of examining an issue in the past by analyzing sources of information about the event or issue. Barton and Levstik (2003) define the process as involving the consideration of questions about the past by consulting “a variety of primary and secondary sources to answer those questions, compare perspectives, and share conclusions through discussion, debate, presentations, artwork and essays” (p. 358).

*Finding Two: Teachers are more likely to ask students to examine a single source than to engage in historical inquiry.*

Survey respondents were asked in two sections of the survey about their use of historical inquiry practices. First, teachers were asked questions which isolated aspects of inquiry, such as examining one or more accounts on a similar topic. These questions were interspersed with other questions dealing with critical reading. Specifically teachers were asked how often they:

- Had students compare and contrast the point of view of two or more sources
- Had students compare the content of a source with other course material i.e. a textbook, lecture, or secondary source
- Had students summarize, collect, and/or analyze data from multiple (three or more) sources.
- Required that students weigh sources of information for accuracy, credibility, and relevance

Nearly 70% of (69.6%; n=151) of all teachers indicated that they asked students to “compare and contrast the points of view of two or more sources” at least weekly in their classrooms. In response to “how frequently do students compare the content of a single source with other course material such as a textbook, lecture, or secondary source,” 61.2% (n=131) of all teachers reported that they engaged in this practice on at least a weekly basis while 63.2% (n=137) reported requiring “that students weigh sources of information for accuracy, credibility, and relevance.” Further, when asked “with what frequency do students summarize, collect, and/or analyze data from three or more sources,” teachers reported that this occurred at least weekly in about 55.3% (n=118) of classrooms.

Secondly, teachers were asked specifically if students in their focus class “engaged in social studies inquiry or historical investigation activities.” In response to this question, 81.5% (n=176) indicated that they provided opportunities for students to engage in inquiry. This group of 176 teachers was then asked a subset of questions that further explored how frequently these activities occurred in their classrooms. Survey respondents who reported that they engaged in inquiry or historical investigation indicated that students were asked, at least weekly, to gather information from texts in 86.3% (n=151) of classrooms, and to analyze and interpret that data in 82.3% (n=114) of classrooms.

However, there were several inquiry activities which occurred less frequently in all classrooms than those previously mentioned. Less common were inquiry activities that asked students “to organize information using models, charts, graphs, exhibits, and/or maps” (63.4% of classrooms; n=111), assignments that asked students “to make predictions or generate hypotheses” (67.4%; n=108), and lessons that asked students “to cite sources of information” (65.7%; n=115). These are the percentage of teachers reporting activities on at least a weekly

basis. Even less frequent were lessons that asked students to collect data by questioning, interviewing, or surveying others. These activities never occurred in 49.1% (n=86) of classrooms and nearly 35% (n=60) of students were never asked to develop a research plan to investigate a question.

## **Argumentation**

A third practice commonly associated with the CCSS is *argumentation*. The Standards define “argument” as “reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid” (CCSS-Appendix A p. 23). Argumentation in the CCSS, however, involves both a type of writing expected of students and an approach to speaking. The Speaking and Listening standards call on high school students to participate in “collegial discussions” in which they “clarify, verify, or challenge ideas and conclusions” as well as “[e]valuate a speaker’s point of view, reasoning, and use of evidence” (CA-CCSS p. 68). Teachers were surveyed on both their use of practices that support argumentation in writing and in classroom discourse.

*Finding Three: Practices that support students’ ability to engage in argumentation are less commonly used in reporting classrooms than other CCSS-associated practices.*

In response to a question asking how frequently “students were asked to develop a historical argument using evidence,” 60.3% (n=131) of teachers reported this occurred at least weekly in their classrooms. Further, in response to a question regarding students taking “a stance on an issue or historical question in writing,” 70% of teachers (n=152) reported this

occurred at least weekly in their classroom. Activities requiring that students take an oral “stance on an issue or historical question” occurred less frequently (60.7%; n=131). Students in high-SES schools were more likely to be asked to “verbally take a stance on an issue” at least once per week (74.2%; n=26), as opposed to students in low-SES schools (48.2%; n=27%)

When asked about different types of assessments, 46.5% (n=99) of respondents noted that students were asked to “write three or more paragraphs to support an argument with evidence” at least two to three times per month” with approximately the same percentage of students being asked to take multiple choice exams with the same frequency (44.2%; n=94). In contrast, in 8.9% of all classrooms students were never asked to write “three or more paragraphs to support an argument with evidence.” In 34% (n=72) of classrooms, students were never required to “make a formal presentation to the rest of the class.” In 37.3% (n=79) of classrooms, students were not required to submit “more than one draft of a written assignment,” and in 43.1% (n=91) of classrooms students never “completed a research project.”

Additionally, there were notable differences in frequency ratings among high- and low-SES schools with respect to assessments. In 47.1% (n=16) of high-SES classrooms, students never submitted multiple drafts of a written assignment, as compared to 29.1% (n=16) in low-SES classrooms. Further, in 37% (n=20) of low-SES classrooms, students had never been asked to deliver a formal presentation, as opposed to 25.7% (n=9) in high SES classrooms. Students in high-SES classrooms were more likely to complete a research project with 65.7% (n=23), as opposed to 54.7% (n=29) in low-SES classrooms.

## **Whole Class Discussions**

*Finding Four: Whole class discussions are frequently used in classrooms but only some students are being assessed on their contributions to these discussions.*

In response to a question about holding “whole class discussions in this focus class,” 91.2% (n=196) of teachers reported use of this practice. Almost all of these teachers (94.4%; n=195) indicated that discussions “focused on a central question or issue.” Teachers were slightly more likely to engage students in whole group discussion around a critical thinking question (98.5%; n=193) than a reading comprehension question (91.3%; n=179). Teachers also prepared questions to lead discussions (89.7%; n=175) and asked students to read material in preparation for the discussion (93.4%; n=183). Less frequently used practices included requiring that students “complete a graphic organizer to collect main ideas on a topic” (73.5%; n=144), assigning students “one side of an issue to represent” (42.3%; n=83), or having them create a visual “to represent the issue to the class” (51.1%; n=100).

Despite the high percentage of teachers reporting that they employ whole class discussions, students are not being consistently assessed on their participation. Approximately 25% (n=50) of surveyed teachers did not have a system to keep track of participation in these discussions and about one-third (n=65) did not evaluate students on their participation. In many classrooms students are “not evaluated on their use of evidence during the discussion” (39.8%; n=78).

## **Small Group Discussion**

*Finding Five: Small group or pair work is a practice commonly used in social studies classes.*

92.5% (n=198) of teachers indicated “yes” in response to the question, “Do students work in pairs or small groups in this focus class?” When working in small groups, students were often asked to “explain their reasoning or thinking in solving a problem using several sentences orally or in writing” (83%; n=162) or “analyze data to make inferences or to draw conclusions” (81.1%; n=159). At least once on a weekly basis, students were asked “to apply social studies concepts to real world problems” (68.7%; n=134) and “to make a prediction or generate a hypothesis” (68.9%; n=135). Less common were small group discussion tasks which asked students “to assess the credibility and/or relevance of text that they were reading” (57%; n=112) or which required students to consider “solutions to issues that required non-formulaic thinking” (55.8%; n=109). Pair or small group work requiring “novel or non-formulaic thinking” took place more frequently in high-SES schools with 74.2% (n=23) of teachers reporting this as an at-least-weekly occurrence in their classroom, as opposed to 48.1% (n=25) of teachers in low SES schools.

### **Section III: Conditions that Hinder and Conditions that Support Implementation of the CCSS**

This section explores what teachers say are conditions at schools that could impact a teacher’s ability to implement the Common Core Standards. These include general schooling



conditions such as class size and conditions specific to the Common Core such as access to instructional materials aligned to the new Standards.

*Finding One: Teachers need time to plan new curriculum and access to technology to implement Common Core-aligned lessons.*

Survey respondents were presented with two sets of questions regarding conditions at their schools which could act as supports or hindrances to implementation of the CCSS. They were also asked to rate the extent to which they agreed or disagreed with the statements provided. Table 4.6 presents results in percentages to the question “To what extent do you think the following are in place at your school site to facilitate the regular use of these practices.”

**Table 4.6 Conditions that Support Implementation of the Standards**

| <b>Condition</b>   | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--|--------------------------|-----------------|--------------|-----------------------|
| Sufficient access to appropriate instructional materials           | 6.3%                     | 18.3%           | 47.6%        | 27.9%                 |
| Sufficient access to office equipment and supplies                 | 5.7%                     | 12.9%           | 44.3%        | 37.1%                 |
| Sufficient number of computers/laptops for all students to do work | 28.4%                    | 31.3%           | 25.5%        | 14.9%                 |
| Time to work with colleagues to develop                            | 19.1%                    | 30.6%           | 40.7%        | 9.6%                  |
| Sufficient non-instructional time to plan                          | 22.2%                    | 44.4%           | 26.6%        | 6.8%                  |
| Opportunities to plan in content-alike groups                      | 17.6%                    | 20.6%           | 55.9%        | 5.9%                  |
| Support to improve instruction                                     | 7.3%                     | 27.7%           | 51.0%        | 14.1%                 |
| Encouragement to try new approaches                                | 4.8%                     | 15.0%           | 54.6%        | 25.6%                 |
| Autonomy over instructional delivery                               | 5.3%                     | 13.0%           | 44.4%        | 37.2%                 |

Over 80% of all teachers surveyed agreed or strongly agreed that they had “sufficient access to office equipment” including copy machines and paper (81.4%). A similar percentage agreed or strongly agreed that they were encouraged “to try new approaches to improve instruction” (80.2%), and felt that they had “autonomy to make decisions over instructional delivery” (81.6%). The latter included autonomy over pacing of curriculum, types of materials they could use, and the pedagogy they employed. Similarly, 75.5% of teachers agreed or strongly agreed that they had “access to appropriate instructional materials.”

Teachers were less definitive in their agreement with a statement that referenced “support to improve instruction.” Only 65.1% of teachers agreed or strongly agreed with this statement. Even less agreed with a statement about having “sufficient time” to work with other teachers, whether in content alike groups (61.8%) or simply with other colleagues (50.3%). Likewise, 66.6% of teachers disagreed or strongly disagreed that they had “sufficient non-instructional time to plan” Common Core-related activities. A second condition that the majority of teachers indicated did not exist at their school sites was access to “sufficient numbers of computers or laptops for students” (59.7%).

Two items in this set of questions showed a statistically significant association between percentage of FRL students and teacher responses to that population. A chi-square test of independence was performed to examine the relationship between percentage of students on FRL and response to the item about “sufficient access to computers or laptops.” Table 4.7 documents survey results per SES status. The association between these variables was significant ( $p = .041$ ). Subsequently, a Cramer’s V statistic was run to determine the strength of the association between the FRL quartile and the response choice. In the Social Sciences, a Cramer’s V of less than 0.10 is generally considered to be a “very weak association,” between 0.10 and 0.19 is considered to be a “weak association,” between 0.20 and .29 is considered to be a “moderate association,” and above 0.30 is considered to be a “strong association.” With respect to this item, a weak association was found between the SES status of the school and the response choice (.167).

**Table 4.7: Access to computers/laptops for all students to do work**

| School SES  | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|-------------|-------------|-------------------|----------|-------|----------------|--------|
| High        | Count       | 10                | 6        | 12    | 6              | 34     |
|             | %           | 29.4%             | 17.6%    | 35.3% | 17.6%          | 100.0% |
| Low         | Count       | 15                | 14       | 14    | 11             | 54     |
|             | %           | 27.8%             | 25.9%    | 25.9% | 20.4%          | 100.0% |
| All Schools | Count       | 59                | 65       | 53    | 31             | 208    |
|             | %           | 28.4%             | 31.3%    | 25.5% | 14.9%          | 100.0% |

\*significant at alpha=.05

|                    | Value               | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 17.498 <sup>a</sup> | 9  | .041                  |
| N of Valid Cases   | 208                 |    |                       |

a. 0 cells (0.0%) have expected count less than 5.

Similar tests were run on an item which asked about “sufficient time to work with colleagues to develop materials.” Table 4.8 charts teachers’ responses to this statement by the SES of school sites. While the chi square test showed that the association between these variables was significant ( $p = .022$ ), the Cramer’s V statistic showed a weak association between school SES and teacher response (.176).

**Table 4.8: Time to Work with Colleagues to Develop These Types of Activities**

| School SES  | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------|-------------|-------------------|----------|-------|----------------|
| High        | Count       | 7                 | 5        | 22    | 0              |
|             | %           | 20.6%             | 14.7%    | 64.7% | 0.0%           |
| Low         | Count       | 8                 | 21       | 19    | 6              |
|             | %           | 14.8%             | 38.9%    | 35.2% | 11.1%          |
| All Schools | Count       | 40                | 64       | 85    | 20             |
|             | %           | 19.1%             | 30.6%    | 40.7% | 9.6%           |

\*significant at alpha=.05

|                    | Value               | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 19.432 <sup>a</sup> | 9  | .022                  |
| N of Valid Cases   | 209                 |    |                       |

a. 2 cells (12.5%) have expected count less than 5.

*Finding Two: Teachers in low-SES communities are concerned about the academic preparedness of students to engage in Common Core lessons.*

The second set of survey questions asked teachers “To what extent do you believe the following conditions hinder your ability to engage in these types of practices.” Table 4.9 summarizes the results per item for all teachers regardless of SES status of the school.

Nearly 70% of teachers agreed or strongly agreed that “classes were too large” (68.4%) and close to 65% of teachers agreed or strongly agreed that “students are not academically prepared to engage in these types of activities” (64.9%). There was even split in response to the item that asked about the “availability of reliable and quick internet in classrooms with 50.5% of teachers agreeing or strongly agreeing with the statement. In contrast, less than a third of

teachers agreed or strongly agreed that “the physical environment within classrooms does not support this kind of teaching and learning” (32.2%).

**Table 4.9: Hindrances to Common Core Practices**

| <b>Hindrances</b>   | <b>Respondents</b> | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------|--------------------------|-----------------|--------------|-----------------------|
| Classes too large   | Count              | 9                        | 57              | 77           | 66                    |
|   | %                  | 4.3%                     | 27.3%           | 36.8%        | 31.6%                 |
| Students are not academically prepared to engage in these types of activities | Count              | 9                        | 64              | 84           | 51                    |
|   | %                  | 4.3%                     | 30.8%           | 40.4%        | 24.5%                 |
| Physical environment in the classroom   | Count              | 31                       | 111             | 46           | 21                    |
|   | %                  | 14.8%                    | 53.1%           | 22.0%        | 10.0%                 |
| Reliability and speed of the Internet   | Count              | 23                       | 77              | 56           | 46                    |
|   | %                  | 11.4%                    | 38.1%           | 27.7%        | 22.8%                 |

While close to 65% of all teachers agreed or strongly agreed that students were not academically prepared to engage in Common Core activities, 83% teachers in low-SES schools agreed or strongly agreed with this item (Table 4.10). A chi square test for independence found a statistically significant association between response to this question and the SES of the school site ( $p=.000$ ). A Cramer’s V statistic found a moderate association between these two variables (.218); however, it should be noted that four cells (25.0%) had expected counts of  $<5$ .

**Table 4.10: Students are not Academically Prepared to Engage in These Types of Activities**

| School SES  | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------|-------------|-------------------|----------|-------|----------------|
| High        | Count       | 4                 | 17       | 9     | 4              |
|             | %           | 11.8%             | 50.0%    | 26.5% | 11.8%          |
| Low         | Count       | 1                 | 8        | 25    | 19             |
|             | %           | 1.9%              | 15.1%    | 47.2% | 35.8%          |
| All Schools | Count       | 9                 | 64       | 84    | 51             |
|             | %           | 4.3%              | 30.8%    | 40.4% | 24.5%          |

\*significant at alpha=.05

|                  | Value               | df | Asymp. Sig. (2-sided) |
|------------------|---------------------|----|-----------------------|
| Chi-Square       | 29.744 <sup>a</sup> | 9  | .000                  |
| N of Valid Cases | 208                 |    |                       |

a. 4 cells (25.0%) have expected count less than 5.

#### **Section IV: Professional Development**

Another line of inquiry focused on access to professional development about the Common Core, the nature of the professional development high school social studies teachers were receiving, and what they needed to implement the Standards.

*Finding One: A large majority of teachers have received professional development on the Common Core.*

While many teachers have received CCSS training, teachers in low-SES schools are more likely not to have received this training. In response to the question “Have you received

any professional development or training related to the Common Core State Standards,” 95.3% of all survey respondents indicated that they had received professional development. As illustrated in Table 4.11, approximately 10% of teachers at both high- and low-SES schools indicated they had not received Common Core professional development. A chi-square test of independence showed a statistically significant relationship between SES status and a teacher’s response ( $p = .014$ ). A Cramer’s V statistic found that the association was moderately connected to SES status (.224) although four cells (50.0%) had expected count of  $<5$ . Thus, teachers at low-SES schools are more likely not to have received professional development around the Common Core.

**Table 4.11: Professional development related to the Common Core State Standards by School SES**

| School SES   | Respondents | Yes    | No     |
|--------------|-------------|--------|--------|
| High         | %           | 91.20% | 8.80%  |
| Low          | %           | 88.90% | 11.10% |
| All Teachers | Count       | 201    | 10     |
|              | %           | 95.30% | 4.70%  |

\*significant at  $\alpha = .05$

|                    | Value               | Df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 10.566 <sup>a</sup> | 3  | .014                  |
| N of Valid Cases   | 211                 |    |                       |

a. 4 cells (50.0%) have expected count less than 5.

The 201 respondents that had received professional development were then asked to approximate “how much time overall have you spent in training and professional development for the Common Core State Standard.” Answer choices were provided in number of days. Over 65% of all respondents had received four or more days of professional development. However,



teachers in high-SES schools reported the highest percentage of time spent on Common Core, with 54.8% of teachers indicating that more than 5 days as opposed to 41.7% of teachers reporting the same number of days at low-SES schools (Table 4.12).

**Table 4.12: Number of days of professional development by School SES**

| <b>School SES</b> | <b>Respondents</b> | <b>Less than 1 day</b> | <b>1 day</b> | <b>2-3 days</b> | <b>4-5 days</b> | <b>More than 5 days</b> |
|-------------------|--------------------|------------------------|--------------|-----------------|-----------------|-------------------------|
| High              | Count              | 0                      | 1            | 7               | 6               | 17                      |
|                   | %                  | 0.0%                   | 3.2%         | 22.6%           | 19.4%           | 54.8%                   |
| Low               | Count              | 0                      | 3            | 17              | 8               | 20                      |
|                   | %                  | 0.0%                   | 6.3%         | 35.4%           | 16.7%           | 41.7%                   |
| All Schools       | Count              | 6                      | 10           | 53              | 41              | 91                      |
|                   | %                  | 3.0%                   | 5.0%         | 26.4%           | 20.4%           | 45.3%                   |

These respondents were then provided with a list of possible topics and asked to check all that were applicable with respect to what had been covered as part of their training. In response to the question “Which of the following topics have been addressed in your Core Common Core Professional development,” the majority of teachers indicated that they had exposure to the Standards themselves. The fewest numbers had received support on how to differentiation for English learners and special needs students or had seen research on best practices for implementing the Common Core (Table 4.13).

**Table 4.13: Topics addressed in Common Core State Standards Professional Development**

| Topic   | # Respondents Checked |
|---|-----------------------|
| The content of the Common Core State Standards in English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects. | 179                   |
| Alignment between the Common Core State Standards and California State Standards in History-Social Science.                                     | 123                   |
| Curriculum materials and resources to teach the Common Core.  | 129                   |
| Teaching the Common Core to specific student groups (i.e. students with disabilities or EL learners).   | 54                    |
| Corroborating with colleagues to implement the Common Core.   | 131                   |
| The content of Smarter Balanced Assessments.  | 106                   |
| Research on best practices for implementing the Common Core State Standards.  | 84                    |

*Finding Two: Teachers are not prepared to teach the Common Core Standards.*

Survey respondents were also asked about their preparedness to teach the Common Core standards. Fifty percent (50%) of all teachers responded to the question “To what extent do you feel prepared to teach the Common Core State Standards to your students,” that they felt “somewhat” prepared. A larger percentage of teachers at low-SES schools, 28.3%, reported feeling “not at all” or “a little” prepared to teach the Common Core as compared to all reporting teachers (19.3%) who responded similarly. Moreover, when asked “to what extent do you feel that the Common Core State Standards are integrated into the instructional practices of teachers in your department,” 42.3% of all respondents replied “not at all” or “a little.”

The last set of questions regarding professional development focused on teacher needs. Respondents were again asked about instructional materials. In response to a question that asked

“To what extent do you feel that you have the curricular and instructional materials you need to implement the Common Core State Standards,” 38.5% of teachers reported that they had “a little” of the materials they needed. Notably, 17% of teachers at low-SES schools reported “not at all” in regard to this question. Survey respondents were again provided with a list of resources and were asked to check which of them “would help you feel better prepared to teach the Common Core State Standards” (Table 4.14). The highest rated response was “more planning time” (n=166), followed by “curricular materials and resources” (n=155), and “model curriculum and sample lessons” (n=147). Collaborating with colleagues (n=144) and resources to teach the Common Core to English learners (n=141) were two other areas that were highly-rated. Conversely, instructional coaching received the lowest rating with only 64 teachers indicating that this type of support would make them feel better prepared to teach the Standards.

**Table 4.14: Which of the following would help you feel better prepared to teach the Common Core State Standards?**

| <b>Item</b>  | <b># Respondents Checked</b> |
|--|------------------------------|
| Alignment between the Common Core and California State Standards                 | 120                          |
| Curricular materials and resources to teach the Common Core                      | 155                          |
| Resources to teach the Common Core to students with disabilities                 | 108                          |
| Resources to teach the Common Core to EL learners                                | 141                          |
| Collaborating with colleagues to teach the Common Core                           | 144                          |
| Research on best practices for implementation of the Common Core                 | 109                          |
| More information on how the Common Core will change what is expected of students | 89                           |
| Access to assessments aligned to the Common Core                                 | 139                          |
| Model curriculum/sample lessons aligned to the Common Core                       | 147                          |
| Curricular resources such as primary source sets, secondary source sets          | 132                          |
| Introduction to instructional strategies aligned to the Common Core              | 75                           |
| More planning time   | 166                          |
| More collaboration time with colleagues  | 135                          |
| Instructional coaching   | 64                           |
| Discipline-specific professional development                                     | 113                          |
| Access to technology   | 104                          |
| Observing other teachers   | 113                          |

### **Summary**

In this chapter I have presented findings from an online survey of 217 high school social studies teachers in California. The data collected on participants revealed that all but 5% of teachers had participated in Common Core professional development, which may not be representative of teachers throughout the state. There was no statistically significant difference in practice found among teachers at high- and low-SES schools with respect to critical reading, use of historical inquiry, and argumentation. Also, with respect to practice, certain Common Core-associated practices are being implemented in classrooms although historical inquiry and argumentative are less frequently used. Statistically significant differences were found with

respect to teacher perception of student academic preparedness to engage with Common Core activities and access to professional development.

## CHAPTER 5: QUALITATIVE FINDINGS

This chapter presents findings from data collected through interviews with 20 high school social studies teachers in California. As discussed in the previous chapter, these teachers were among the 217 participants who completed an online survey and self-selected to participate in the qualitative phase of data collection. Among the volunteers, only teachers from high- and low-SES schools were placed in a pool to be randomly chosen to participate in interviews. A second consideration when selecting teachers was the geographic location of the school site.

The purpose of this phase of data collection was to explain and elaborate on data collected as part of the survey. Findings are described in this chapter as they relate to the following research questions:

1. How frequently do high school history/social studies teachers in California self-report engaging in practices associated with the Common Core State Standards (CCSS) such as critical reading, historical inquiry, and argumentation? Do these frequencies vary among high- and low-SES schools?
2. What conditions do teachers report as affording or creating obstacles to engaging in these practices? Do these conditions differ in high- and low-SES schools?
3. What professional development about the CCSS have high school history/social studies teachers in California received? Does the type of training teachers receive differ among high and low SES schools?

## Participants

Interviewees were a subset of survey respondents who opted into the second phase of data collection. These teachers, on the whole, were less representative of the state’s teaching force in that they taught at low- or high-SES schools as this was the group that I was targeting. Accordingly, 10 of the 20 teachers interviewed worked at high schools where 25% or fewer students received FRL and 10 teachers worked at schools where 75% or more of students received FRL (Table 5.1)

**Table 5.1: Demographic Information on Interviewees**

|                        | High-SES        | Low-SES      |
|------------------------|-----------------|--------------|
| Number of Teachers     | 10              | 10           |
| Female                 | 4               | 5            |
| Male                   | 6               | 5            |
| Regions                | 3,4, 8, 9,10,11 | 3, 4,7, 9,11 |
| Average years teaching | 15.4            | 14.5         |

In addition, although interviewees taught in a variety of regions throughout the state, Southern California was widely represented. In fact, there was even less geographic diversity among teachers in the low-SES schools as there were four teachers who worked in Los Angeles County, albeit in different districts. In comparison, the teachers in the higher-SES schools represented six regions in the state with two teachers each from Region 9 and 10. Also, while the average number of years teaching was similar for both groups and was closer to the state average, there was a greater range among the teachers at the high-SES schools with the least

experienced teacher having taught two years and the most experienced teacher having taught 31 years.

Furthermore, while all teachers but one reported on a state-mandated course, there was variance in regards to the type of school and the students in foci classes. For instance, two teachers worked at high-SES schools which spanned grades 6 through 12, not at traditional comprehensive high schools. Further, one teacher at a high-SES school reported teaching only AP and IB classes, while one teacher at a low-SES school worked at a magnet school. Magnet schools are public schools which have a focused theme and curricula, however students must apply and be accepted into these schools. The magnet school teacher taught both “regular” and AP classes. Two teachers from low-SES schools worked extensively with special needs students, while a third teacher taught at a juvenile detention facility.

As for access to professional development on the Common Core, 19 out of 20 teachers had participated in some form of learning. Relatedly, 14 of the 20 teachers referenced a site of the CHSSP as being part of that learning. CHSSP sites were either leading professional development at the respondent’s school or district, or the participants had attended a program outside of school sponsored by a CHSSP site. Therefore, interviewees were a select group whose classroom experiences might not be representative of all social studies teachers in California.

### **Disciplinary Literacy Practices**

This study specifically examined teacher practice as it related to the CCSS. I explored the teaching of discipline specific skills connected to the Standards such as critical reading, historical inquiry, and argumentation. Although no statistically significant differences in



practice were found among survey participants in low- and high-SES schools, I did note differences in the use of some practices. Interview questions were intended to provide insight into potential differences among these two groups of teachers.

## **Critical Reading**

*Finding One: Interviewees confirmed survey findings on the use of critical reading practices associated with the Standards such as the use of primary sources and the reading of text for its origin.*

When questioned specifically about critical reading practices, all interviewees spoke of using primary sources in their classrooms. In response to a question about “an example of a source that students read for class,” teachers named primary sources including speeches by political leaders such as Jane Addams, and legal documents such as the Atlantic Charter. Teachers also spoke to using images, such as a photograph of the “Big Four” (i.e., leaders of France, Great Britain, the U.S., and Italy at the end of World War I). Kate, a teacher at a high-SES school, noted that she used primary sources “about 80% of the time. We are talking about, one day a week; that doesn't happen.” Abigail, who teaches at a low-SES school and works with many special needs students, commented that she uses “lots of photos and political cartoons” and at times pairs these with written text and images... [however] “the visuals outweigh the written by, like, 60-40. Or maybe even 70-30. I do a lot more visual than written (sources).” When probed about other sources used in class, seven teachers mentioned the textbook as a source and five teachers named a specific secondary source. An example of the latter would be an excerpt from Howard Zinn’s *A People’s History of the United States*.

The most commonly referenced critical reading practice was “sourcing.” *Sourcing* involves asking questions about the origins of the text and an author’s perspective. It is a discipline-specific practice associated with the Common Core. Twelve teachers discussed this explicitly with the majority naming a strategy called SOAPS (or SOAPStone), an acronym for a series of questions students need to ask themselves as they read a source, to teach sourcing. Maria, who teaches at a low-SES school, described a comparable approach called CAMPS. Each letter represents an aspect of sourcing a document: “It’s Context, which is background information. Audience, [who the source is] written for, who might have read it? Then we do Message, Perspective, and Significance. I do a lot of that.” Two teachers from both low- and high-SES schools, spoke to a developmental process to teach students to source documents. Dave described beginning with having students “look at credibility, bias, things like that... That’s kind of the prep stage... [at the beginning of the school year this work is done as a] “whole class...” [or within groups]. Later on in the year it’s more independent [work].”

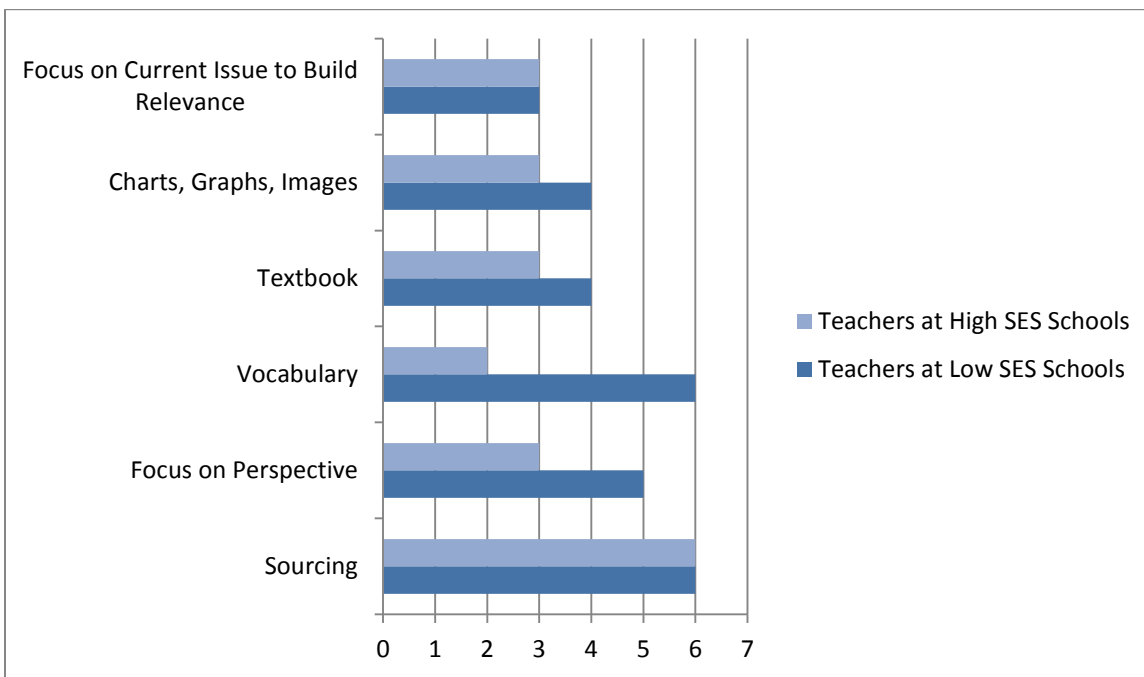
Interviews also elicited other reading practices not named in the survey. These arose as teachers discussed how they helped students to access text. The most frequently cited practices included building context through lecture or by introducing a topic using images, political cartoons, charts, and/or graphs. Another approach used to scaffold content was making connections to contemporary issues. Fred, a teacher at a high-SES school, shared that every day he does a “quick review of current issues and... I can sometimes make connections. And then they start to see that the history of something... [isn’t] isolated and over... They start to really participate and make those connections for themselves and that really fires me up.” Maria, who teaches at a low-income school, also spoke to making content relevant to students. Specifically she was making connections to the Middle East as part on her unit on World War I. Her purpose

was to give students a “good background” in history so that “they can understand what’s going on in the world today.” The use of video or multi-media, annotation strategies, and small group work were also named as practices teachers use to help students access text.

*Finding Two: Teachers in low-SES schools have an extensive repertoire of literacy practices to support students’ literacy development.*

Among the top six literacy practices cited by interviewees, teachers at low-SES schools reported using those strategies at higher rates than teachers at high-income schools (Table 5.2). As in the survey, building students’ academic vocabulary was a practice that came up frequently in the interviews. While eight teachers reported using this approach with students, six of them were from low-SES schools. Teaching students to consider varying perspectives on an issue and how to read visual sources, such as charts graphs and images, were also more frequently used by teachers at low-SES schools. They also reported using the textbook to build background knowledge more frequently than teachers at high-SES schools. Conversely, sourcing and the use of current events to build connections and to make the curriculum “relevant” to students were used at similar rates by teachers at both high- and low-SES schools. The former is an important aspect of the Common Core.

**Table 5.2: Most Commonly Cited Literacy Practices by SES of School Site**



Interviews also brought to light the practice of teachers at low-SES schools to use multiple literacy strategies in one lesson to help students access a source. For example, Susan, a teacher at a low-SES schools explained her approach to reading sources by pointing out that she has to do “quite a bit of vocabulary” building as a “good portion of her students are English learners” and she also teaches “special education students.” As part of this approach she also models for students both how to annotate a text and how to source a document. This includes finding the “thesis...[and determining].. [i]f it was a newspaper, when was it published? Where was it published? Do they show the author's credentials?” Then she has students read the body of the text “to themselves...and then I'll read some portions aloud and I'll have the students work together to find the main idea...” of the section they are reading. Lisette shares a similar approach while working with her students on a source written during the Progressive Era. First

students did a “cold reading” during which they put “question marks anywhere that they just didn't understand.” Then the source is read out loud as a whole class. “[T]he goal was to erase as many question marks” as possible. Students work to “replace the question marks with annotations” and answer “text dependent” questions. A discussion of the “point of view” of progressive reforms is discussed to serve as a “contrast” “with the people that they're working with.” In this situation, Lisette has integrated a literacy approach tied to the Standards, called a close reading, to support student comprehension and build vocabulary as well as a discussion to integrate diverse perspectives.

### **Historical Inquiry**

As has been noted previously, *historical inquiry* revolves around a critical thinking question. Students read multiple, often contradictory, sources to respond to the question. Student response could take the form of participation in a discussion or debate, a presentation, and/or argumentative writing. Survey findings pointed to teachers incorporating historical inquiry into their practice but less frequently than other historical reading practices.

*Finding Three: All interviewees reported regularly providing students with an opportunity to compare and contrast two or more sources on a similar topic.*

Twenty teachers reported that they gave students competing sources to read at least once in every unit of study. Nineteen teachers indicated that they gave students one or more critical thinking questions – some referring to these questions as “essential questions” – to respond to as part of this assignment. Examples of the types of questions students were asked included:

- Why was England the first country to industrialize?
- Did Prohibition accomplish what it set out to do?
- What was the impact of Reconstruction on the South?

Dave, a teacher at a low-SES school, explained how he uses historical inquiry. Students were given “journal entries” to read and consider in light of a question of whether the Reign of Terror supported the cause of the French Revolution or opposed it: “Then there's typically a written piece at the end where they have to take a side; they have to have evidence from two sources, and they argue [a position].”

Teachers, from both high- and low-SES schools, referred to historical inquiry assignments as “DBQ’s,” an acronym for Document Based Essays, which is terminology used by the College Board in relation to the AP U.S. history course. In an AP U.S. History DBQ students are provided with a critical thinking question, asked to read and synthesize seven sources, and expected to write a multi-paragraph essay in response to the question. Eight interviewees used this language. One teacher at a high-SES school referred to the work he was doing with “regular students” (i.e., those not in AP class) as “AP light”: “Whereas, AP class might have a DBQ on World War I that has six or eight documents; we will do three documents.” In this case, students are given fewer sources to read and are expected to analyze them and use them to respond to a question.

### **Argumentative Writing**

As discussed in Chapter 4, *argumentation* in the Standards is both a type of writing expected of students and an approach to speaking. Survey data pointed to participants teaching students argumentation but less commonly than other historical thinking practices. Interviewees frequently discussed student response to a historical inquiry as an argumentative writing

assignment, but only six teachers referenced argumentation as part of this development of speaking skills.

*Finding Four: Students are being asked to write argumentatively in response to historical inquiry assignments.*

Fourteen teachers spoke to an expectation that students cite evidence as part of this written response. Twelve teachers also referenced the need to cite evidence from sources that students were provided with as part of the assignment.

Less common expectations for argumentative writing included quoting from sources to support a position, as well as the writing of multiple drafts. Only two teachers required that students revise their writing. Bella, who teaches at a high-SES school, wondered if fewer writing assignment would allow her department to focus on “quality“ writing, meaning that she would have “more time to edit, critique, grade, have them re-write.” She expressed feeling constrained by her department’s decision to include a writing component as the assessment for every unit. Additionally, one teacher at a high-SES school used an online platform in which students read a set of sources, took a position on an issue, and responded to other students’ positions. He described the activity thusly:

It’s a linear discussion... [the students] answer these questions, and then... they comment back on whether they agree or disagree... When I go from person to person, I can see their original response, and then at the bottom it also tracks the different comments that they made back to other students in the class...

As part of this assignment, students were required to incorporate and cite evidence from the sources that they read, but the nature of their writing was also public in that classmates were able to read and comment on each other's point of view.

### **Speaking and Listening Skills**

As part of survey data collection, teachers were asked about practices connected to whole class and small group discussions. Survey findings were that, while teachers regularly employed both practices, students weren't being assessed on their participation in whole class discussions.

*Finding Five: The majority of teachers struggled to explain how they helped students to develop their speaking and listening skills.*

Some teachers referred to practices that support speaking and listening as “areas of growth.” One teacher at a high-SES school, in response to the question “What are you doing to develop students speaking and listening skills,” discussed the “simple everyday speaking and listening” student do in his classroom. This includes having students sit in groups. “They shout out ideas before they write with their group, and then we share as a whole class... [M]ore formal stuff is, less often” (Sean).

Eight teachers in total spoke of group or pair work involving this “everyday simple speaking and listening” described by Sean. Ten teachers identified an assignment that they gave to students involving a presentation: “Well, I try to every semester have some sort of speaking assignment. Be it like a group project or something where they have to get up in front of the class and speak” (Jane). These were the most commonly referenced responses to the question of what they were doing in class to develop students speaking and listening skills.



Only three teachers spoke confidently about how they taught speaking and listening. Jim, a teacher at a low-SES school, shared that he worked to have each of his students speak every day: “I will only give them credit if they share an idea that hasn’t been mentioned, which, I think, encourages them to listen to each other.” The two other teachers spoke about using Socratic Seminars, an approach to discussion that involves active listening, the sharing of ideas, questioning, and citing of a textual source. One of these teachers, at a high-SES school, described using Socratic Seminar as both a semester assessment and approach to develop students speaking and listening skills: “[T]hey have to not just say what they want to say, but they have to react to what other people say. Keep the conversation moving, be accurate. [And] if you could include sources that helps improve your score” (Brad). The other teacher, at a low-SES school, also discussed how he taught debate to develop students speaking and listening skills. He described a “half dozen” times a year when he works with students to prepare for a debate. He expressed the belief that he was supporting students speaking skills and was focusing more on listening skills by “having them take notes [during the debate], having them generate questions during the debate, having them respond in writing to what they're hearing. I've been trying to address the listening standard a little bit more lately but that's kind of a new practice for me...” (Dave)

### **Changes in Practice**

Lastly, while data collected from the survey documented current use of certain instructional approaches, teachers were not asked the extent to which they were making changes in practice as a result of the Common Core. Interviewees were specifically asked to speak to the changes they had made or felt they needed to make in instruction as a result of the Standards.

*Finding Six: Many interviewees are changing their approach to the California History-Social Science Content Standards as a result of implementing the CCSS.*

Specifically, sixteen of twenty teachers at both high- and low-SES schools spoke to a change in practice as a result of implementing the CCSS. The most commonly cited modification dealt with how teachers were approaching the California History-Social Science Standards in their classrooms. Seven teachers from both high- and low-SES schools referenced a difference in their approach to the content standards often phrasing this change in terms of a balance between skills and content. Teachers shared that they were “letting go” of some of the content standards, or content in textbooks, or “slowing down,” because they needed to go “deep” to get at skills required by the CCSS. One of the teachers at a high-SES school described it this way:

I think the biggest one (change) was, there is no way we can do the prep that is required by the state's standards, and still have time to go in depth that the Common Core really needs and requires... That was the biggest hurdle, and sort of getting permission, so to speak, to let go of some of the state [history] standards... and saying okay, we are not going to be able to teach everything, and we don't have to. (Kate)

A similar sentiment was expressed by a teacher working at a low-SES school in response to the same question:

It was more about getting them to understand the texts that they're reading and looking at and interpreting and analyzing and forming opinions. It was less about stuffing information down their throats that they had to memorize... I feel like Common Core allows teachers to slow down their pace and make sure the kids go deep with a subject instead of glossing over it because it's on the test at the end of the year. (Abigail)

Three teachers also mentioned that they were working on a “thematic approach” to curriculum as opposed to hitting all the standards.

Along with this adjustment in practice that was common to high- and low-SES schools, teachers at low-SES schools were also reconsidering their role as the content authority in the classroom. Three teachers at low-SES schools spoke to Common Core practices that allowed students to make meaning of information for themselves. This was a change from teachers as “controllers of knowledge” to teachers helping students to develop skills so that they would become “independent readers” and could “decipher information, find information, make connections.”

The four teachers who asserted that they had made no changes to their practice included a teacher who only taught AP and IB classes at a high-SES school. While both the IB and AP programs have a separate curriculum irrespective of California Standards, this teacher did note changes in the AP U.S. history course that were calling for a thematic approach to curriculum. These shifts made it less “traditional” as compared to the AP European History course which had not undergone these changes. He felt the AP U.S. history course was more in keeping with the ideas of the CCSS. Another teacher from a high-SES school was in his second year of teaching and reported that his teacher preparation program had focused on the CCSS. He did not know

how to teach differently, whereas the third teacher from a high-SES school simply indicated that he had been “trying” to implement practices that were associated with Common Core his whole career and noted the analysis skills embedded in the History-Social Science Standards. Finally, Jose, who teaches at a low-SES school, explained that he taught in a magnet program whose focus had been on getting students college-ready. As a result, he felt that he too was already implementing many of the approaches that the Common Core was asking from social studies teachers.

### **Conditions that Support and Conditions that Hinder Implementation of the Common Core**

The survey presented teachers with a list of conditions and asked them to rate the extent to which those existed at their school site, or the extent that those posed a hindrance to implementation of the Common Core. Survey findings raised questions about the time that teachers had to plan together and their access to technology. A statistically significant finding was that teachers in low income schools did not “agree” or “strongly agree” that student were academically prepared to engage in Common Core activities. As part of the interview, teachers were asked specifically about opportunities to collaborate at their school site and their ability to utilize technology, and access to instructional materials. Data on student readiness was derived from questions focused on the use of instructional practices.

### **Collaboration at School Sites**

*Finding One: Teachers are being given time to plan with others but structures are not in places at all school sites to support this collaboration.*

Survey data raised questions about the time that teachers had to work with colleagues to plan new curriculum. To delve deeper into the issue of time, interviewees were asked questions about how department time was used and about opportunities for collaboration. A theme that ran through the majority of the interviews involved collaboration with other social studies teachers. Teachers spoke of working within departments and in content-alike groups to plan instructional activities. One teacher at a high-SES school described the amount of work that his content-alike team had produced as “staggering,” while a teacher at a low-SES school explained that his group of world history teachers had “created a working relationship that works really well for us. I definitely had a lot of collaboration” (Dave). A third teacher, working at a high-SES school, reported:

What we have been doing has just been great. There are three of us World History teachers at my school and we've been revamping our curriculum with the introduction of Common Core. What we've been trying to do is integrate in a lot of primary source documents and to have them do what we are calling Common Core lessons, which is basically document analysis. (Bill)

Indeed, planning lessons and developing assessments was the most commonly reported work that occurred in groups. Teachers, in smaller numbers, also indicated that collaborative work involved reviewing or revamping pacing guides, sharing practices, sharing resources, and examining student work.

While the majority of teachers had positive response to collaborative work, nine teachers expressed some sort of dissatisfaction. For example, two teachers – both from low-SES schools – indicated that there was just not enough time devoted to instruction during department

meetings: “Half the time, it is used for curricular development, and sometimes it is a lot of administrative discussions or planning or procedural. It is not always about professional learning, in department time, I guess” (Jim). The second teacher commented that she taught in more than one content area so she had to choose which content-alike team to work with.

Two teachers, from a low- and high-SES school respectively, revealed that they had difficulty collaborating with their colleagues because they were not making the effort to align their instruction to the Common Core: “Yes.. I’m working with them [other world history teachers]. I’m fighting them because they want to go back and read the book and answer the questions” (Maria). This teacher went on to elaborate on her frustration with her colleagues’ focus on the textbook: “Why do we have to teach a chapter? What’s in the book that we’re going to use?” You know, a bunch of names, dates, and facts. Our books are so old...” A third teacher, from a high-SES school, described his interaction with his content-alike teams as a “challenge.” His department was given a release day “to set the plan for the year in terms of general topics, general timelines, what are we going to talk about when. But when it comes down to the essential questions, daily practice, it has been up to us to develop it; we each take a little different tact” (Tad). He went on to describe approaches to instruction that were significantly different from each other. Thus, as one teacher noted, true collaboration requires more than just time to work together.

Conversely, four teachers shared that they were ultimately working alone. One of these individuals indicated that he was the only high school social studies teacher at his school, while another teacher shared that she was the only U.S. History teacher at her school. Two teachers at low-SES schools reported having department or content group members with different levels of experience. Sal, one of these teachers, noted that the other social studies teacher at his school

was new and was “busy keeping his head above water.” A similar sentiment was expressed by Jim who commented that there is time to collaborate after school, but “everyone is at such a different place... I have been aligning my curriculum since the summer. My colleague across the hall is teaching World History for the first time. Now, it is not to mock him... [but] I have probably taught World History fifteen times.”

On the opposite end of this spectrum, three teachers, at low-SES schools, referenced opportunities to work with colleagues in other departments. These teachers taught at schools that had structures in place to create smaller groupings of students. They included a magnet program, a Pathways program, and an academy. These three teachers shared that the interdisciplinary nature of these program had facilitated implementation of the CCSS: “I can tell you in the magnet we have been doing this for a while. Collaborative teaching, developing things together. Teaching across the subject fields etc... [I]t's not new to how we've been approaching our classroom environment” (Jose).

## **Resources**

*Finding Two: A small percentage of teachers expressed not having the materials they need and access to technology to implement the Common Core.*

With respect to the other conditions referenced in the survey, a minority of teachers expressed concern regarding instructional materials and problems accessing technology. Three teachers, one at a high- and two at a low-SES, commented on the need for more instructional materials. One teacher at a high-SES school explained the type of materials he would find helpful:

If you can develop a resource-rich database of lesson plans, and most important to me at this point is assessments... that would be an invaluable tool for people like me or other instructors. That would take so much burden off people on Common Core.... You can always modify a written lesson, you can always personalize material. But getting the resources together, finding the good docs, finding the good map, finding the good picture, that's killer. That's too much for most people to bear. (Tad)

This particular teacher was asking for primary source documents, lesson plans, and most importantly assessments, whereas a teacher at a low-SES school asked for something a bit different. She shared:

And that's just for my convenience is to have resources available to the teachers where I could actually pluck down primary sources that can give me the background knowledge on it. I know that I can go to the Library of Congress. I know that I can go to a few other sites, but if I had excerpts on those sort of pieces that would be a lot easier for me to incorporate the primary sources into my content. I really don't need lesson plans designed for me. (Tabitha)

In contrast to the first teacher, Tabitha is asking for sources that are already excerpted and which are contextualized. If this were available to her, she would be better able to use primary sources with her students.

Despite the survey results which point to a concern regarding access to technology especially among teachers at low-SES schools, the majority of teachers who were interviewed did not express any concerns regarding their access to laptops or computers. To the contrary,



one teacher at a low-SES school indicated that in the past connectivity had been an issue but “the Wi-Fi network here has gotten stronger, which is great. We've struggled with that for the past two years” (Abigail). She also noted that the school had laptop carts which were “readily available to be used... I do think our school in general is going the right direction with technology” (Abigail). Three other teachers, also working at low-SES schools, did express some concerns, but only one of these was access related. This teacher, while commenting that her district was moving in the right direction with respect to the purchasing of technology, also noted that the laptops she used were “super slow.” Connectivity was an issue at her school unlike Abigail’s school. Thus, contrary to survey findings, most interviewees were not concerned about access to technology.

### **Student Academic Preparedness**

Issues of students’ preparedness came up in the interviews as part of discussion of discipline specific skills.

*Finding Three: The majority of teachers referenced students’ struggles to write using sources and, to a lesser extent, to read primary sources.*

Unknown references, new vocabulary, and understanding perspective were the most commonly-cited challenges for student with respecting to reading sources. Almost all interviewees referred to these challenges within the context of how they were working with students to learn new skills. Jane, for example, a teacher a high-SES school, stated that her 10<sup>th</sup> grade students entered her class not knowing how to bring in evidence from sources and “half

way through the year” “two-thirds” of her students understood how to bring in quotes or use a political cartoon to support their point.

Additionally, with respect to student preparedness, most of the teachers at low-SES schools brought up the fact that they were teaching English learners, while others discussed the needs of their special needs students.

*Finding Four: Almost all of the teachers at low-SES schools discussed their efforts to meet the needs of their English learners and special needs students in light of Common Core demands.*

As noted by Abigail, who teaches many special needs students:

I have to do a lot of scaffolding. I have to do a lot of vocabulary instruction, prefixes, suffixes, that kind of stuff. There's a lot of breaking down of the curriculum that the Gen. Ed. teachers kind of just breeze through. My class is very diverse. I have kids that read at the third-grade level and comprehend at the second-grade level. Then I have students that read at the sixth- or seventh-grade level, but they struggle with attention deficit or they struggle with emotional disturbance.

Consequently, her approach to instruction was to meet students' needs by adapting the curriculum.

Connected to meeting the needs of their student population, one teacher at a low-SES school discussed having to think through how to teach the content in a source and how to teach the reading skills needed to comprehend the source. Dave noted that he has two goals when he is

approaching the lesson, a “content goal” and a “skills goal.” Speaking in reference to an excerpt of *Mein Kampf* that students had recently read, he commented that “the content goal was to figure out how did they (the Nazis) use propaganda to gain power,” while his skill goal was focused on reading for inference. To work toward those two goals, he utilized an excerpt of a source, defined “certain terms,” included “footnotes at the bottom” to help with sourcing, and made sure that students “picked up” on context clues through questioning.

### **Access to Professional Development**

Survey findings pointed to the majority of teachers having access to professional development focused on the Common Core although teachers working at low-SES schools were more likely not to have participated in this type of learning.

*Finding One: Interviewees confirmed survey findings that most social studies teachers were involved in professional learning about the Common Core.*

Only one teacher, at a low-SES school, indicated that neither her district nor her school had provided discipline-specific professional development for social studies teachers around the Common Core.

Interviewees were also asked specifically about their experiences with Common Core professional development as a follow-up to questions in the survey that asked about the content of the professional development that teachers had received. Their responses paint a picture of what districts and schools in California are doing to support teacher implementation of the CCSS.

*Finding Two: Teachers report participating in professional development at the district level and in various school groupings.*

### **District-Level Professional Development**

Thirteen teachers made references to professional development that was organized by their district or charter organization. Jim, who works at a low-SES school, is one of those teachers. He portrayed this professional development as “ongoing” and described “a few pullout days [during the course of the year] where they do professional development. The district led those last year. This year the district brought in an outside consultant... [S]he led a workshop, a three-day workshop, over the summer, on Common Core, getting Common Core-aligned.” Three other teachers also mentioned outside organizations who were working with them at a district level.

Also at a district level, five teachers shared that social studies teachers within their districts were being asked to lead professional learning on the Common Core:

Our district has done something that I think has really been beneficial. They have solicited teachers in our districts to be educational coaches and offer after-school professional development opportunities, an hour or an hour-and-a-half...class that anyone in the district can attend. As part of our contract, we have to do a certain number of hours of professional development and we get it from each other and so I think that's been incredibly helpful. (Fred, teacher at high-SES school).

Three of the teachers interviewed had taken on some leadership work as a result of Common Core implementation. Leading workshops and engaging in deeper learning about the Common Core seemed to be aspects of what they were doing. One teacher at a low-SES school explained his leadership role this way:

Then last year I took on an extra role that they called a Common Core Pioneer where I basically was in charge of doing research and creating kind of like a portfolio of resources. I created rubrics. I created a guide on how to use the three standards, suggestions on what that might look like in practice. Then I started implemented my performance tasks in my classroom and shared out best practice and I guess worst practice, showing what worked and what didn't. That was a really great opportunity for me last year. (Dave)

In addition, three teachers at high-SES schools communicated that their districts had allowed teachers to seek their own professional development. One teacher called these programs “side ventures” and lamented that others in her department had not taken advantage of the same opportunities. The teacher, who was the only social studies teacher at his school, labeled the work he was doing with Common Core “independent study.”

### **School Professional Development**

Seven teachers referenced professional development that was happening at their school site. One of these teachers, from a low-SES school, described monthly faculty meetings during which “we talk about Common Core to some degree” (Susan). Two teachers referenced that they have some choice as to what they attended as part of these faculty meetings: “We have our

Common Core meetings which are usually split between maybe two or three presentations sometimes that you can choose from, sometimes not” (Brad, teacher at high-SES school).

In reference to school-wide professional development, three teachers mentioned department work. One of these teachers, who works at a high-SES school, emphatically stated that the work he did within his content area, World History, was the most helpful professional development: “We have professional development days for Common Core. They’re useful... The most beneficial time for me personally is when I’m able to interact with that group [World History group] and have content-specific conversations regarding the standards and the implementation of those standards in relation to our content” (Brad). In response to this question, a teacher at a low-SES school shared that department work was spent discussing curriculum that the district had purchased.

### **Critiques of Professional Development**

The survey did not ask teachers to rate the quality of the professional development they had attended. However, the issue of quality professional development and the extent to which it was meeting their needs arose in interviews. Professional development needs were often couched in critiques of the professional development that teachers were receiving.

*Finding Three: Teachers’ needs as adult learners are not been met by current professional development offerings.*

Two teachers talked about the need to differentiate for teachers based on their experiences. One teacher, at a low-SES school who dropped out of a district organized professional development program, shared:

[O]n the first session I realized that maybe this is a good tool for people who are barely starting the teaching profession. For people who never taught Common Core or Common Core like activities... I didn't find it useful for me, because it wasn't helping me grow professionally. And to some extent it was actually asking me to slow down or to bring down the level that I already introduced in my class.

So I didn't continue. (Jose)

Ultimately, this teacher is indicating that his needs as a learner were not being met. This was a sentiment shared by others who asked for a “feedback loop,” for “clear expectations,” and for examples: “It is not interactive, I guess. Not everyone gets a voice in it. It is not all bad. It is just not that responsive, I guess, to the variety of places where people are at” (Jim, teacher at low-SES school). Both Jim and Jose revealed that they were in a different place with Common Core when compared to their colleagues and were looking for a different kind of support to meet those needs.

Two teachers, both at high-SES schools, expressed a desire to see what others were doing with respect to Common Core instruction. To some extent they expressed a sense of isolation from teachers outside their school or district. One of the teachers was particularly interested in knowing whether she was “doing it right.” The other teacher had been working with colleagues in the district who he thought were not implementing the lessons that they were developing together: “It's just been strange... [We] put together really great DBQ type Common Core lessons and then the teachers aren't using them” (Bill). This experience made him wonder what was

happening in other districts. Finally, time to plan, time within departments, and more instructional resources arose as needs.

### **Summary**

In this chapter I have presented findings from interviews of twenty high school social studies teachers in California. While interviewees confirmed many survey findings, they also brought to light new issues such as the ways that teachers are considering the content standards as a result of Common Core implementation. Interviews also surfaced the concerns teachers at low-income schools have regarding English learners and special needs students' preparedness to engage with the Common Core.



## **CHAPTER 6: IMPLICATIONS**

The central purpose of this study was to examine the instructional needs of social studies teachers as the state of California embarked on a major curricular reform effort—the implementation of the Common Core State Standards. This chapter summarizes key findings from both the quantitative and qualitative components of the study, and explores the implications of these findings for practitioners and for district leader and policymakers. In the final section of this chapter I consider the limitations of the study and the ways in which it can inform future research.

### **Summary of Findings**

#### **Quantitative Findings**

Quantitative data was gathered through an online survey administered to high school social studies teachers in California. Teachers self-reported on their practice, conditions at their school sites that fostered or inhibited implementation of the Common Core, and access to professional development on the Common Core. Differences in teacher responses based on the SES of schools were then statistically evaluated. Three noteworthy findings arose from quantitative analysis.

First, teachers – particularly those working in low-income schools – are concerned about the academic preparedness of students to engage in the Common Core. Nearly two-thirds of all teacher participants agreed or strongly agreed that students “are not academically prepared to engage in these types of activities.” However, a statistically significant 85% of the teachers in

low-SES schools agreed or strongly agreed with this statement, as compared with 48% of teachers in affluent communities.

A second finding was that high school social studies teachers are implementing some of the practices associated with the CCSS. These include the use of primary sources, the consideration of the origins and purpose of a source as an aspect of reading in history/social studies, and the use of critical thinking question to promote reasoning. However, teachers less frequently focused on critical reading practices that examined perspective, bias, and analysis of multiple sources on a similar topic. Relatedly, the development of speaking and listening skills is an area that is currently neglected in classrooms in California.

A third finding is that many social studies teachers in California report that neither they nor their colleagues are prepared to teach the CCSS. Only 30.8% of all survey respondents reported that they were “very” prepared to teach the Standards to students. Moreover, despite the fact that over 60% of teachers participated in four or more days of professional development, only 15% reported that the CCSS were “very” integrated into the practices of teachers in their departments.

### **Qualitative Findings**

Three major findings emerged from the interviews. The first involved changes in the way that teachers are approaching the California History-Social Science Standards. While teachers spoke to a multitude of changes, some of which differed based on the SES of their school, the most commonly-cited change was an understanding that the CCSS’s skill-based approach would mean less coverage and a more in-depth look at certain historical topics.

A second finding stands in contrast to survey data. While survey results showed some differences in practice between teachers and low-SES and high-SES schools, no statistical significant differences in practice were identified. However, interviewees at low-income schools had a larger repertoire of practices to support students' literacy development than did teachers at high-SES schools.

Thirdly, as supported by survey data, teachers reported needing more time to plan, more time to work in content-alike groupings, and instructional resources to implement the Standards.

### **Implications for the Field**

#### **Not Prepared for the Common Core**

Proponents of the CCSS commonly reference the changes the document calls for in instruction as “shifts.” In fact, the Standards represent a major curricular and instructional reform effort. These Standards were written to increase the college and career readiness of students (Common Core State Standards Initiative, 2014) by taking a rigorous skills-based approach that emphasized critical reasoning and problem solving (Achieve, 2010). The Standards call on students to focus on “relationships, evidence and claims, [as well as] understanding, interpreting, and evaluating complex texts” (Au, 2013), not on recall of facts. This approach stands in direct contrast to the test-fueled instruction that was becoming too common in some schools.

Looking specifically at California, student mastery of history-social science content was assessed using a multiple choice exam that “held teachers and students accountable for hundreds of historical figures, events, groups, and phenomena held over a wide expanse of time” (Fogo, 2011). In order to cover this amount of content, teachers took a “shotgun approach” (Grant &

Salinas, 2008 p. 225) as they struggled to hit content that would appear on annual tests. Au's (2007) qualitative meta-synthesis of studies examining the impact of high-stakes testing on instruction found that content was fragmented and found a reliance on teacher-centered practice. This finding, taken alongside other studies which have shown that social studies teachers tend to focus on more traditional approaches to instruction, speaks to the changes needed to enact the Common Core in classrooms. This research offers a context for understanding why the social studies teachers in my study question the academic preparedness of high school students to work up to the rigor of the CCSS. By the time they reach high school, students have experienced years of schooling that did not prepare them or their classmates for the critical thinking and sense making valued in the Common Core.

Research has found that urban schools serving low-income students bore the brunt of NCLB sanctions (Center on Educational Policy, 2006). In keeping with this research, teachers in low-SES communities are more likely to indicate that students are not prepared for Common Core instruction than are teachers in high-SES communities. This finding speaks to the changes in practice teachers are being asked to make. Further, this finding is in spite of the fact that teachers from low-SES schools had an extensive repertoire of practices to support the reading of complex text. Common practices included building students' academic vocabulary, modeling sourcing techniques, introducing multiple perspectives, and teaching students annotation strategies. Nonetheless, the reading of historical sources represents very specific challenges for students, particularly English language learners. Aside from the substantial reading comprehension barriers posed by primary sources (Britt, Rouet, Georgi & Perfetti, 1994; Buehl, 2011; de Oliveira, 2012), students do not understand the need to interpret historical sources (Ashby, 2004; Lee & Ashby, 2000). Student confusion over the interpretive nature of historical

text can only be fueled by California social studies teachers' heavy reliance on textbooks (Campbell, Heath, Ingrao, & Middleton, 2012). Research has noted that the authoritative tone taken in textbook writing masks the interpretive nature of history.

Reliance on the textbook book will likely continue if teachers do not have access to appropriate materials and, in fact, approximately 38% of all teachers reported that they had only “a little” of the materials they needed to implement the Standards. Markedly, over 45% of teachers at low-income schools responded in the same way to this question, as opposed to 26% of teachers in more affluent areas. Equally important, teachers indicated that they have not received and are asking for professional development on how to differentiate for English language learners and students with special needs. Teaching Common Core skills to these students was the topic that was least likely to be addressed in the professional development teachers had received. Thus, teachers are not being provided with the resources to support all students' transition to the Common Core.

### **Critical Reading, Inquiry, and Argumentation**

Despite the fundamental changes that they are being asked to make, California's social studies teachers report using literacy practices associated with the Common Core. Ninety percent (90%) of teachers in this study indicated that they use primary sources at least weekly in their classroom. A focus on the origins and purpose of a source also appears to be a widely implemented practice. Nonetheless, teachers are less likely to report engaging in critical reading practices that examine perspective and bias such as considering the qualifications of an author to speak authoritatively to a topic, identifying value-laden words in a text, and the assessing propaganda techniques. Additionally, a key aspect of critical reading involves making meaning

from multiple and often contradictory sources. This process, often referred to as historical inquiry or historical investigation, was an uncommon practice in social studies classrooms before the adoption of the Common Core Standards (Levstik, 2008; Hess, 2008) and continues to be so.

One of the reasons that critical reading and historical inquiry is a less frequently used practice is that it is a more difficult skill to teach. A single source can be approached using standard reading comprehension practices; however, those generic literacy practices might not get at author's bias or an author's use of evidence or what qualifies as good evidence. Similarly, bringing in other perspectives requires a deep understanding of historical content on the part of the teacher as well as the time and commitment to locate those sources. Using historical inquiry in class also necessitates an understanding of how to assist students to comprehend that individuals might see a historical event in a different way and to work with students to marry the various realities presented in the sources to develop their own reasoned interpretation.

Another key aspect of critical thinking is the ability to develop and critique an argument (Halpern, 1998). In this study, teachers reported on argumentation in relation to classroom discussions and writing. While the use of whole class and small group discussion was heavily practiced in reporting classrooms, approximately one-third of teachers indicated that they did not evaluate students on their participation. If students are not being evaluated on their contribution to a discussion, they do not receive feedback that might increase and/or enhance the quality of their participation. Feedback has been shown to improve student achievement (Bellon, Bellon & Blank, 1992) and is necessary for continued student skill development.

Moreover, teachers who were interviewed for this study struggled to explain how they were teaching speaking and listening which is not surprising given that past research has shown that effective classroom discussions are a rare occurrence (Alvermann, O'Brien & Dillon, 1990)

and that social studies teachers have not been asked to develop these skills prior to the CCSS. The California History-Social Science Standards lists analysis skills that teachers are to incorporate in their practice but speaking and listening are not among them. In contrast, the Common Core lays out an approach to small and large group speaking and listening which it terms collaborative or collegial discussions and details skills that students need to engage with in order to participate. For example, students are called on to pose and respond “to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions” (CA-CCSS p. 68). While the use of discussion in social studies classroom does not represent a new practice, past studies have found that it occurs infrequently and is short in duration (Nystrand, Gamoran, & Carbonaro, 1998). The Common Core represents an enhanced expectation for the use of discussion and other practices that support the development of speaking and listening skills.

Further, students were more likely to be asked to take a stance on a historical issue in writing than verbally. The latter occurred in nearly 50% of all classrooms at least once per week, whereas the former took place in 70% of classrooms at least once per week. Correspondingly, over 90% of all classrooms students were asked to write three or more paragraphs to support an argument with evidence at least monthly. While there is no question that writing is an important skill that students need to master to prepare them for college and a career, discourse is equally important. In fact, engaging in oral arguments can strengthen student writing (Andrews, 2009). Moreover, for English language learners, speaking is needed for their continued language development (Cummins, 1994).

## **Effective Professional Development**

Given the changes that teachers are being asked to make and the finding that the majority of teachers in this study report that neither they nor their colleagues are ready to teach the Common Core, there clearly is a need for expanding access to quality professional development. As noted by Fuller (2001), implementation of a new skill is a struggle for teachers. Although research shows that professional development is a key component of school reform (Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009), short-term workshops do not lead to changes in practice. Studies of effective professional development programs have found that teachers require from 50 to 80 hours of learning to develop expertise (Banilower, 2002; Yoon, et al., 2007). One study found that teachers who had more than 80 hours of professional learning were more likely to implement their learning than were those who received less than 80 hours (Corcoran, McVay & Riordan, 2003). While 95% of teachers in this study had received professional development on the Common Core, only 45% had received more than five days. Further, 75% of teachers who received 5 or more days of professional development reported feeling “very” prepared to teach the Common Core. Similarly, only 3 of the 91 teachers who had received 5 or more days of professional development indicated that they were “only a little” prepared to teach the Common Core and none of those teachers stated that they were “not at all” prepared.

Moreover, to successfully implement the Common Core, high school social studies teachers need more than seat time in whole school workshops; they need learning that is discipline-specific in regard to concepts and skills (Cohen & Hill, 2001; Lieberman & Wood, 2001; Saxe, Gearhart & Nasir, 2001). They also need targeted professional development opportunities that meet them where they are as adult learners. When asked about needs to



implement the Common Core, surveyed teachers ranked planning time, curricular resources, model lesson, time to collaborate with colleagues, and resources to teach the Common Core to English language students among their top five needs.

Most teachers interviewed for this study were being allotted time to develop lessons and assessments aligned to the Common Core. However, while teachers need time to analyze standards and create new curriculum and assessments, they also need structures that promote collaboration within these groups (Du Four, 2004). Some schools in this study have created professional learning communities (PLCs) without a clear articulation of their function or understanding that improved student learning is one of the expected outcomes. One teacher in this study commented that, while PLCs is a “great word,” it does not realize its rhetorical promise if it does not include common planning, common assessments, and analyses of student work. As noted by Du Four (2004), to function effectively PLCs must move teacher conversation beyond “‘What are we expected to teach?’ to ‘How will we know when each student has learned?’” Collaborative structures could improve the critiques teachers expressed about the time they spent working with their colleagues.

Similarly, teachers at both high- and low-SES schools noted that they were not receiving feedback on the curricular and instructional changes they were making. Lack of feedback has been found to decrease teachers’ sense of self-efficacy (Webb, 1984). For some of the educators in this study, instructional coaching could be a way to meet their needs. Nearly 30% of teachers who participated in the study indicated that instructional coaching would make them feel better prepared to teach the Standards. Research on individual coaching has been found to support teacher implementation of new, research-based practices into their classrooms (Knight, 2007; Batt, 2010). Coaching has also been found to more likely lead to implementation than traditional

professional development. Knight and Cornett (2009) found in a study of 50 teachers that those who took part in an introductory workshop and received coaching were significantly more likely to use the new teaching practice in their classes than those who only attended the workshop.

### **Equitable Access to Resources**

Earlier instantiations of standards-based reform have been criticized for increasing the academic expectations placed on students without ensuring that all schools have the resources they needed to meet those demands (Oakes, 2003). More recent scholarship points to continued disparities across schools based on the social class and race of the student bodies. These differences play out in teacher retention rates (Allensworth, Ponisciak & Mazzeo, 2009) and in funding (Spatig-Amerikaner, 2012). A recent study on school funding found that for California's "schools serving 90% or more non-white students, per-pupil spending is \$191 less than at all other schools, and \$4,380 less than at schools serving 90% or more white students (Spatig-Amerikaner, 2012, p. 10).

Aspects of these disparities among schools in low-income and high-income areas also manifest themselves in my study. Social studies teachers in low-income schools more frequently reported not having the same access as teachers in more affluent areas to professional development and instructional resources such as technology or time to plan with colleagues. Moreover, the professional development that teachers have received is not addressing high-risk student populations, such as English Learners, which are found in greater numbers in low-income urban areas.

## **Implications for the Future**

### **The Framework, Standards, and Assessment**

Social studies education in California is at a crossroads. The California History-Social Science Standards Test, which assessed student content knowledge, has been suspended. After a five-year hiatus, the California Framework for History-Social Science is being revised while the California History-Social Science Content Standards remain unchanged. To implement the CCSS, social studies teachers must merge Common Core skills with the content explicated in the History-Social Science Content Standards. The most recent draft of the Framework speaks to a three prong approach to student learning. This methodology brings together teachers' knowledge of standards-aligned curriculum, discipline-specific skills, and how to differentiate instruction "to both develop their students' history-social science understanding and discipline-specific literacy" skills (Framework, p. 482).

Based on interview data, social studies teachers are striving to bring together the skills detailed in the Common Core Standards with their content standards. This effort has led them to make decisions about what content to include and what to exclude from their curriculum. Thirty-five percent (35%) of interviewees referenced changes to the way they were approaching historical content as a result of their implementation of the CCSS. These teachers spoke to the need to slow down and to take an in-depth approach in order to develop students' disciplinary skills. Similarly, the Framework recognizes that the amount of historical content in the content standards can represent a stumbling block to teachers. It provides recommendations to educators to assist with planning; however, a presentation of historical themes by grade level, much like the one the College Board provides for AP U.S. History, would be equally helpful.

Presenting educators with specific ways to frame their curriculum around central ideas could dissuade teachers from equating good teaching with simply covering the content standards. It is also in keeping with research that has shown that social studies teachers who teach with “big ideas” are able to both present curriculum in more complex ways and able to bridge content with students’ lived experiences (Grant & Gradwell, 2009). Additionally, a thematic approach to curriculum could lead to increased student understanding (White, 1995), as well as increased student engagement and problem-solving (Howard, 1999). A dept- over-breadth approach would sanction the time that teachers are spending teaching the disciplinary skills that the Common Core includes.

Along with a consideration of how to present the state-mandated curriculum, some consideration has to be given to how students are to be assessed in history-social science. Presently, history-social studies content is not being assessed on annual state-sponsored exams in California. If a state history exam does return, the California Department of Education needs to ensure that a new exam will test skills as well as content. In the past there was a disconnect between the practices espoused in the Framework and the weight the California Standards Test (CST) placed on recall of information (Fogo, 2011). In the dissonance created by the divide between these two documents and the California Content Standards, the CST became the de facto curriculum in social studies classrooms (Fogo, 2011). A return of a multiple choice exam that does not assess disciplinary skills, such as the critical reading of sources and historical inquiry, would take practitioners several steps back from the Common Core implementation work that has been done thus far.

Moreover, the content of new assessments is very much on the minds of teachers in the state: “I like all the things that I’m being asked to do [by the Common Core Standards]. I think

that they're valuable and I like the idea of... less surface content knowledge... However I'm reserving judgment until the first SBAC [Smarter Balanced Assessment] comes out" (Brad). The SBAC is developing California's Common Core exams and, as can be noted in Brad's comment, questions remain as to whether this test will be a better match for the teaching practices outlined in other state curricular documents.

### **Supporting Accomplished Educators**

During the course of this study I encountered several accomplished educators. These teachers were reflective practitioners who manifested the "ambitious teaching" characteristics detailed in previous research studies. Ambitious teaching includes a deep knowledge of content, an understanding of students, and a desire to make subject matter relevant to them, as well as a willingness to teach with these two foci in mind despite the multitude of challenges that exist at school sites (Grant & Gradwell, 2009). Many teachers I interviewed spoke in detail about the way they were using newsworthy events to bridge content in their classrooms. Ambitious teaching was evident in the practice of the teacher who was introducing primary source images and political cartoons to her class of special needs students. It was also evident among the teachers who spoke about scaffolding both the development of skills and content for their students.

As noted in *Greatness by Design* (2012), a report issued by the Task Force on Educator Excellence, California has many accomplished educators who could support their peers if systems existed for them to serve as mentors. A common refrain heard in professional development sessions is "What does that look like with real students?" The classrooms of some teachers in this study could serve as models of exemplary practice. School leaders need to be

able to recognize good practice in action. They also need to create opportunities for educators to observe each other working with students.

### **Limitations**

In order to assess the findings and implications in this study, it is important to consider its limitations. First, as per the California Department of Education, there are over 17,000 high school teachers in the state who teach one or more sections of social studies, but only 217 teachers completed my survey. Despite the smallness of the sample, teacher respondents were in some ways reflective of the state's teaching population with respect to their geographic location, SES status of school as reflected in the percentage of students on FRL, and the foci class. However, they also had some unique characteristics which made them non-representative of teachers in the state. Teachers who completed the survey, on average, were very experienced when compared with the state average of thirteen years' teaching experience. Similarly, these teachers were contacted because they were in the database of the California History-Social Science Project, an organization that provides professional development to teachers. Accordingly, survey respondents by and large had access to some Common Core professional development; 95% of respondents indicated as much. Whether this is representative of social studies teachers across the state is not clear.

Secondly, the qualitative sample was even less representative of the social studies teachers in the California. I only interviewed teachers who volunteered to participate in this phase of the study and who taught at either a high- or low-income schools. There might be a number of reasons why teachers volunteer to participate in studies such as having a strong opinion on the topic being studied, having an interest in the findings, or a desire to assist the

researcher. Given that teachers self-selected to participate in the study and represented a small portion of the schools within California, the resulting sample might be biased toward particular perceptions or experiences.

Lastly, this study could be limited by my involvement with the California History-Social Science Project. I head the Project's site at UCLA and have provided Common Core professional development to social studies teachers in Los Angeles, San Bernardino, and Ventura counties. To limit against my potential bias, I sought to interview teachers who were not involved with my site. Due to the large number of teachers from Southern California who responded to the survey and the large percentage of FRL students in the Los Angeles area, this was not completely possible. I did interview three teachers from the Los Angeles area who had had some exposure to my site. However, to limit against possible prejudice I ensured that these teachers did not work at a site where I was leading school site professional development on the Common Core.

### **Opportunities for Future Research**

A larger version of this study could be conducted across California and the United States. A greater sample of participants might highlight statistical differences in practice among schools in low-income areas and their more affluent counterparts. Also, responses from a larger pool of educators could help researchers identify conditions that hinder curricular reform. Further, this study was based on self-reported practice. Classroom observations might yield alternative data which could add to the findings of my study.

In addition, a similar study could be conducted with elementary and middle school teachers. Much of the literature around the impact of high-stakes testing on classroom

instruction looks at elementary teachers. With the Common Core Standards underway throughout most of the nation, researchers could examine elementary classrooms looking to determine the impact on practice. Does the marginalization of social studies continue given the importance the CCSS places on the use of informational text and use of evidence to support argument?

## **Recommendations**

### **Districts and Schools**

English learners, special needs students, and struggling readers can engage in the critical thinking and sense-making called for by the Common Core. Instruction for these students must include targeted support to help them access historical texts, to write argumentatively, and to participate in collaborative conversations. To provide this targeted support and enhanced rigor for all students, teachers need to be provided with discipline-specific professional development focused on the needs of EL students and special needs students. Teachers also need access to instructional resources targeted at EL and special needs students to lead their classes in Common Core instruction.

The Common Core Standards identify a clear role for social studies teachers in students' literacy development irrespective of the work of English/Language Arts teachers. These are discipline-specific approaches and, correspondingly, social studies teachers must be given opportunities to work together to learn how to advance these skills in their classrooms.

The needs of adult learners, like those of all students, must be taken into account when planning professional development. Social studies teachers are in different places regarding their understanding and skill in implementing the Common Core Standards. Districts and schools



need to approach professional learning in more flexible ways to meet teacher needs. Lesson study, instructional coaching, and peer mentoring are examples of professional development that take into account the skills and expertise of teachers.

### **Policy Makers**

California provided additional funding to districts to support implementation of the new Standards. This funding will expire without all teachers having had the opportunity to gain the mastery needed to enact the Standards. The state needs to provide school districts and the California Subject Matter Projects with additional funding, focused on Common Core implementation, so that teachers can participate in the learning opportunities previously mentioned.

The Standards call for more rigorous learning for all students. Researchers of previous efforts at standards-based school reform have brought to light the unequal distribution of school resources. Policymakers need to ensure that schools in low-income areas have equitable access to the resources needed to enact the standards.

The effort to re-draft the History-Social Science Framework and to re-write the California History-Social Science Standards needs to be fully funded so that the writers of these key curricular documents have the time and the resources to create a document that is useful to practitioners, that supports the development of historical reasoning skills, and is reflective of a depth-over-breadth approach to social studies instruction.

## **Concluding Remarks**

This study grew out of Common Core work that I was doing with districts and schools. This work has allowed me to interact closely with communities that were new to my project and has given me new insights on both the practices of social studies teachers and their access to professional development. I was accustomed to working with teachers employed in large urban areas who have many options regarding professional development. My other constituency is teachers who choose to attend professional development programs after school, on a Saturday, and/or during the summer months. Change is never easy but it is made more difficult when educators have not had exposure to current pedagogy. This study speaks to the need to ensure that all teachers have access to quality professional development that directly addresses subject matter. This is particularly true of high school teachers who often view themselves as content experts.

Furthermore, like several of the teachers who participated in this study, I see that there is much that could be derived from the Common Core Standards to enhance history-social studies instruction. While current research studies place teachers in the role of curriculum writer, implementer, and evaluator of student progress, (Lieberman, Saxl & Miles, 1988/2001; Ornstein & Hunkins, 2004), districts and state policy makers need to ensure that teachers have access to the resources and supports they need to provide a 21<sup>st</sup> century education to all students. This means ensuring that teachers in low-income communities have access to instructional materials that address the needs of all learners. Also, because not all teachers are equally skilled in curriculum writing, models of effective lessons, as well as effective practice, need to be provided to support teacher thinking around how to best meet the needs of students. With appropriate support for teacher collaboration and teacher learning, students in California could be

significantly closer to receiving an education that would allow them to be the critical thinkers and problem solvers that society needs.

## **APPENDIX A: Survey Instrument**

Thank you for taking the time to complete this survey about the classroom practices of social studies teachers. If you choose to participate, you will be joining social studies teachers from across the state in providing valuable information about classroom instruction. The survey takes about 20 minutes to complete.

Q1.1 Do you teach full time?

Q1.2 Do you teach at a public high school in California?

Q1.3 In which subject area do you teach the majority of your classes? Please choose only one response:

History/social studies

Other (English/language arts; science; math; heritage/world language; electives)

Q1.4 Thank you for taking the time to take to take this survey. I was seeking responses from full-time teachers.

Q1.5 Thank you for taking the time to take to take this survey. I was seeking responses from full-time public school teachers in California.

Q1.6 Thank you for taking the time to take to take this survey. I was seeking responses from full-time social studies teachers in public schools in California.

Q2.1 Do you teach one of these classes: World History, U.S. History, Government, Economics?

Q2.2 If so, what is the name of the first class that you taught on Monday of this week?

World History  
U.S. History  
Government  
Economics  
Other

Q2.3 Think about the first section of World History, U.S. History, Government or Economics that you taught on Monday of this week? The questions that follow will be about that one particular class. What is the name of that class?

World History  
U.S. History  
Government  
Economics

Q2.4 Check below if this class has one of the designations listed below. Otherwise skip to the next question.

Advanced Placement (AP)  
International Baccalaureate (IB)  
Honors

Q2.5 How many students in this focus class?

Q2.6 How many students in this focus class are designated English Language Learners\*? English Language Learners are students who are acquiring English. Other terms for these students include LEP (Limited English Proficient) or ESL students.

Q2.8 How many students in this focus class are identified as requiring Special Education Services or who have Individualized Education Program (IEP)?

Q2.9 What is the name of your school? This information will be kept confidential and not included in any reporting.

Q2.10 What is the name of your district? This information will be kept confidential and not included in any reporting.

Q2.11 Do you teach one of these classes? (Check all that apply)

Geography  
Psychology  
Sociology  
Ethnic Studies  
Contemporary World Issues  
AP Human Geography  
No, I do not teach any of these classes.

Q2.12 If so, what is the name of the first class that you teach on Monday morning? All that questions that follow will be about that one focus class.

Geography  
Psychology  
Sociology  
Ethnic Studies  
Contemporary World Issues  
AP Human Geography

Q2.13 Check below if this focus class has one of the designations listed below. Otherwise skip to the next question.

Advanced Placement (AP)  
International Baccalaureate (IB)  
Honors

Q2.14 How many students in this focus class?

Q2.15 How many students in this focus class are designated English Language Learners\*? English Language Learners are students who are acquiring English. Other terms for these students include LEP (Limited English Proficient) or ESL students.

Q2.17 How many students in this focus class are identified as requiring special education services or have an Individualized Education Plan (IEP)?

Q2.18 What is the name of your school? This information will be kept strictly confidential and not included in any reporting.

Q2.19 What is the name of your district? This information will be kept strictly confidential and not included in any reporting.

The Monday morning class that you have just identified will be the particular focus of the questions that follow. Please think about the types of assignments that you have asked students to complete since the beginning of the school year in this focus class. In these questions, sources means any written text, image, map, chart, graph, or piece of multimedia from which information or evidence can be obtained. A primary source is a document, image, or physical object which was written or created during the time under study.

Q3.1 How often have you had students complete the following since the beginning of the year in this focus class?

|   | Daily | A Few Times Per Week | Once Per Week | Once Per Month | Never |
|---|-------|----------------------|---------------|----------------|-------|
| Had students read and analyze a single primary sources.   |       |                      |               |                |       |
| Had students read and analyze a secondary source.   |       |                      |               |                |       |
| Had students consider the origin and purpose of a source.   |       |                      |               |                |       |
| Asked students to evaluate an author's qualifications as an expert on the topic or issue under study. |       |                      |               |                |       |
| Asked students to analyze an author's claims.   |       |                      |               |                |       |
| Asked students to analyze an author's use of evidence.  |       |                      |               |                |       |
| Asked students to focus on value-laden words in a text.   |       |                      |               |                |       |
| Asked students to focus on symbols in an image.   |       |                      |               |                |       |
| Required that students differentiate facts from opinions in a text.                                   |       |                      |               |                |       |
| Had students identify propaganda techniques.  |       |                      |               |                |       |



Q3.2 How often have you implemented the following kinds of activities in this focus class so far this school year?

|  | Daily | A Few Times Per Week | Once Per Week | Once Per Month | Never |
|--|-------|----------------------|---------------|----------------|-------|
| <p>Had students compare and contrast the point of view or two or more sources on a single topic or issue.</p> <p>Required that students weigh sources of information for accuracy, credibility, and relevance.</p> <p>Asked students to take a stance on an issue or historical question in writing.</p> <p>Asked students to orally take a stance on an issue or historical question.</p> <p>Asked students to develop a historical argument using evidence.</p> <p>Had students summarize, collect, and/or analyze data from multiple (three or more) sources.</p> |       |                      |               |                |       |

Q3.3 When giving students a set of sources or one source to read, how often have you implemented the following practices in this focus class? In these questions, source means any written text, image, map, chart, graph, or piece of multimedia from which information or evidence can be obtained. A primary source is a document, image, or physical object which was written or created during the time under study.

|  | Daily | A Few Times Per Week | Once Per Week | Once Per Month | Never |
|--|-------|----------------------|---------------|----------------|-------|
| <p>Modeled for students how to read a source.</p> <p>Engaged in vocabulary building with students around a source.</p> <p>Provided students with reading comprehension questions.</p> <p>Provided students with critical thinking questions.</p> <p>Provided for students a historical analysis tool to read sources such as the National Archive Analysis Worksheet or Library of Congress Analysis Tool.</p> <p>Modeled for students how to use a historical analysis tool.</p> <p>Provided students with a graphic organizer to collect information.</p> <p>Had students compare the content of a source with other course material i.e. a textbook, lecture, or secondary source.</p> <p>Require that students gather evidence to answer a critical thinking</p> |       |                      |               |                |       |

|           |  |  |  |  |  |
|-----------|--|--|--|--|--|
| question. |  |  |  |  |  |
|-----------|--|--|--|--|--|

Q3.4 Do students in this focus class engage in social studies inquiry or historical investigation activities? In this question, historical inquiry or investigation involves the analysis of historical sources focused on a question of significance in order to develop a historical interpretation.

Yes  
No

Q3.5 When students in this focus class engage in social studies inquiry or historical investigation questions, how frequently do they do the following?

|   | Daily | A Few Times Per Week | Once Per Week | Once Per Month | Never |
|---|-------|----------------------|---------------|----------------|-------|
| Gather information from texts?  |       |                      |               |                |       |
| Collect data by questioning, interviewing, or conducting surveys?         |       |                      |               |                |       |
| Organize information using models, charts, graphs, exhibits, and/or maps? |       |                      |               |                |       |
| Make predictions and/or generate hypotheses?                              |       |                      |               |                |       |
| Analyze and interpret data?   |       |                      |               |                |       |
| Cite sources of information?  |       |                      |               |                |       |
| Develop a research plan to investigate questions?                         |       |                      |               |                |       |

Q3.6 Do you hold whole class discussions in this focus class?

Yes  
No

Q3.7 When you hold whole class discussions in this focus class...

|  | Yes | No |
|--|-----|----|
| Do you engage students in discussion on their answers to reading comprehension questions?          |     |    |
| Do you engage students in whole class discussion on their answers to a critical thinking question? |     |    |
| Do you plan the questions you will use to lead discussions?  |     |    |
| Do you have a system to keep track of who is participating in the whole class discussion?          |     |    |
| Are students evaluated on their participation?   |     |    |
| Are students evaluated on their use of evidence during the discussion?                             |     |    |
| Is there a central question/issue that the class is exploring when you are leading discussions?    |     |    |
| Do students read material in preparation for the discussion?                                       |     |    |
| Do students complete a graphic organizer to collect main ideas on a topic?                         |     |    |
| Are students assigned one side of an issue to represent?   |     |    |
| Do they create visuals i.e. a poster or PowerPoint to represent the issue to the class?            |     |    |

Q3.8 Do students work in pairs or small groups in this focus class?

Yes  
No

Q3.9 When students in this focus class work in pairs or small groups, how frequently do they engage in activities that require them to...

|  | Daily | A Few Times Per Week | Once Per Week | Once Per Month | Never |
|--|-------|----------------------|---------------|----------------|-------|
| Consider solutions to issues that require novel or non-formulaic |       |                      |               |                |       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| thinking?<br>Apply social studies concepts to real-world problems or situations?<br>Explain their reasoning or thinking in solving a problem using several sentences orally or in writing?<br>Make predictions an/or generate hypotheses?<br>Analyze data to make inferences or draw conclusions?<br>Assess the accuracy, credibility, and/or relevance of text that they are reading? |  |  |  |  |  |
|--|--|--|--|--|--|

Q3.12 How often during the course of the semester in this focus class have students done the following?

|   | Weekly | 2-3 times per month | Monthly | Never |
|---|--------|---------------------|---------|-------|
| Write three or more paragraphs to support an argument with evidence.<br>Make a formal presentation to the rest of the class.<br>Submit more than one draft of a written assignment.<br>Complete a research project.<br>Take a multiple-choice exam. |        |                     |         |       |

Q4.1 Thinking about the practices that you have been asked about--To what extent do you think the following are in place at your school site to facilitate the regular use of these practices?

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|--|-------------------|----------|-------|----------------|------------|
| <p>Sufficient access to appropriate instructional materials.</p> <p>Sufficient access to office equipment and supplies such as copy machines, paper, etc..</p> <p>Sufficient number of computers/laptops for all students to do work.</p> <p>Time to work with colleagues to develop these types of activities.</p> <p>Sufficient non-instructional time to plan these types of activities.</p> <p>Opportunities for teachers to work in content-alike groups to develop and align instructional strategies.</p> <p>Support is provided to improve instructional practices.</p> <p>Encouragement is given to teachers to try new things to improve instruction.</p> <p>Autonomy to make decisions about instructional delivery (e.g. pacing, types of materials, and pedagogy) is given to teachers.</p> |                   |          |       |                |            |

Q4.2 To what extent do you believe the following conditions hinder your ability to engage in these types of practices?

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|--|-------------------|----------|-------|----------------|------------|
| <p>Classes are too large.</p> <p>Students are not academically prepared to engage in these types of activities.</p> <p>The physical environment of classrooms in this school does not support this kind of teaching and learning.</p> <p>The reliability and speed of the Internet connections in this school are not sufficient to support these instructional practices.</p> |                   |          |       |                |            |

Q5.1 The following questions are about the Common Core State Standards in English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects. (CCSS-ELA)Have you received any professional development or training related to the Common Core State Standards?

- Yes
- No

Q5.2 Approximately how much time overall have you spent in training and professional development for the Common Core State Standards?

- Less than 1 day
- 1 day
- 2 to 3 days
- 4 to 5 days
- More than 5 days

Q5.3 Which of the following topics have been addressed in your Common Core State Standards training and professional development? Check all that apply.

The content of the Common Core State Standards in English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects.

Alignment between the Common Core State Standards and California State Standards in History-Social Science.

Curriculum materials and resources to teach the Common Core.

Teaching the Common Core to specific student groups (i.e. students with disabilities or EL learners).

Corroborating with colleagues to implement the Common Core.

The content of Smarter Balanced Assessments.

Research on best practices for implementing the Common Core State Standards.

Q5.4 To what extent do you feel

|  | Not at all | A Little | Somewhat | Very much so |
|--|------------|----------|----------|--------------|
| Prepared to teach the Common Core State Standards to your students.  |            |          |          |              |
| That you have the curricular and instructional materials you need to implement the Common Core State Standards.      |            |          |          |              |
| That the Common Core State Standards are integrated into the instructional practices of teachers in your department. |            |          |          |              |



Q5.5 Which of the following would help you feel better prepared to teach the Common Core State Standards in English Language Arts and Literacy in History-Social Studies. (check all that apply)

- Alignment between the Common Core and California State Standards
- Curricular materials and resources to teach the Common Core
- Resources to teach the Common Core to students with disabilities
- Resources to teach the Common Core to EL learners
- Collaborating with colleagues to teach the Common Core
- Research on best practices for implementation of the Common Core
- More information on how the Common Core will change what is expected of students
- Access to assessments aligned to the Common Core
- Model curriculum/sample lessons aligned to the Common Core
- Curricular resources such as primary source sets, secondary source sets
- Introduction to instructional strategies aligned to the Common Core
- More planning time
- More collaboration time with colleagues
- Instructional coaching
- Discipline-specific professional development
- Access to technology
- Observing other teachers

Q6.1 In what county in California do you currently teach?

Q6.2 How many total years have you been teaching (including this school year)?

- 1 to 3
- 4 to 6
- 7 to 10
- 11-20
- More than 20

Q6.3 How many years have you been teaching at your present school?

- 1 to 3
- 4 to 6
- 7 to 10
- 11-20
- More than 20

Q6.4 What is the highest degree you have earned?

- Bachelor's
- Master's
- Ph.D., Ed.D., M.D., J.D., or other terminal degree

Q6.5 Would you be willing to take part in a 30 minute interview, at a time that is convenient to you, to discuss classroom practices in social studies classrooms.

- Yes
- No

Q6.6 So that I may contact you to schedule an interview, please provide either your email address or phone number.

- Email Address
- Phone

Q.6.7 What is your first name?

Q6.8 Thank you for participating in this survey! If you would like to be included in a raffle for one of five \$50 Amazon giftcards, please provide your email address.

## APPENDIX B: INTERVIEW PROTOCOL

Name

Date

Female/Male

School

SES of school

Thank you for agreeing to participate in this interview. The purpose of this study is to examine the instructional practices of social studies teachers and their access to professional learning

Your participation in this study is voluntary and your responses will remain confidential. I will give you a pseudo-name and any identifiable information will be changed.

I would like to record this interview. The recording of the interview will be transcribed. You may review the transcripts of your interview and edit your responses.

May I record this interview?

1. Could you please confirm that you teach at a high school in \_\_\_\_\_ district?
2. How long have you been teaching?

You completed the survey on instructional practices. The survey asked you to focus in on one class.

3. Do you remember what that class was?
4. If yes, what's the name of the class?

I'm going to ask you to keep that one class in mind as we go through the questions. If don't remember then, what's the name of the first class that you taught this week

5. Do you ever have students look at opposing views on a similar issue?
6. If yes, could you talk to me about what that looked like?
7. Was there an essential questions or historical investigation question that students are

If yes, could you share one the question that connected your last unit in the class that we just discussed?

8. If yes, do students respond to the question?
9. If yes, what type of response is expected of them?
10. If written response, what type of evidence are they expected to provide?
11. If factual evidence, where would they get these facts from?
12. If quotes, where would they get this quotes from?
13. Could you give me an example of a source that students read in your class as part of this unit?
14. Thinking about that particular text that you used as part of the unit. What kind of strategies/approaches do you use to help students understand this piece of text?
15. You talked about doing.....could you explain that to me?
16. Does sourcing play a part in the reading of this particular piece?
17. If there a strategy that you use to help students get at the point of view of the author, origin etc...? When do you introduce that to students?
18. How do you help students develop their speaking and listening skills?
19. Have you received any professional development focused on the Common Core?
20. Have you had time to focus just on history and what common core means in history as part of this professional learning?
21. Based on what you learned, what changes if any will you need to make/have made to your instruction to implement the CCSS.
22. Is there anything in relation to this topic that you would like to add?

APPENDIX C: STATISTICAL ANALYSIS

**Descriptive Statistics:**

Table 1. Region

| <b>Region</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|---------------|-------------------|-------------------|-------------------|-------------------|--------------|
| 1             | 0                 | 3                 | 1                 | 0                 | 4            |
| 2             | 0                 | 1                 | 2                 | 0                 | 3            |
| 3             | 6                 | 4                 | 6                 | 7                 | 23           |
| 4             | 5                 | 15                | 9                 | 4                 | 33           |
| 5             | 2                 | 4                 | 5                 | 0                 | 11           |
| 6             | 0                 | 6                 | 4                 | 0                 | 10           |
| 7             | 0                 | 0                 | 1                 | 5                 | 6            |
| 8             | 2                 | 1                 | 0                 | 1                 | 4            |
| 9             | 11                | 7                 | 15                | 7                 | 40           |
| 10            | 2                 | 2                 | 5                 | 0                 | 9            |
| 11            | 7                 | 9                 | 26                | 31                | 73           |
| <b>Total</b>  | 35                | 52                | 74                | 55                | 216          |

Table 2. Focal Class

| <b>Focal Class</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|--------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| World History      | 15                | 20                | 28                | 23                | 86           |
| US History         | 13                | 23                | 29                | 20                | 85           |
| Government         | 5                 | 4                 | 8                 | 10                | 27           |
| Economics          | 2                 | 4                 | 9                 | 3                 | 18           |
| Psychology         | 0                 | 1                 | 0                 | 0                 | 1            |
| <b>Total</b>       | 35                | 52                | 74                | 56                | 217          |

Table 3. Class Designation of Focal Class

| <b>Designation</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|--------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| AP                 | 9                 | 11                | 20                | 12                | 52           |
| IB                 | 1                 | 2                 | 1                 | 1                 | 5            |
| Honors             | 4                 | 3                 | 11                | 3                 | 21           |
| <b>Total</b>       | 14                | 16                | 32                | 16                | 78           |

Table 4. Class Size of Focal Class

| <b>Class Size</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|-------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| less than 15      | 1                 | 0                 | 3                 | 2                 | 6            |
| 16-20             | 1                 | 3                 | 3                 | 3                 | 10           |
| 21-25             | 0                 | 5                 | 5                 | 2                 | 12           |
| 26-30             | 8                 | 8                 | 12                | 11                | 39           |
| 31-35             | 9                 | 12                | 18                | 9                 | 48           |
| 36-40             | 7                 | 7                 | 12                | 6                 | 32           |
| more than 41      | 1                 | 2                 | 0                 | 2                 | 5            |
| <b>Total</b>      | 27                | 37                | 53                | 35                | 152          |

Table 5. Number of ELL Students in Focal Class

| <b># ELLs</b>                  | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| no ELLs in class               | 15                | 10                | 21                | 4                 | 50           |
| all students in class are ELLs | 1                 | 0                 | 0                 | 1                 | 2            |
| 1-5                            | 14                | 33                | 29                | 21                | 97           |
| 6-10                           | 1                 | 6                 | 12                | 16                | 35           |
| 11-15                          | 0                 | 0                 | 4                 | 3                 | 7            |
| 16-20                          | 2                 | 0                 | 3                 | 3                 | 8            |
| 21-25                          | 0                 | 0                 | 0                 | 1                 | 1            |
| 26-30                          | 0                 | 0                 | 1                 | 3                 | 4            |
| 31-35                          | 0                 | 0                 | 0                 | 1                 | 1            |
| <b>Total</b>                   | 33                | 49                | 70                | 53                | 205          |

Table 6. Number of Special Education Students in Focal Class

| <b># Special Ed</b>            | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| All students in class are SPED | 1                 | 1                 | 2                 | 1                 | 5            |
| No SPED students               | 10                | 8                 | 18                | 14                | 50           |
| 1-5                            | 19                | 32                | 41                | 32                | 124          |
| 6-10                           | 4                 | 7                 | 7                 | 2                 | 20           |
| 11-15                          | 0                 | 2                 | 1                 | 3                 | 6            |
| 16-20                          | 0                 | 0                 | 2                 | 2                 | 4            |
| <b>Total</b>                   | 34                | 50                | 71                | 54                | 209          |

Table 7. Respondents' Number of Years Teaching

| <b>Yrs Teaching</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|---------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| 1-3yrs              | 2                 | 5                 | 0                 | 7                 | 14           |
| 4-6yrs              | 4                 | 4                 | 3                 | 5                 | 16           |
| 7-10yrs             | 5                 | 7                 | 20                | 10                | 42           |
| 11-20yrs            | 16                | 18                | 26                | 18                | 78           |

|                 |    |    |    |    |     |
|-----------------|----|----|----|----|-----|
| more than 20yrs | 7  | 17 | 22 | 13 | 59  |
| <b>Total</b>    | 34 | 51 | 71 | 53 | 209 |

Table 8. Respondents' Highest Degree Earned

| <b>Highest Degree</b> | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|-----------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| Bachelors             | 9                 | 12                | 19                | 16                | 56           |
| Masters               | 22                | 36                | 47                | 35                | 140          |
| PhD, EdD, or other    | 3                 | 3                 | 5                 | 3                 | 14           |
| <b>Total</b>          | 34                | 51                | 71                | 54                | 210          |

Table 9. Counties Represented

| <b>County</b>  | <b>Quartile 1</b> | <b>Quartile 2</b> | <b>Quartile 3</b> | <b>Quartile 4</b> | <b>Total</b> |
|----------------|-------------------|-------------------|-------------------|-------------------|--------------|
| Alameda        | 1                 | 1                 | 0                 | 2                 | 4            |
| Contra Costa   | 1                 | 2                 | 3                 | 2                 | 8            |
| El Dorado      | 2                 | 0                 | 0                 | 0                 | 2            |
| Fresno         | 0                 | 0                 | 0                 | 3                 | 3            |
| Los Angeles    | 6                 | 9                 | 25                | 28                | 68           |
| Marin          | 0                 | 2                 | 1                 | 0                 | 3            |
| Merced         | 0                 | 0                 | 0                 | 1                 | 1            |
| Orange         | 9                 | 3                 | 5                 | 6                 | 23           |
| Placer         | 1                 | 0                 | 0                 | 0                 | 1            |
| Plumas         | 0                 | 0                 | 1                 | 0                 | 1            |
| Riverside      | 2                 | 0                 | 0                 | 0                 | 2            |
| Sacramento     | 2                 | 4                 | 5                 | 6                 | 17           |
| San Bernardino | 0                 | 1                 | 5                 | 0                 | 6            |
| San Diego      | 0                 | 3                 | 7                 | 1                 | 11           |
| San Joaquin    | 0                 | 2                 | 2                 | 0                 | 4            |
| San Mateo      | 2                 | 4                 | 0                 | 0                 | 6            |
| Santa Clara    | 1                 | 5                 | 3                 | 0                 | 9            |
| Santa Cruz     | 0                 | 0                 | 2                 | 0                 | 2            |
| Shasta         | 0                 | 1                 | 1                 | 0                 | 2            |
| Solano         | 0                 | 4                 | 4                 | 0                 | 8            |
| Sonoma         | 0                 | 3                 | 1                 | 0                 | 4            |
| Stanislaus     | 0                 | 3                 | 1                 | 0                 | 4            |
| Tulare         | 0                 | 0                 | 1                 | 0                 | 1            |
| Ventura        | 2                 | 1                 | 0                 | 1                 | 4            |
| <b>Total</b>   | 29                | 48                | 67                | 50                | 194          |



**Research Question 1—How frequently do high school history/social studies teachers in California engage in practices associated with the Common Core State Standards such as critical reading, historical inquiry, and argumentation? Do these frequencies vary among high and low socio-economic status (SES) school?**

*Item 3.1*

Table 3.1.1 Had students read and analyze a single primary source

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 3     | 20                   | 9             | 2            | 1     | 35     |
|              | %           | 8.6%  | 57.1%                | 25.7%         | 5.7%         | 2.9%  | 100.0% |
| <b>2</b>     | Count       | 7     | 28                   | 13            | 4            | 0     | 52     |
|              | %           | 13.5% | 53.8%                | 25.0%         | 7.7%         | 0.0%  | 100.0% |
| <b>3</b>     | Count       | 6     | 37                   | 19            | 11           | 0     | 73     |
|              | %           | 8.2%  | 50.7%                | 26.0%         | 15.1%        | 0.0%  | 100.0% |
| <b>4</b>     | Count       | 3     | 29                   | 21            | 3            | 0     | 56     |
|              | %           | 5.4%  | 51.8%                | 37.5%         | 5.4%         | 0.0%  | 100.0% |
| <b>Total</b> | Count       | 19    | 114                  | 62            | 20           | 1     | 216    |
|              | %           | 8.8%  | 52.8%                | 28.7%         | 9.3%         | .5%   | 100.0% |

Table 3.1.2 Had students read and analyze a secondary source

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 5     | 18                   | 9             | 3            | 0     | 35     |
|              | %           | 14.3% | 51.4%                | 25.7%         | 8.6%         | 0.0%  | 100.0% |
| <b>2</b>     | Count       | 11    | 25                   | 13            | 3            | 0     | 52     |
|              | %           | 21.2% | 48.1%                | 25.0%         | 5.8%         | 0.0%  | 100.0% |
| <b>3</b>     | Count       | 21    | 31                   | 14            | 8            | 0     | 74     |
|              | %           | 28.4% | 41.9%                | 18.9%         | 10.8%        | 0.0%  | 100.0% |
| <b>4</b>     | Count       | 10    | 35                   | 7             | 4            | 0     | 56     |
|              | %           | 17.9% | 62.5%                | 12.5%         | 7.1%         | 0.0%  | 100.0% |
| <b>Total</b> | Count       | 47    | 109                  | 43            | 18           | 0     | 217    |
|              | %           | 21.7% | 50.2%                | 19.8%         | 8.3%         | 0.0%  | 100.0% |

Table 3.1.3 Had students consider the origins and purpose of a source

| Quartile | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|----------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b> | Count       | 3     | 16                   | 9             | 6            | 1     | 35     |
|          | %           | 8.6%  | 45.7%                | 25.7%         | 17.1%        | 2.9%  | 100.0% |
| <b>2</b> | Count       | 8     | 18                   | 18            | 8            | 0     | 52     |
|          | %           | 15.4% | 34.6%                | 34.6%         | 15.4%        | 0.0%  | 100.0% |
| <b>3</b> | Count       | 6     | 36                   | 15            | 12           | 5     | 74     |
|          | %           | 8.1%  | 48.6%                | 20.3%         | 16.2%        | 6.8%  | 100.0% |
| <b>4</b> | Count       | 6     | 22                   | 17            | 9            | 2     | 56     |
|          | %           | 10.7% | 39.3%                | 30.4%         | 16.1%        | 3.6%  | 100.0% |

|              |       |       |       |       |       |      |        |
|--------------|-------|-------|-------|-------|-------|------|--------|
| <b>Total</b> | Count | 23    | 92    | 59    | 35    | 8    | 217    |
|              | %     | 10.6% | 42.4% | 27.2% | 16.1% | 3.7% | 100.0% |

Table 3.1.4 Focused students on value-laden words in a text

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 4     | 10                   | 11            | 7            | 3     | 35     |
|              | %           | 11.4% | 28.6%                | 31.4%         | 20.0%        | 8.6%  | 100.0% |
| <b>2</b>     | Count       | 3     | 16                   | 16            | 9            | 8     | 52     |
|              | %           | 5.8%  | 30.8%                | 30.8%         | 17.3%        | 15.4% | 100.0% |
| <b>3</b>     | Count       | 8     | 25                   | 18            | 11           | 12    | 74     |
|              | %           | 10.8% | 33.8%                | 24.3%         | 14.9%        | 16.2% | 100.0% |
| <b>4</b>     | Count       | 6     | 20                   | 13            | 9            | 8     | 56     |
|              | %           | 10.7% | 35.7%                | 23.2%         | 16.1%        | 14.3% | 100.0% |
| <b>Total</b> | Count       | 21    | 71                   | 58            | 36           | 31    | 217    |
|              | %           | 9.7%  | 32.7%                | 26.7%         | 16.6%        | 14.3% | 100.0% |

Table 3.1.5 Focused students on symbols in an image

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 4     | 14                   | 13            | 1            | 3     | 35     |
|              | %           | 11.4% | 40.0%                | 37.1%         | 2.9%         | 8.6%  | 100.0% |
| <b>2</b>     | Count       | 5     | 14                   | 22            | 7            | 3     | 51     |
|              | %           | 9.8%  | 27.5%                | 43.1%         | 13.7%        | 5.9%  | 100.0% |
| <b>3</b>     | Count       | 8     | 33                   | 19            | 12           | 2     | 74     |
|              | %           | 10.8% | 44.6%                | 25.7%         | 16.2%        | 2.7%  | 100.0% |
| <b>4</b>     | Count       | 10    | 25                   | 12            | 8            | 1     | 56     |
|              | %           | 17.9% | 44.6%                | 21.4%         | 14.3%        | 1.8%  | 100.0% |
| <b>Total</b> | Count       | 27    | 86                   | 66            | 28           | 9     | 216    |
|              | %           | 12.5% | 39.8%                | 30.6%         | 13.0%        | 4.2%  | 100.0% |

Table 3.1.6 Asked students to analyze an author's claims

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 2     | 15                   | 11            | 4            | 3     | 35     |
|              | %           | 5.7%  | 42.9%                | 31.4%         | 11.4%        | 8.6%  | 100.0% |
| <b>2</b>     | Count       | 5     | 21                   | 13            | 12           | 1     | 52     |
|              | %           | 9.6%  | 40.4%                | 25.0%         | 23.1%        | 1.9%  | 100.0% |
| <b>3</b>     | Count       | 5     | 26                   | 22            | 17           | 4     | 74     |
|              | %           | 6.8%  | 35.1%                | 29.7%         | 23.0%        | 5.4%  | 100.0% |
| <b>4</b>     | Count       | 3     | 19                   | 17            | 14           | 3     | 56     |
|              | %           | 5.4%  | 33.9%                | 30.4%         | 25.0%        | 5.4%  | 100.0% |
| <b>Total</b> | Count       | 15    | 81                   | 63            | 47           | 11    | 217    |
|              | %           | 6.9%  | 37.3%                | 29.0%         | 21.7%        | 5.1%  | 100.0% |

3.1.7 Asked students to analyze an author's use of evidence

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 2     | 14                   | 11            | 4            | 4     | 35     |
|              | %           | 5.7%  | 40.0%                | 31.4%         | 11.4%        | 11.4% | 100.0% |
| <b>2</b>     | Count       | 4     | 14                   | 21            | 11           | 2     | 52     |
|              | %           | 7.7%  | 26.9%                | 40.4%         | 21.2%        | 3.8%  | 100.0% |
| <b>3</b>     | Count       | 5     | 22                   | 24            | 16           | 6     | 73     |
|              | %           | 6.8%  | 30.1%                | 32.9%         | 21.9%        | 8.2%  | 100.0% |
| <b>4</b>     | Count       | 3     | 20                   | 15            | 11           | 7     | 56     |
|              | %           | 5.4%  | 35.7%                | 26.8%         | 19.6%        | 12.5% | 100.0% |
| <b>Total</b> | Count       | 14    | 70                   | 71            | 42           | 19    | 216    |
|              | %           | 6.5%  | 32.4%                | 32.9%         | 19.4%        | 8.8%  | 100.0% |

3.1.8 Required that students differentiate facts from opinion in a text

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 3     | 9                    | 11            | 7            | 5     | 35     |
|              | %           | 8.6%  | 25.7%                | 31.4%         | 20.0%        | 14.3% | 100.0% |
| <b>2</b>     | Count       | 4     | 12                   | 23            | 10           | 3     | 52     |
|              | %           | 7.7%  | 23.1%                | 44.2%         | 19.2%        | 5.8%  | 100.0% |
| <b>3</b>     | Count       | 9     | 22                   | 18            | 20           | 5     | 74     |
|              | %           | 12.2% | 29.7%                | 24.3%         | 27.0%        | 6.8%  | 100.0% |
| <b>4</b>     | Count       | 5     | 18                   | 17            | 11           | 4     | 55     |
|              | %           | 9.1%  | 32.7%                | 30.9%         | 20.0%        | 7.3%  | 100.0% |
| <b>Total</b> | Count       | 21    | 61                   | 69            | 48           | 17    | 216    |
|              | %           | 9.7%  | 28.2%                | 31.9%         | 22.2%        | 7.9%  | 100.0% |

3.1.9 Had students identify propaganda techniques

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 0     | 9                    | 11            | 9            | 6     | 35     |
|              | %           | 0.0%  | 25.7%                | 31.4%         | 25.7%        | 17.1% | 100.0% |
| <b>2</b>     | Count       | 3     | 6                    | 14            | 24           | 5     | 52     |
|              | %           | 5.8%  | 11.5%                | 26.9%         | 46.2%        | 9.6%  | 100.0% |
| <b>3</b>     | Count       | 1     | 18                   | 16            | 34           | 5     | 74     |
|              | %           | 1.4%  | 24.3%                | 21.6%         | 45.9%        | 6.8%  | 100.0% |
| <b>4</b>     | Count       | 2     | 15                   | 13            | 19           | 7     | 56     |
|              | %           | 3.6%  | 26.8%                | 23.2%         | 33.9%        | 12.5% | 100.0% |
| <b>Total</b> | Count       | 6     | 48                   | 54            | 86           | 23    | 217    |
|              | %           | 2.8%  | 22.1%                | 24.9%         | 39.6%        | 10.6% | 100.0% |

3.10 Asked students to evaluate an author's qualifications as an expert on the topic or issue under study

| Quartile | Respondents | Daily | A few times | Once per week | Once a month | Never | Total |
|----------|-------------|-------|-------------|---------------|--------------|-------|-------|
|----------|-------------|-------|-------------|---------------|--------------|-------|-------|

|              |       |      | <b>per week</b> |       |       |       |        |
|--------------|-------|------|-----------------|-------|-------|-------|--------|
| <b>1</b>     | Count | 1    | 10              | 8     | 10    | 6     | 35     |
|              | %     | 2.9% | 28.6%           | 22.9% | 28.6% | 17.1% | 100.0% |
| <b>2</b>     | Count | 4    | 7               | 18    | 18    | 5     | 52     |
|              | %     | 7.7% | 13.5%           | 34.6% | 34.6% | 9.6%  | 100.0% |
| <b>3</b>     | Count | 1    | 24              | 14    | 20    | 14    | 73     |
|              | %     | 1.4% | 32.9%           | 19.2% | 27.4% | 19.2% | 100.0% |
| <b>4</b>     | Count | 2    | 11              | 15    | 13    | 15    | 56     |
|              | %     | 3.6% | 19.6%           | 26.8% | 23.2% | 26.8% | 100.0% |
| <b>Total</b> | Count | 8    | 52              | 55    | 61    | 40    | 216    |
|              | %     | 3.7% | 24.1%           | 25.5% | 28.2% | 18.5% | 100.0% |

*Item 3.2*

Table 3.2.1 Had students compare and contrast the point of view of two or more sources.

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 2            | 12                          | 9                    | 8                   | 4            | 35           |
|                 | %                  | 5.7%         | 34.3%                       | 25.7%                | 22.9%               | 11.4%        | 100.0%       |
| <b>2</b>        | Count              | 1            | 16                          | 21                   | 11                  | 3            | 52           |
|                 | %                  | 1.9%         | 30.8%                       | 40.4%                | 21.2%               | 5.8%         | 100.0%       |
| <b>3</b>        | Count              | 4            | 23                          | 25                   | 20                  | 2            | 74           |
|                 | %                  | 5.4%         | 31.1%                       | 33.8%                | 27.0%               | 2.7%         | 100.0%       |
| <b>4</b>        | Count              | 1            | 21                          | 16                   | 14                  | 4            | 56           |
|                 | %                  | 1.8%         | 37.5%                       | 28.6%                | 25.0%               | 7.1%         | 100.0%       |
| <b>Total</b>    | Count              | 8            | 72                          | 71                   | 53                  | 13           | 217          |
|                 | %                  | 3.7%         | 33.2%                       | 32.7%                | 24.4%               | 6.0%         | 100.0%       |

Table 3.2.3 Required that students weigh sources of information for accuracy, credibility, and relevance.

| <b>Quartile</b> |       | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|-------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count | 4            | 8                           | 10                   | 10                  | 3            | 35           |
|                 | %     | 11.4%        | 22.9%                       | 28.6%                | 28.6%               | 8.6%         | 100.0%       |
| <b>2</b>        | Count | 2            | 7                           | 26                   | 14                  | 3            | 52           |
|                 | %     | 3.8%         | 13.5%                       | 50.0%                | 26.9%               | 5.8%         | 100.0%       |
| <b>3</b>        | Count | 5            | 20                          | 20                   | 20                  | 9            | 74           |
|                 | %     | 6.8%         | 27.0%                       | 27.0%                | 27.0%               | 12.2%        | 100.0%       |
| <b>4</b>        | Count | 2            | 14                          | 19                   | 13                  | 8            | 56           |
|                 | %     | 3.6%         | 25.0%                       | 33.9%                | 23.2%               | 14.3%        | 100.0%       |
| <b>Total</b>    | Count | 13           | 49                          | 75                   | 57                  | 23           | 217          |
|                 | %     | 6.0%         | 22.6%                       | 34.6%                | 26.3%               | 10.6%        | 100.0%       |

Table 3.2.4 Asked students to take a stance on an issue or historical question in writing.

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few</b> | <b>Once per</b> | <b>Once a</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|--------------|-----------------|---------------|--------------|--------------|
|-----------------|--------------------|--------------|--------------|-----------------|---------------|--------------|--------------|

|              |       |       | <b>times per week</b> | <b>week</b> | <b>month</b> |      |        |
|--------------|-------|-------|-----------------------|-------------|--------------|------|--------|
| <b>1</b>     | Count | 2     | 9                     | 12          | 10           | 2    | 35     |
|              | %     | 5.7%  | 25.7%                 | 34.3%       | 28.6%        | 5.7% | 100.0% |
| <b>2</b>     | Count | 2     | 15                    | 19          | 15           | 1    | 52     |
|              | %     | 3.8%  | 28.8%                 | 36.5%       | 28.8%        | 1.9% | 100.0% |
| <b>3</b>     | Count | 4     | 21                    | 29          | 14           | 6    | 74     |
|              | %     | 5.4%  | 28.4%                 | 39.2%       | 18.9%        | 8.1% | 100.0% |
| <b>4</b>     | Count | 6     | 15                    | 18          | 14           | 3    | 56     |
|              | %     | 10.7% | 26.8%                 | 32.1%       | 25.0%        | 5.4% | 100.0% |
| <b>Total</b> | Count | 14    | 60                    | 78          | 53           | 12   | 217    |
|              | %     | 6.5%  | 27.6%                 | 35.9%       | 24.4%        | 5.5% | 100.0% |

Table 3.2.5 Asked students to orally take a stance on an issue or historical question.

| <b>Quartile</b> |       | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|-------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count | 4            | 11                          | 11                   | 6                   | 3            | 35           |
|                 | %     | 11.4%        | 31.4%                       | 31.4%                | 17.1%               | 8.6%         | 100.0%       |
| <b>2</b>        | Count | 4            | 9                           | 18                   | 15                  | 5            | 51           |
|                 | %     | 7.8%         | 17.6%                       | 35.3%                | 29.4%               | 9.8%         | 100.0%       |
| <b>3</b>        | Count | 6            | 18                          | 23                   | 21                  | 6            | 74           |
|                 | %     | 8.1%         | 24.3%                       | 31.1%                | 28.4%               | 8.1%         | 100.0%       |
| <b>4</b>        | Count | 2            | 11                          | 14                   | 21                  | 8            | 56           |
|                 | %     | 3.6%         | 19.6%                       | 25.0%                | 37.5%               | 14.3%        | 100.0%       |
| <b>Total</b>    | Count | 16           | 49                          | 66                   | 63                  | 22           | 216          |
|                 | %     | 7.4%         | 22.7%                       | 30.6%                | 29.2%               | 10.2%        | 100.0%       |

Table 3.2.6 Asked students to develop a historical argument using evidence.

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 4            | 11                          | 9                    | 9                   | 2            | 35           |
|                 | %                  | 11.4%        | 31.4%                       | 25.7%                | 25.7%               | 5.7%         | 100.0%       |
| <b>2</b>        | Count              | 3            | 13                          | 15                   | 17                  | 4            | 52           |
|                 | %                  | 5.8%         | 25.0%                       | 28.8%                | 32.7%               | 7.7%         | 100.0%       |
| <b>3</b>        | Count              | 4            | 22                          | 16                   | 24                  | 8            | 74           |
|                 | %                  | 5.4%         | 29.7%                       | 21.6%                | 32.4%               | 10.8%        | 100.0%       |
| <b>4</b>        | Count              | 2            | 14                          | 18                   | 15                  | 7            | 56           |
|                 | %                  | 3.6%         | 25.0%                       | 32.1%                | 26.8%               | 12.5%        | 100.0%       |
| <b>Total</b>    | Count              | 13           | 60                          | 58                   | 65                  | 21           | 217          |
|                 | %                  | 6.0%         | 27.6%                       | 26.7%                | 30.0%               | 9.7%         | 100.0%       |

Table 3.2.8 Had students summarize, collect, and/or analyze data from multiple (three or more) sources.

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|

|              |       |      |       |       |       |       |        |
|--------------|-------|------|-------|-------|-------|-------|--------|
| <b>1</b>     | Count | 2    | 11    | 5     | 13    | 4     | 35     |
|              | %     | 5.7% | 31.4% | 14.3% | 37.1% | 11.4% | 100.0% |
| <b>2</b>     | Count | 5    | 10    | 15    | 19    | 3     | 52     |
|              | %     | 9.6% | 19.2% | 28.8% | 36.5% | 5.8%  | 100.0% |
| <b>3</b>     | Count | 5    | 14    | 20    | 26    | 9     | 74     |
|              | %     | 6.8% | 18.9% | 27.0% | 35.1% | 12.2% | 100.0% |
| <b>4</b>     | Count | 4    | 21    | 6     | 16    | 9     | 56     |
|              | %     | 7.1% | 37.5% | 10.7% | 28.6% | 16.1% | 100.0% |
| <b>Total</b> | Count | 16   | 56    | 46    | 74    | 25    | 217    |
|              | %     | 7.4% | 25.8% | 21.2% | 34.1% | 11.5% | 100.0% |

*Item 3.3*

Table 3.3.1 Modeled for students how to read a source

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 6            | 9                           | 10                   | 9                   | 1            | 35           |
|                 | %                  | 17.1%        | 25.7%                       | 28.6%                | 25.7%               | 2.9%         | 100.0%       |
| <b>2</b>        | Count              | 5            | 9                           | 18                   | 17                  | 3            | 52           |
|                 | %                  | 9.6%         | 17.3%                       | 34.6%                | 32.7%               | 5.8%         | 100.0%       |
| <b>3</b>        | Count              | 9            | 25                          | 11                   | 27                  | 1            | 73           |
|                 | %                  | 12.3%        | 34.2%                       | 15.1%                | 37.0%               | 1.4%         | 100.0%       |
| <b>4</b>        | Count              | 10           | 20                          | 16                   | 8                   | 2            | 56           |
|                 | %                  | 17.9%        | 35.7%                       | 28.6%                | 14.3%               | 3.6%         | 100.0%       |
| <b>Total</b>    | Count              | 30           | 63                          | 55                   | 61                  | 7            | 216          |
|                 | %                  | 13.9%        | 29.2%                       | 25.5%                | 28.2%               | 3.2%         | 100.0%       |

Table 3.3.3 Engaged in vocabulary building with students around a source

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 4            | 14                          | 9                    | 7                   | 1            | 35           |
|                 | %                  | 11.4%        | 40.0%                       | 25.7%                | 20.0%               | 2.9%         | 100.0%       |
| <b>2</b>        | Count              | 6            | 17                          | 15                   | 11                  | 2            | 51           |
|                 | %                  | 11.8%        | 33.3%                       | 29.4%                | 21.6%               | 3.9%         | 100.0%       |
| <b>3</b>        | Count              | 17           | 24                          | 21                   | 10                  | 1            | 73           |
|                 | %                  | 23.3%        | 32.9%                       | 28.8%                | 13.7%               | 1.4%         | 100.0%       |
| <b>4</b>        | Count              | 13           | 19                          | 14                   | 8                   | 2            | 56           |
|                 | %                  | 23.2%        | 33.9%                       | 25.0%                | 14.3%               | 3.6%         | 100.0%       |
| <b>Total</b>    | Count              | 40           | 74                          | 59                   | 36                  | 6            | 215          |
|                 | %                  | 18.6%        | 34.4%                       | 27.4%                | 16.7%               | 2.8%         | 100.0%       |

Table 3.3.4 Provided students with reading comprehension questions

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 3            | 21                          | 7                    | 4                   | 0            | 35           |
|                 | %                  | 8.6%         | 60.0%                       | 20.0%                | 11.4%               | 0.0%         | 100.0%       |

|              |       |       |       |       |       |      |        |
|--------------|-------|-------|-------|-------|-------|------|--------|
| <b>2</b>     | Count | 9     | 16    | 19    | 6     | 1    | 51     |
|              | %     | 17.6% | 31.4% | 37.3% | 11.8% | 2.0% | 100.0% |
| <b>3</b>     | Count | 17    | 30    | 19    | 4     | 3    | 73     |
|              | %     | 23.3% | 41.1% | 26.0% | 5.5%  | 4.1% | 100.0% |
| <b>4</b>     | Count | 10    | 31    | 11    | 3     | 0    | 55     |
|              | %     | 18.2% | 56.4% | 20.0% | 5.5%  | 0.0% | 100.0% |
| <b>Total</b> | Count | 39    | 98    | 56    | 17    | 4    | 214    |
|              | %     | 18.2% | 45.8% | 26.2% | 7.9%  | 1.9% | 100.0% |

Table 3.3.5 Provided students with critical thinking questions

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 7            | 22                          | 4                    | 2                   | 0            | 35           |
|                 | %                  | 20.0%        | 62.9%                       | 11.4%                | 5.7%                | 0.0%         | 100.0%       |
| <b>2</b>        | Count              | 10           | 24                          | 16                   | 1                   | 1            | 52           |
|                 | %                  | 19.2%        | 46.2%                       | 30.8%                | 1.9%                | 1.9%         | 100.0%       |
| <b>3</b>        | Count              | 21           | 37                          | 12                   | 3                   | 0            | 73           |
|                 | %                  | 28.8%        | 50.7%                       | 16.4%                | 4.1%                | 0.0%         | 100.0%       |
| <b>4</b>        | Count              | 16           | 25                          | 12                   | 3                   | 0            | 56           |
|                 | %                  | 28.6%        | 44.6%                       | 21.4%                | 5.4%                | 0.0%         | 100.0%       |
| <b>Total</b>    | Count              | 54           | 108                         | 44                   | 9                   | 1            | 216          |
|                 | %                  | 25.0%        | 50.0%                       | 20.4%                | 4.2%                | .5%          | 100.0%       |

Table 3.3.6 Provided for students a historical analysis tool to read sources such as the National Archive Analysis Worksheet or Library of Congress Analysis Tool

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 0            | 7                           | 6                    | 12                  | 10           | 35           |
|                 | %                  | 0.0%         | 20.0%                       | 17.1%                | 34.3%               | 28.6%        | 100.0%       |
| <b>2</b>        | Count              | 3            | 9                           | 14                   | 13                  | 13           | 52           |
|                 | %                  | 5.8%         | 17.3%                       | 26.9%                | 25.0%               | 25.0%        | 100.0%       |
| <b>3</b>        | Count              | 1            | 14                          | 16                   | 22                  | 20           | 73           |
|                 | %                  | 1.4%         | 19.2%                       | 21.9%                | 30.1%               | 27.4%        | 100.0%       |
| <b>4</b>        | Count              | 1            | 14                          | 12                   | 9                   | 19           | 55           |
|                 | %                  | 1.8%         | 25.5%                       | 21.8%                | 16.4%               | 34.5%        | 100.0%       |
| <b>Total</b>    | Count              | 5            | 44                          | 48                   | 56                  | 62           | 215          |
|                 | %                  | 2.3%         | 20.5%                       | 22.3%                | 26.0%               | 28.8%        | 100.0%       |

Table 3.3.7 Modeled for students how to use a historical analysis tool

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 2            | 6                           | 4                    | 13                  | 10           | 35           |
|                 | %                  | 5.7%         | 17.1%                       | 11.4%                | 37.1%               | 28.6%        | 100.0%       |
| <b>2</b>        | Count              | 3            | 5                           | 15                   | 19                  | 9            | 51           |
|                 | %                  | 5.9%         | 9.8%                        | 29.4%                | 37.3%               | 17.6%        | 100.0%       |
| <b>3</b>        | Count              | 2            | 12                          | 18                   | 30                  | 11           | 73           |

|              |       |      |       |       |       |       |        |
|--------------|-------|------|-------|-------|-------|-------|--------|
|              | %     | 2.7% | 16.4% | 24.7% | 41.1% | 15.1% | 100.0% |
| <b>4</b>     | Count | 2    | 15    | 9     | 12    | 18    | 56     |
|              | %     | 3.6% | 26.8% | 16.1% | 21.4% | 32.1% | 100.0% |
| <b>Total</b> | Count | 9    | 38    | 46    | 74    | 48    | 215    |
|              | %     | 4.2% | 17.7% | 21.4% | 34.4% | 22.3% | 100.0% |

Table 3.3.8 Provided students with a graphic organizer to collect information

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 5     | 13                   | 9             | 5            | 3     | 35     |
|              | %           | 14.3% | 37.1%                | 25.7%         | 14.3%        | 8.6%  | 100.0% |
| <b>2</b>     | Count       | 6     | 19                   | 13            | 11           | 3     | 52     |
|              | %           | 11.5% | 36.5%                | 25.0%         | 21.2%        | 5.8%  | 100.0% |
| <b>3</b>     | Count       | 10    | 28                   | 27            | 6            | 2     | 73     |
|              | %           | 13.7% | 38.4%                | 37.0%         | 8.2%         | 2.7%  | 100.0% |
| <b>4</b>     | Count       | 5     | 31                   | 12            | 8            | 0     | 56     |
|              | %           | 8.9%  | 55.4%                | 21.4%         | 14.3%        | 0.0%  | 100.0% |
| <b>Total</b> | Count       | 26    | 91                   | 61            | 30           | 8     | 216    |
|              | %           | 12.0% | 42.1%                | 28.2%         | 13.9%        | 3.7%  | 100.0% |

Table 3.3.9 Had students compare the content of a source with other course material i.e. a textbook, lecture, or secondary source

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 2     | 8                    | 11            | 7            | 7     | 35     |
|              | %           | 5.7%  | 22.9%                | 31.4%         | 20.0%        | 20.0% | 100.0% |
| <b>2</b>     | Count       | 2     | 7                    | 22            | 14           | 7     | 52     |
|              | %           | 3.8%  | 13.5%                | 42.3%         | 26.9%        | 13.5% | 100.0% |
| <b>3</b>     | Count       | 4     | 22                   | 19            | 24           | 4     | 73     |
|              | %           | 5.5%  | 30.1%                | 26.0%         | 32.9%        | 5.5%  | 100.0% |
| <b>4</b>     | Count       | 1     | 10                   | 23            | 12           | 8     | 54     |
|              | %           | 1.9%  | 18.5%                | 42.6%         | 22.2%        | 14.8% | 100.0% |
| <b>Total</b> | Count       | 9     | 47                   | 75            | 57           | 26    | 214    |
|              | %           | 4.2%  | 22.0%                | 35.0%         | 26.6%        | 12.1% | 100.0% |

Table 3.3.10 Require that students gather evidence to answer a critical thinking question

| Quartile | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|----------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b> | Count       | 4     | 13                   | 10            | 6            | 2     | 35     |
|          | %           | 11.4% | 37.1%                | 28.6%         | 17.1%        | 5.7%  | 100.0% |
| <b>2</b> | Count       | 4     | 17                   | 16            | 13           | 2     | 52     |
|          | %           | 7.7%  | 32.7%                | 30.8%         | 25.0%        | 3.8%  | 100.0% |
| <b>3</b> | Count       | 4     | 34                   | 18            | 14           | 3     | 73     |
|          | %           | 5.5%  | 46.6%                | 24.7%         | 19.2%        | 4.1%  | 100.0% |
| <b>4</b> | Count       | 2     | 30                   | 10            | 11           | 3     | 56     |
|          | %           | 3.6%  | 53.6%                | 17.9%         | 19.6%        | 5.4%  | 100.0% |



|              |       |      |       |       |       |      |        |
|--------------|-------|------|-------|-------|-------|------|--------|
| <b>Total</b> | Count | 14   | 94    | 54    | 44    | 10   | 216    |
|              | %     | 6.5% | 43.5% | 25.0% | 20.4% | 4.6% | 100.0% |

*Items 3.4 and 3.5*

Table 3.4 Do students in this focus class engage in social studies inquiry or historical investigation activities?

| Quartile     | Respondents | Yes   | No    | Total  |
|--------------|-------------|-------|-------|--------|
| <b>1</b>     | Count       | 27    | 8     | 35     |
|              | %           | 77.1% | 22.9% | 100.0% |
| <b>2</b>     | Count       | 44    | 8     | 52     |
|              | %           | 84.6% | 15.4% | 100.0% |
| <b>3</b>     | Count       | 59    | 14    | 73     |
|              | %           | 80.8% | 19.2% | 100.0% |
| <b>4</b>     | Count       | 46    | 10    | 56     |
|              | %           | 82.1% | 17.9% | 100.0% |
| <b>Total</b> | Count       | 176   | 40    | 216    |
|              | %           | 81.5% | 18.5% | 100.0% |

*Of the 176 respondents who answered “Yes” to 3.4:*

Table 3.5.1 Gather information from texts

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 4     | 14                   | 4             | 5            | 0     | 27     |
|              | %           | 14.8% | 51.9%                | 14.8%         | 18.5%        | 0.0%  | 100.0% |
| <b>2</b>     | Count       | 12    | 16                   | 10            | 5            | 1     | 44     |
|              | %           | 27.3% | 36.4%                | 22.7%         | 11.4%        | 2.3%  | 100.0% |
| <b>3</b>     | Count       | 18    | 16                   | 15            | 8            | 1     | 58     |
|              | %           | 31.0% | 27.6%                | 25.9%         | 13.8%        | 1.7%  | 100.0% |
| <b>4</b>     | Count       | 8     | 22                   | 12            | 4            | 0     | 46     |
|              | %           | 17.4% | 47.8%                | 26.1%         | 8.7%         | 0.0%  | 100.0% |
| <b>Total</b> | Count       | 42    | 68                   | 41            | 22           | 2     | 175    |
|              | %           | 24.0% | 38.9%                | 23.4%         | 12.6%        | 1.1%  | 100.0% |

Table 3.5.2 Collect data by questioning, interviewing, or conducting surveys

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 0     | 4                    | 2             | 10           | 11    | 27     |
|              | %           | 0.0%  | 14.8%                | 7.4%          | 37.0%        | 40.7% | 100.0% |
| <b>2</b>     | Count       | 2     | 3                    | 4             | 13           | 22    | 44     |
|              | %           | 4.5%  | 6.8%                 | 9.1%          | 29.5%        | 50.0% | 100.0% |
| <b>3</b>     | Count       | 1     | 7                    | 3             | 16           | 31    | 58     |
|              | %           | 1.7%  | 12.1%                | 5.2%          | 27.6%        | 53.4% | 100.0% |
| <b>4</b>     | Count       | 0     | 6                    | 5             | 13           | 22    | 46     |
|              | %           | 0.0%  | 13.0%                | 10.9%         | 28.3%        | 47.8% | 100.0% |
| <b>Total</b> | Count       | 3     | 20                   | 14            | 52           | 86    | 175    |

|  |   |      |       |      |       |       |        |
|--|---|------|-------|------|-------|-------|--------|
|  | % | 1.7% | 11.4% | 8.0% | 29.7% | 49.1% | 100.0% |
|--|---|------|-------|------|-------|-------|--------|

Table 3.5.3 Organize information using models, charts, graphs, exhibits, and/or maps

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 2     | 8                    | 9             | 5            | 3     | 27     |
|              | %           | 7.4%  | 29.6%                | 33.3%         | 18.5%        | 11.1% | 100.0% |
| <b>2</b>     | Count       | 0     | 10                   | 19            | 12           | 3     | 44     |
|              | %           | 0.0%  | 22.7%                | 43.2%         | 27.3%        | 6.8%  | 100.0% |
| <b>3</b>     | Count       | 3     | 17                   | 17            | 18           | 3     | 58     |
|              | %           | 5.2%  | 29.3%                | 29.3%         | 31.0%        | 5.2%  | 100.0% |
| <b>4</b>     | Count       | 4     | 14                   | 8             | 18           | 2     | 46     |
|              | %           | 8.7%  | 30.4%                | 17.4%         | 39.1%        | 4.3%  | 100.0% |
| <b>Total</b> | Count       | 9     | 49                   | 53            | 53           | 11    | 175    |
|              | %           | 5.1%  | 28.0%                | 30.3%         | 30.3%        | 6.3%  | 100.0% |

Table 3.5.4 Make predictions and/or generate hypotheses

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 3     | 8                    | 7             | 9            | 0     | 27     |
|              | %           | 11.1% | 29.6%                | 25.9%         | 33.3%        | 0.0%  | 100.0% |
| <b>2</b>     | Count       | 3     | 12                   | 15            | 11           | 3     | 44     |
|              | %           | 6.8%  | 27.3%                | 34.1%         | 25.0%        | 6.8%  | 100.0% |
| <b>3</b>     | Count       | 6     | 14                   | 17            | 18           | 3     | 58     |
|              | %           | 10.3% | 24.1%                | 29.3%         | 31.0%        | 5.2%  | 100.0% |
| <b>4</b>     | Count       | 1     | 12                   | 20            | 9            | 4     | 46     |
|              | %           | 2.2%  | 26.1%                | 43.5%         | 19.6%        | 8.7%  | 100.0% |
| <b>Total</b> | Count       | 13    | 46                   | 59            | 47           | 10    | 175    |
|              | %           | 7.4%  | 26.3%                | 33.7%         | 26.9%        | 5.7%  | 100.0% |

Table 3.5.5 Analyze and interpret data

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 3     | 9                    | 11            | 4            | 0     | 27     |
|              | %           | 11.1% | 33.3%                | 40.7%         | 14.8%        | 0.0%  | 100.0% |
| <b>2</b>     | Count       | 4     | 19                   | 13            | 7            | 1     | 44     |
|              | %           | 9.1%  | 43.2%                | 29.5%         | 15.9%        | 2.3%  | 100.0% |
| <b>3</b>     | Count       | 9     | 22                   | 16            | 10           | 1     | 58     |
|              | %           | 15.5% | 37.9%                | 27.6%         | 17.2%        | 1.7%  | 100.0% |
| <b>4</b>     | Count       | 5     | 16                   | 17            | 7            | 1     | 46     |
|              | %           | 10.9% | 34.8%                | 37.0%         | 15.2%        | 2.2%  | 100.0% |
| <b>Total</b> | Count       | 21    | 66                   | 57            | 28           | 3     | 175    |
|              | %           | 12.0% | 37.7%                | 32.6%         | 16.0%        | 1.7%  | 100.0% |

Table 3.5.6 Cite sources of information

| Quartile | Respondents | Daily | A few | Once per | Once a | Never | Total |
|----------|-------------|-------|-------|----------|--------|-------|-------|
|----------|-------------|-------|-------|----------|--------|-------|-------|

|              |       |      | <b>times per week</b> | <b>week</b> | <b>month</b> |      |        |
|--------------|-------|------|-----------------------|-------------|--------------|------|--------|
| <b>1</b>     | Count | 1    | 12                    | 6           | 8            | 0    | 27     |
|              | %     | 3.7% | 44.4%                 | 22.2%       | 29.6%        | 0.0% | 100.0% |
| <b>2</b>     | Count | 3    | 14                    | 10          | 15           | 2    | 44     |
|              | %     | 6.8% | 31.8%                 | 22.7%       | 34.1%        | 4.5% | 100.0% |
| <b>3</b>     | Count | 3    | 20                    | 17          | 14           | 4    | 58     |
|              | %     | 5.2% | 34.5%                 | 29.3%       | 24.1%        | 6.9% | 100.0% |
| <b>4</b>     | Count | 3    | 13                    | 13          | 13           | 4    | 46     |
|              | %     | 6.5% | 28.3%                 | 28.3%       | 28.3%        | 8.7% | 100.0% |
| <b>Total</b> | Count | 10   | 59                    | 46          | 50           | 10   | 175    |
|              | %     | 5.7% | 33.7%                 | 26.3%       | 28.6%        | 5.7% | 100.0% |

Table 3.5.7 Develop a research plan to investigate questions

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 0            | 4                           | 2                    | 17                  | 4            | 27           |
|                 | %                  | 0.0%         | 14.8%                       | 7.4%                 | 63.0%               | 14.8%        | 100.0%       |
| <b>2</b>        | Count              | 0            | 4                           | 5                    | 16                  | 19           | 44           |
|                 | %                  | 0.0%         | 9.1%                        | 11.4%                | 36.4%               | 43.2%        | 100.0%       |
| <b>3</b>        | Count              | 0            | 8                           | 8                    | 21                  | 21           | 58           |
|                 | %                  | 0.0%         | 13.8%                       | 13.8%                | 36.2%               | 36.2%        | 100.0%       |
| <b>4</b>        | Count              | 1            | 7                           | 7                    | 15                  | 16           | 46           |
|                 | %                  | 2.2%         | 15.2%                       | 15.2%                | 32.6%               | 34.8%        | 100.0%       |
| <b>Total</b>    | Count              | 1            | 23                          | 22                   | 69                  | 60           | 175          |
|                 | %                  | .6%          | 13.1%                       | 12.6%                | 39.4%               | 34.3%        | 100.0%       |

Items 3.6 and 3.7

Table 3.6 Do you hold whole class discussions in this focus class?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
| <b>1</b>        | Count              | 32         | 3         | 35           |
|                 | %                  | 91.4%      | 8.6%      | 100.0%       |
| <b>2</b>        | Count              | 47         | 5         | 52           |
|                 | %                  | 90.4%      | 9.6%      | 100.0%       |
| <b>3</b>        | Count              | 67         | 5         | 72           |
|                 | %                  | 93.1%      | 6.9%      | 100.0%       |
| <b>4</b>        | Count              | 50         | 6         | 56           |
|                 | %                  | 89.3%      | 10.7%     | 100.0%       |
| <b>Total</b>    | Count              | 196        | 19        | 215          |
|                 | %                  | 91.2%      | 8.8%      | 100.0%       |

Of the 196 respondents who answered "Yes" to 3.6:

3.7.1 Do you plan the questions you will use to lead discussions?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
|-----------------|--------------------|------------|-----------|--------------|

|              |       |       |       |        |
|--------------|-------|-------|-------|--------|
| <b>1</b>     | Count | 28    | 4     | 32     |
|              | %     | 87.5% | 12.5% | 100.0% |
| <b>2</b>     | Count | 41    | 6     | 47     |
|              | %     | 87.2% | 12.8% | 100.0% |
| <b>3</b>     | Count | 60    | 7     | 67     |
|              | %     | 89.6% | 10.4% | 100.0% |
| <b>4</b>     | Count | 46    | 3     | 49     |
|              | %     | 93.9% | 6.1%  | 100.0% |
| <b>Total</b> | Count | 175   | 20    | 195    |
|              | %     | 89.7% | 10.3% | 100.0% |

Table 3.7.2 Do you have a system to keep track of who is participating in the whole class discussion?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
| <b>1</b>        | Count              | 24         | 8         | 32           |
|                 | %                  | 75.0%      | 25.0%     | 100.0%       |
| <b>2</b>        | Count              | 34         | 13        | 47           |
|                 | %                  | 72.3%      | 27.7%     | 100.0%       |
| <b>3</b>        | Count              | 49         | 18        | 67           |
|                 | %                  | 73.1%      | 26.9%     | 100.0%       |
| <b>4</b>        | Count              | 38         | 11        | 49           |
|                 | %                  | 77.6%      | 22.4%     | 100.0%       |
| <b>Total</b>    | Count              | 145        | 50        | 195          |
|                 | %                  | 74.4%      | 25.6%     | 100.0%       |

Table 3.7.3 Are students evaluated on their participation?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
| <b>1</b>        | Count              | 20         | 12        | 32           |
|                 | %                  | 62.5%      | 37.5%     | 100.0%       |
| <b>2</b>        | Count              | 32         | 15        | 47           |
|                 | %                  | 68.1%      | 31.9%     | 100.0%       |
| <b>3</b>        | Count              | 44         | 22        | 66           |
|                 | %                  | 66.7%      | 33.3%     | 100.0%       |
| <b>4</b>        | Count              | 34         | 16        | 50           |
|                 | %                  | 68.0%      | 32.0%     | 100.0%       |
| <b>Total</b>    | Count              | 130        | 65        | 195          |
|                 | %                  | 66.7%      | 33.3%     | 100.0%       |

Table 3.7.4 Are students evaluated on their use of evidence during the discussion?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
| <b>1</b>        | Count              | 16         | 16        | 32           |
|                 | %                  | 50.0%      | 50.0%     | 100.0%       |
| <b>2</b>        | Count              | 29         | 18        | 47           |
|                 | %                  | 61.7%      | 38.3%     | 100.0%       |
| <b>3</b>        | Count              | 39         | 28        | 67           |

|              |       |       |       |        |
|--------------|-------|-------|-------|--------|
|              | %     | 58.2% | 41.8% | 100.0% |
| <b>4</b>     | Count | 34    | 16    | 50     |
|              | %     | 68.0% | 32.0% | 100.0% |
| <b>Total</b> | Count | 118   | 78    | 196    |
|              | %     | 60.2% | 39.8% | 100.0% |

Table 3.7.5 Is there a central question/issue that the class is exploring when you are leading discussions?

| Quartile     | Respondents | Yes   | No    | Total  |
|--------------|-------------|-------|-------|--------|
| <b>1</b>     | Count       | 28    | 4     | 32     |
|              | %           | 87.5% | 12.5% | 100.0% |
| <b>2</b>     | Count       | 44    | 3     | 47     |
|              | %           | 93.6% | 6.4%  | 100.0% |
| <b>3</b>     | Count       | 66    | 1     | 67     |
|              | %           | 98.5% | 1.5%  | 100.0% |
| <b>4</b>     | Count       | 47    | 3     | 50     |
|              | %           | 94.0% | 6.0%  | 100.0% |
| <b>Total</b> | Count       | 185   | 11    | 196    |
|              | %           | 94.4% | 5.6%  | 100.0% |

Table 3.7.6 Do students read material in preparation for the discussion?

| Quartile     | Respondents | Yes    | No    | Total  |
|--------------|-------------|--------|-------|--------|
| <b>1</b>     | Count       | 30     | 2     | 32     |
|              | %           | 93.8%  | 6.3%  | 100.0% |
| <b>2</b>     | Count       | 47     | 0     | 47     |
|              | %           | 100.0% | 0.0%  | 100.0% |
| <b>3</b>     | Count       | 62     | 5     | 67     |
|              | %           | 92.5%  | 7.5%  | 100.0% |
| <b>4</b>     | Count       | 44     | 6     | 50     |
|              | %           | 88.0%  | 12.0% | 100.0% |
| <b>Total</b> | Count       | 183    | 13    | 196    |
|              | %           | 93.4%  | 6.6%  | 100.0% |

Table 3.7.7 Do students complete a graphic organizer to collect main ideas on a topic?

| Quartile     |       | Yes   | No    | Total  |
|--------------|-------|-------|-------|--------|
| <b>1</b>     | Count | 21    | 11    | 32     |
|              | %     | 65.6% | 34.4% | 100.0% |
| <b>2</b>     | Count | 29    | 18    | 47     |
|              | %     | 61.7% | 38.3% | 100.0% |
| <b>3</b>     | Count | 54    | 13    | 67     |
|              | %     | 80.6% | 19.4% | 100.0% |
| <b>4</b>     | Count | 40    | 10    | 50     |
|              | %     | 80.0% | 20.0% | 100.0% |
| <b>Total</b> | Count | 144   | 52    | 196    |
|              | %     | 73.5% | 26.5% | 100.0% |

Table 3.7.8 Are students assigned one side of an issue to represent?

| Quartile     | Respondents | Yes   | No    | Total  |
|--------------|-------------|-------|-------|--------|
| <b>1</b>     | Count       | 16    | 16    | 32     |
|              | %           | 50.0% | 50.0% | 100.0% |
| <b>2</b>     | Count       | 18    | 29    | 47     |
|              | %           | 38.3% | 61.7% | 100.0% |
| <b>3</b>     | Count       | 25    | 42    | 67     |
|              | %           | 37.3% | 62.7% | 100.0% |
| <b>4</b>     | Count       | 24    | 26    | 50     |
|              | %           | 48.0% | 52.0% | 100.0% |
| <b>Total</b> | Count       | 83    | 113   | 196    |
|              | %           | 42.3% | 57.7% | 100.0% |

Table 3.7.9 Do they create visuals i.e. a poster or PowerPoint to represent the issue to the class?

| Quartile     | Respondents | Yes   | No    | Total  |
|--------------|-------------|-------|-------|--------|
| <b>1</b>     | Count       | 14    | 18    | 32     |
|              | %           | 43.8% | 56.3% | 100.0% |
| <b>2</b>     | Count       | 23    | 24    | 47     |
|              | %           | 48.9% | 51.1% | 100.0% |
| <b>3</b>     | Count       | 33    | 34    | 67     |
|              | %           | 49.3% | 50.7% | 100.0% |
| <b>4</b>     | Count       | 30    | 20    | 50     |
|              | %           | 60.0% | 40.0% | 100.0% |
| <b>Total</b> | Count       | 100   | 96    | 196    |
|              | %           | 51.0% | 49.0% | 100.0% |

Table 3.7.10 Do you engage students in discussion on their answers to reading comprehension questions?

| Quartile     | Respondents | Yes   | No    | Total  |
|--------------|-------------|-------|-------|--------|
| <b>1</b>     | Count       | 31    | 1     | 32     |
|              | %           | 96.9% | 3.1%  | 100.0% |
| <b>2</b>     | Count       | 39    | 8     | 47     |
|              | %           | 83.0% | 17.0% | 100.0% |
| <b>3</b>     | Count       | 62    | 5     | 67     |
|              | %           | 92.5% | 7.5%  | 100.0% |
| <b>4</b>     | Count       | 47    | 3     | 50     |
|              | %           | 94.0% | 6.0%  | 100.0% |
| <b>Total</b> | Count       | 179   | 17    | 196    |
|              | %           | 91.3% | 8.7%  | 100.0% |

Table 3.7.11 Do you engage students in whole class discussion on their answers to a critical thinking question?

| Quartile | Respondents | Yes   | No   | Total  |
|----------|-------------|-------|------|--------|
| <b>1</b> | Count       | 31    | 1    | 32     |
|          | %           | 96.9% | 3.1% | 100.0% |

|              |       |        |      |        |
|--------------|-------|--------|------|--------|
| <b>2</b>     | Count | 46     | 1    | 47     |
|              | %     | 97.9%  | 2.1% | 100.0% |
| <b>3</b>     | Count | 67     | 0    | 67     |
|              | %     | 100.0% | 0.0% | 100.0% |
| <b>4</b>     | Count | 49     | 1    | 50     |
|              | %     | 98.0%  | 2.0% | 100.0% |
| <b>Total</b> | Count | 193    | 3    | 196    |
|              | %     | 98.5%  | 1.5% | 100.0% |

*Items 3.8 and 3.9*

Table 3.8 Do students work in pairs or small groups in this focus class?

| <b>Quartile</b> | <b>Respondents</b> | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-----------------|--------------------|------------|-----------|--------------|
| <b>1</b>        | Count              | 32         | 3         | 35           |
|                 | %                  | 91.4%      | 8.6%      | 100.0%       |
| <b>2</b>        | Count              | 45         | 6         | 51           |
|                 | %                  | 88.2%      | 11.8%     | 100.0%       |
| <b>3</b>        | Count              | 68         | 4         | 72           |
|                 | %                  | 94.4%      | 5.6%      | 100.0%       |
| <b>4</b>        | Count              | 53         | 3         | 56           |
|                 | %                  | 94.6%      | 5.4%      | 100.0%       |
| <b>Total</b>    | Count              | 198        | 16        | 214          |
|                 | %                  | 92.5%      | 7.5%      | 100.0%       |

*Of the 198 respondents who answered “Yes”:*

Table 3.9.1 Consider solutions to issues that require novel or non-formulaic thinking

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 4            | 7                           | 12                   | 4                   | 4            | 31           |
|                 | %                  | 12.9%        | 22.6%                       | 38.7%                | 12.9%               | 12.9%        | 100.0%       |
| <b>2</b>        | Count              | 3            | 10                          | 18                   | 9                   | 4            | 44           |
|                 | %                  | 6.8%         | 22.7%                       | 40.9%                | 20.5%               | 9.1%         | 100.0%       |
| <b>3</b>        | Count              | 1            | 15                          | 14                   | 25                  | 13           | 68           |
|                 | %                  | 1.5%         | 22.1%                       | 20.6%                | 36.8%               | 19.1%        | 100.0%       |
| <b>4</b>        | Count              | 3            | 10                          | 12                   | 19                  | 8            | 52           |
|                 | %                  | 5.8%         | 19.2%                       | 23.1%                | 36.5%               | 15.4%        | 100.0%       |
| <b>Total</b>    | Count              | 11           | 42                          | 56                   | 57                  | 29           | 195          |
|                 | %                  | 5.6%         | 21.5%                       | 28.7%                | 29.2%               | 14.9%        | 100.0%       |

Table 3.9.2 Apply social studies concepts to real-world problems or situations

| <b>Quartile</b> | <b>Respondents</b> | <b>Daily</b> | <b>A few times per week</b> | <b>Once per week</b> | <b>Once a month</b> | <b>Never</b> | <b>Total</b> |
|-----------------|--------------------|--------------|-----------------------------|----------------------|---------------------|--------------|--------------|
| <b>1</b>        | Count              | 4            | 9                           | 12                   | 3                   | 4            | 32           |

|              |       |       |       |       |       |       |        |
|--------------|-------|-------|-------|-------|-------|-------|--------|
|              | %     | 12.5% | 28.1% | 37.5% | 9.4%  | 12.5% | 100.0% |
| <b>2</b>     | Count | 6     | 13    | 8     | 14    | 3     | 44     |
|              | %     | 13.6% | 29.5% | 18.2% | 31.8% | 6.8%  | 100.0% |
| <b>3</b>     | Count | 6     | 19    | 19    | 21    | 2     | 67     |
|              | %     | 9.0%  | 28.4% | 28.4% | 31.3% | 3.0%  | 100.0% |
| <b>4</b>     | Count | 7     | 12    | 19    | 13    | 1     | 52     |
|              | %     | 13.5% | 23.1% | 36.5% | 25.0% | 1.9%  | 100.0% |
| <b>Total</b> | Count | 23    | 53    | 58    | 51    | 10    | 195    |
|              | %     | 11.8% | 27.2% | 29.7% | 26.2% | 5.1%  | 100.0% |

Table 3.9.3 Explain their reasoning or thinking in solving a problem using several sentences orally or in writing

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 6     | 16                   | 8             | 1            | 1     | 32     |
|              | %           | 18.8% | 50.0%                | 25.0%         | 3.1%         | 3.1%  | 100.0% |
| <b>2</b>     | Count       | 10    | 16                   | 12            | 6            | 0     | 44     |
|              | %           | 22.7% | 36.4%                | 27.3%         | 13.6%        | 0.0%  | 100.0% |
| <b>3</b>     | Count       | 8     | 25                   | 19            | 14           | 2     | 68     |
|              | %           | 11.8% | 36.8%                | 27.9%         | 20.6%        | 2.9%  | 100.0% |
| <b>4</b>     | Count       | 8     | 17                   | 17            | 8            | 1     | 51     |
|              | %           | 15.7% | 33.3%                | 33.3%         | 15.7%        | 2.0%  | 100.0% |
| <b>Total</b> | Count       | 32    | 74                   | 56            | 29           | 4     | 195    |
|              | %           | 16.4% | 37.9%                | 28.7%         | 14.9%        | 2.1%  | 100.0% |

Table 3.9.4 Make predictions and/or generate hypotheses

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 3     | 11                   | 10            | 6            | 2     | 32     |
|              | %           | 9.4%  | 34.4%                | 31.3%         | 18.8%        | 6.3%  | 100.0% |
| <b>2</b>     | Count       | 4     | 11                   | 16            | 12           | 1     | 44     |
|              | %           | 9.1%  | 25.0%                | 36.4%         | 27.3%        | 2.3%  | 100.0% |
| <b>3</b>     | Count       | 8     | 22                   | 16            | 19           | 3     | 68     |
|              | %           | 11.8% | 32.4%                | 23.5%         | 27.9%        | 4.4%  | 100.0% |
| <b>4</b>     | Count       | 2     | 15                   | 17            | 12           | 6     | 52     |
|              | %           | 3.8%  | 28.8%                | 32.7%         | 23.1%        | 11.5% | 100.0% |
| <b>Total</b> | Count       | 17    | 59                   | 59            | 49           | 12    | 196    |
|              | %           | 8.7%  | 30.1%                | 30.1%         | 25.0%        | 6.1%  | 100.0% |

Table 3.9.5 Analyze data to make inferences or draw conclusions

| Quartile | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|----------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b> | Count       | 4     | 13                   | 8             | 6            | 1     | 32     |
|          | %           | 12.5% | 40.6%                | 25.0%         | 18.8%        | 3.1%  | 100.0% |
| <b>2</b> | Count       | 4     | 17                   | 18            | 5            | 0     | 44     |
|          | %           | 9.1%  | 38.6%                | 40.9%         | 11.4%        | 0.0%  | 100.0% |



|              |       |       |       |       |       |      |        |
|--------------|-------|-------|-------|-------|-------|------|--------|
| <b>3</b>     | Count | 10    | 21    | 21    | 15    | 1    | 68     |
|              | %     | 14.7% | 30.9% | 30.9% | 22.1% | 1.5% | 100.0% |
| <b>4</b>     | Count | 4     | 19    | 20    | 8     | 1    | 52     |
|              | %     | 7.7%  | 36.5% | 38.5% | 15.4% | 1.9% | 100.0% |
| <b>Total</b> | Count | 22    | 70    | 67    | 34    | 3    | 196    |
|              | %     | 11.2% | 35.7% | 34.2% | 17.3% | 1.5% | 100.0% |

Table 3.9.6 Assess the accuracy, credibility, and/or relevance of text that they are reading

| Quartile     | Respondents | Daily | A few times per week | Once per week | Once a month | Never | Total  |
|--------------|-------------|-------|----------------------|---------------|--------------|-------|--------|
| <b>1</b>     | Count       | 2     | 11                   | 6             | 10           | 3     | 32     |
|              | %           | 6.3%  | 34.4%                | 18.8%         | 31.3%        | 9.4%  | 100.0% |
| <b>2</b>     | Count       | 3     | 9                    | 14            | 15           | 3     | 44     |
|              | %           | 6.8%  | 20.5%                | 31.8%         | 34.1%        | 6.8%  | 100.0% |
| <b>3</b>     | Count       | 2     | 19                   | 15            | 26           | 6     | 68     |
|              | %           | 2.9%  | 27.9%                | 22.1%         | 38.2%        | 8.8%  | 100.0% |
| <b>4</b>     | Count       | 2     | 14                   | 15            | 13           | 8     | 52     |
|              | %           | 3.8%  | 26.9%                | 28.8%         | 25.0%        | 15.4% | 100.0% |
| <b>Total</b> | Count       | 9     | 53                   | 50            | 64           | 20    | 196    |
|              | %           | 4.6%  | 27.0%                | 25.5%         | 32.7%        | 10.2% | 100.0% |

*Item 3.12*

Table 3.12.1 Write three or more paragraphs to support an argument with evidence

| Quartile     | Respondents | Weekly | 2-3 times per month | Monthly | Never | Total  |
|--------------|-------------|--------|---------------------|---------|-------|--------|
| <b>1</b>     | Count       | 6      | 8                   | 17      | 4     | 35     |
|              | %           | 17.1%  | 22.9%               | 48.6%   | 11.4% | 100.0% |
| <b>2</b>     | Count       | 4      | 17                  | 26      | 4     | 51     |
|              | %           | 7.8%   | 33.3%               | 51.0%   | 7.8%  | 100.0% |
| <b>3</b>     | Count       | 13     | 25                  | 29      | 5     | 72     |
|              | %           | 18.1%  | 34.7%               | 40.3%   | 6.9%  | 100.0% |
| <b>4</b>     | Count       | 6      | 20                  | 23      | 6     | 55     |
|              | %           | 10.9%  | 36.4%               | 41.8%   | 10.9% | 100.0% |
| <b>Total</b> | Count       | 29     | 70                  | 95      | 19    | 213    |
|              | %           | 13.6%  | 32.9%               | 44.6%   | 8.9%  | 100.0% |

Table 3.12.2 Make a formal presentation to the rest of the class

| Quartile | Respondents | Weekly | 2-3 times per month | Monthly | Never | Total  |
|----------|-------------|--------|---------------------|---------|-------|--------|
| <b>1</b> | Count       | 1      | 2                   | 23      | 9     | 35     |
|          | %           | 2.9%   | 5.7%                | 65.7%   | 25.7% | 100.0% |
| <b>2</b> | Count       | 2      | 5                   | 24      | 20    | 51     |
|          | %           | 3.9%   | 9.8%                | 47.1%   | 39.2% | 100.0% |
| <b>3</b> | Count       | 2      | 12                  | 35      | 23    | 72     |

|              |       |      |       |       |       |        |
|--------------|-------|------|-------|-------|-------|--------|
|              | %     | 2.8% | 16.7% | 48.6% | 31.9% | 100.0% |
| <b>4</b>     | Count | 1    | 2     | 31    | 20    | 54     |
|              | %     | 1.9% | 3.7%  | 57.4% | 37.0% | 100.0% |
| <b>Total</b> | Count | 6    | 21    | 113   | 72    | 212    |
|              | %     | 2.8% | 9.9%  | 53.3% | 34.0% | 100.0% |

Table 3.12.3 Submit more than one draft of a written assignment

| Quartile     | Respondents | Weekly | 2-3 times per month | Monthly | Never | Total  |
|--------------|-------------|--------|---------------------|---------|-------|--------|
| <b>1</b>     | Count       | 0      | 4                   | 14      | 16    | 34     |
|              | %           | 0.0%   | 11.8%               | 41.2%   | 47.1% | 100.0% |
| <b>2</b>     | Count       | 1      | 5                   | 28      | 17    | 51     |
|              | %           | 2.0%   | 9.8%                | 54.9%   | 33.3% | 100.0% |
| <b>3</b>     | Count       | 3      | 10                  | 29      | 30    | 72     |
|              | %           | 4.2%   | 13.9%               | 40.3%   | 41.7% | 100.0% |
| <b>4</b>     | Count       | 2      | 10                  | 27      | 16    | 55     |
|              | %           | 3.6%   | 18.2%               | 49.1%   | 29.1% | 100.0% |
| <b>Total</b> | Count       | 6      | 29                  | 98      | 79    | 212    |
|              | %           | 2.8%   | 13.7%               | 46.2%   | 37.3% | 100.0% |

Table 3.12.4 Complete a research project

| Quartile     | Respondents | Weekly | 2-3 times per month | Monthly | Never | Total  |
|--------------|-------------|--------|---------------------|---------|-------|--------|
| <b>1</b>     | Count       | 1      | 1                   | 21      | 12    | 35     |
|              | %           | 2.9%   | 2.9%                | 60.0%   | 34.3% | 100.0% |
| <b>2</b>     | Count       | 0      | 3                   | 25      | 23    | 51     |
|              | %           | 0.0%   | 5.9%                | 49.0%   | 45.1% | 100.0% |
| <b>3</b>     | Count       | 0      | 3                   | 37      | 32    | 72     |
|              | %           | 0.0%   | 4.2%                | 51.4%   | 44.4% | 100.0% |
| <b>4</b>     | Count       | 0      | 2                   | 27      | 24    | 53     |
|              | %           | 0.0%   | 3.8%                | 50.9%   | 45.3% | 100.0% |
| <b>Total</b> | Count       | 1      | 9                   | 110     | 91    | 211    |
|              | %           | .5%    | 4.3%                | 52.1%   | 43.1% | 100.0% |

Table 3.12.5 Take a multiple-choice exam

| Quartile     | Respondents | Weekly | 2-3 times per month | Monthly | Never | Total  |
|--------------|-------------|--------|---------------------|---------|-------|--------|
| <b>1</b>     | Count       | 4      | 10                  | 16      | 5     | 35     |
|              | %           | 11.4%  | 28.6%               | 45.7%   | 14.3% | 100.0% |
| <b>2</b>     | Count       | 6      | 18                  | 16      | 11    | 51     |
|              | %           | 11.8%  | 35.3%               | 31.4%   | 21.6% | 100.0% |
| <b>3</b>     | Count       | 6      | 27                  | 30      | 9     | 72     |
|              | %           | 8.3%   | 37.5%               | 41.7%   | 12.5% | 100.0% |
| <b>4</b>     | Count       | 5      | 18                  | 24      | 8     | 55     |
|              | %           | 9.1%   | 32.7%               | 43.6%   | 14.5% | 100.0% |
| <b>Total</b> | Count       | 21     | 73                  | 86      | 33    | 213    |

|  |   |      |       |       |       |        |
|--|---|------|-------|-------|-------|--------|
|  | % | 9.9% | 34.3% | 40.4% | 15.5% | 100.0% |
|--|---|------|-------|-------|-------|--------|

**Research Question 2--What conditions do teachers report as affordances and obstacles in engaging in these practices? Do these conditions differ in high and low SES schools?**

*Item 4.1<sup>1</sup>*

Table 4.1.1 sufficient access to appropriate instructional materials

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 2                 | 3        | 16    | 13             | 34     |
|              | %           | 5.9%              | 8.8%     | 47.1% | 38.2%          | 100.0% |
| <b>2</b>     | Count       | 4                 | 10       | 21    | 16             | 51     |
|              | %           | 7.8%              | 19.6%    | 41.2% | 31.4%          | 100.0% |
| <b>3</b>     | Count       | 2                 | 12       | 40    | 17             | 71     |
|              | %           | 2.8%              | 16.9%    | 56.3% | 23.9%          | 100.0% |
| <b>4</b>     | Count       | 5                 | 13       | 22    | 12             | 52     |
|              | %           | 9.6%              | 25.0%    | 42.3% | 23.1%          | 100.0% |
| <b>Total</b> | Count       | 13                | 38       | 99    | 58             | 208    |
|              | %           | 6.3%              | 18.3%    | 47.6% | 27.9%          | 100.0% |

Table 4.1.2 Sufficient access to office equipment and supplies such as copy machines, paper, etc.

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 1                 | 4        | 11    | 18             | 34     |
|              | %           | 2.9%              | 11.8%    | 32.4% | 52.9%          | 100.0% |
| <b>2</b>     | Count       | 4                 | 5        | 23    | 19             | 51     |
|              | %           | 7.8%              | 9.8%     | 45.1% | 37.3%          | 100.0% |
| <b>3</b>     | Count       | 3                 | 11       | 34    | 23             | 71     |
|              | %           | 4.2%              | 15.5%    | 47.9% | 32.4%          | 100.0% |
| <b>4</b>     | Count       | 4                 | 7        | 25    | 18             | 54     |
|              | %           | 7.4%              | 13.0%    | 46.3% | 33.3%          | 100.0% |
| <b>Total</b> | Count       | 12                | 27       | 93    | 78             | 210    |
|              | %           | 5.7%              | 12.9%    | 44.3% | 37.1%          | 100.0% |

Table 4.1.3 Sufficient number of computers/laptops for all students to do work\*

| Quartile | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|----------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b> | Count       | 10                | 6        | 12    | 6              | 34     |
|          | %           | 29.4%             | 17.6%    | 35.3% | 17.6%          | 100.0% |
| <b>2</b> | Count       | 19                | 16       | 6     | 9              | 50     |
|          | %           | 38.0%             | 32.0%    | 12.0% | 18.0%          | 100.0% |
| <b>3</b> | Count       | 15                | 29       | 21    | 5              | 70     |
|          | %           | 21.4%             | 41.4%    | 30.0% | 7.1%           | 100.0% |
| <b>4</b> | Count       | 15                | 14       | 14    | 11             | 54     |
|          | %           | 27.8%             | 25.9%    | 25.9% | 20.4%          | 100.0% |

<sup>1</sup> I removed the “Don’t Know” responses in order to run Chi-Square tests for these items.

|              |       |       |       |       |       |        |
|--------------|-------|-------|-------|-------|-------|--------|
| <b>Total</b> | Count | 59    | 65    | 53    | 31    | 208    |
|              | %     | 28.4% | 31.3% | 25.5% | 14.9% | 100.0% |

\*significant at alpha=.05

|                    |                     |    |                       |
|--------------------|---------------------|----|-----------------------|
|                    | Value               | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 17.498 <sup>a</sup> | 9  | .041                  |
| N of Valid Cases   | 208                 |    |                       |

a. 0 cells (0.0%) have expected count less than 5.

Table 4.1.4 Time to work with colleagues to develop these types of activities\*

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 7                 | 5        | 22    | 0              | 34     |
|              | %           | 20.6%             | 14.7%    | 64.7% | 0.0%           | 100.0% |
| <b>2</b>     | Count       | 9                 | 13       | 20    | 9              | 51     |
|              | %           | 17.6%             | 25.5%    | 39.2% | 17.6%          | 100.0% |
| <b>3</b>     | Count       | 16                | 25       | 24    | 5              | 70     |
|              | %           | 22.9%             | 35.7%    | 34.3% | 7.1%           | 100.0% |
| <b>4</b>     | Count       | 8                 | 21       | 19    | 6              | 54     |
|              | %           | 14.8%             | 38.9%    | 35.2% | 11.1%          | 100.0% |
| <b>Total</b> | Count       | 40                | 64       | 85    | 20             | 209    |
|              | %           | 19.1%             | 30.6%    | 40.7% | 9.6%           | 100.0% |

\*significant at alpha=.05

|                    |                     |    |                       |
|--------------------|---------------------|----|-----------------------|
|                    | Value               | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 19.432 <sup>a</sup> | 9  | .022                  |
| N of Valid Cases   | 209                 |    |                       |

a. 2 cells (12.5%) have expected count less than 5.

Table 4.1.5 Sufficient non-instructional time to plan these types of activities

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 8                 | 11       | 13    | 2              | 34     |
|              | %           | 23.5%             | 32.4%    | 38.2% | 5.9%           | 100.0% |
| <b>2</b>     | Count       | 11                | 21       | 12    | 4              | 48     |
|              | %           | 22.9%             | 43.8%    | 25.0% | 8.3%           | 100.0% |
| <b>3</b>     | Count       | 16                | 34       | 18    | 3              | 71     |
|              | %           | 22.5%             | 47.9%    | 25.4% | 4.2%           | 100.0% |
| <b>4</b>     | Count       | 11                | 26       | 12    | 5              | 54     |
|              | %           | 20.4%             | 48.1%    | 22.2% | 9.3%           | 100.0% |
| <b>Total</b> | Count       | 46                | 92       | 55    | 14             | 207    |
|              | %           | 22.2%             | 44.4%    | 26.6% | 6.8%           | 100.0% |

Table 4.1.6 Opportunities for teachers to work in content-alike groups to develop and align instructional strategies

| Quartile | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|----------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b> | Count       | 17.6%             | 20.6%    | 55.9% | 5.9%           | 100.0% |
|          | %           | 7                 | 11       | 22    | 11             | 51     |

|              |       |       |       |       |       |        |
|--------------|-------|-------|-------|-------|-------|--------|
| <b>2</b>     | Count | 13.7% | 21.6% | 43.1% | 21.6% | 100.0% |
|              | %     | 9     | 18    | 40    | 4     | 71     |
| <b>3</b>     | Count | 12.7% | 25.4% | 56.3% | 5.6%  | 100.0% |
|              | %     | 3     | 13    | 28    | 9     | 53     |
| <b>4</b>     | Count | 5.7%  | 24.5% | 52.8% | 17.0% | 100.0% |
|              | %     | 25    | 49    | 109   | 26    | 209    |
| <b>Total</b> | Count | 12.0% | 23.4% | 52.2% | 12.4% | 100.0% |
|              | %     | 17.6% | 20.6% | 55.9% | 5.9%  | 100.0% |

Table 4.1.7 Support is provided to improve instructional practices

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 5                 | 7        | 14    | 7              | 33     |
|              | %           | 15.2%             | 21.2%    | 42.4% | 21.2%          | 100.0% |
| <b>2</b>     | Count       | 4                 | 16       | 24    | 7              | 51     |
|              | %           | 7.8%              | 31.4%    | 47.1% | 13.7%          | 100.0% |
| <b>3</b>     | Count       | 3                 | 20       | 38    | 8              | 69     |
|              | %           | 4.3%              | 29.0%    | 55.1% | 11.6%          | 100.0% |
| <b>4</b>     | Count       | 3                 | 14       | 29    | 7              | 53     |
|              | %           | 5.7%              | 26.4%    | 54.7% | 13.2%          | 100.0% |
| <b>Total</b> | Count       | 15                | 57       | 105   | 29             | 206    |
|              | %           | 7.3%              | 27.7%    | 51.0% | 14.1%          | 100.0% |

Table 4.1.8 Encouragement is given to teachers to try new things to improve instruction

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 2                 | 4        | 22    | 6              | 34     |
|              | %           | 5.9%              | 11.8%    | 64.7% | 17.6%          | 100.0% |
| <b>2</b>     | Count       | 4                 | 10       | 21    | 15             | 50     |
|              | %           | 8.0%              | 20.0%    | 42.0% | 30.0%          | 100.0% |
| <b>3</b>     | Count       | 1                 | 9        | 40    | 20             | 70     |
|              | %           | 1.4%              | 12.9%    | 57.1% | 28.6%          | 100.0% |
| <b>4</b>     | Count       | 3                 | 8        | 30    | 12             | 53     |
|              | %           | 5.7%              | 15.1%    | 56.6% | 22.6%          | 100.0% |
| <b>Total</b> | Count       | 10                | 31       | 113   | 53             | 207    |
|              | %           | 4.8%              | 15.0%    | 54.6% | 25.6%          | 100.0% |

Table 4.1.9 Autonomy to make decisions about instructional delivery (e.g. pacing, types of materials, and pedagogy) is given to teachers

| Quartile | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|----------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b> | Count       | 2                 | 6        | 13    | 13             | 34     |
|          | %           | 5.9%              | 17.6%    | 38.2% | 38.2%          | 100.0% |
| <b>2</b> | Count       | 5                 | 7        | 18    | 21             | 51     |
|          | %           | 9.8%              | 13.7%    | 35.3% | 41.2%          | 100.0% |
| <b>3</b> | Count       | 1                 | 5        | 33    | 30             | 69     |
|          | %           | 1.4%              | 7.2%     | 47.8% | 43.5%          | 100.0% |
| <b>4</b> | Count       | 3                 | 9        | 28    | 13             | 53     |
|          | %           | 5.7%              | 17.0%    | 52.8% | 24.5%          | 100.0% |

|              |       |      |       |       |       |        |
|--------------|-------|------|-------|-------|-------|--------|
| <b>Total</b> | Count | 11   | 27    | 92    | 77    | 207    |
|              | %     | 5.3% | 13.0% | 44.4% | 37.2% | 100.0% |

Item 4.2<sup>2</sup>

Table 4.2.1 Classes are too large

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 0                 | 7        | 10    | 17             | 34     |
|              | %           | 0.0%              | 20.6%    | 29.4% | 50.0%          | 100.0% |
| <b>2</b>     | Count       | 2                 | 13       | 21    | 15             | 51     |
|              | %           | 3.9%              | 25.5%    | 41.2% | 29.4%          | 100.0% |
| <b>3</b>     | Count       | 2                 | 23       | 26    | 20             | 71     |
|              | %           | 2.8%              | 32.4%    | 36.6% | 28.2%          | 100.0% |
| <b>4</b>     | Count       | 5                 | 14       | 20    | 14             | 53     |
|              | %           | 9.4%              | 26.4%    | 37.7% | 26.4%          | 100.0% |
| <b>Total</b> | Count       | 9                 | 57       | 77    | 66             | 209    |
|              | %           | 4.3%              | 27.3%    | 36.8% | 31.6%          | 100.0% |

Table 4.2.2 Students are not academically prepared to engage in these types of activities\*

| Quartile     | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|--------------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b>     | Count       | 4                 | 17       | 9     | 4              | 34     |
|              | %           | 11.8%             | 50.0%    | 26.5% | 11.8%          | 100.0% |
| <b>2</b>     | Count       | 2                 | 17       | 26    | 5              | 50     |
|              | %           | 4.0%              | 34.0%    | 52.0% | 10.0%          | 100.0% |
| <b>3</b>     | Count       | 2                 | 22       | 24    | 23             | 71     |
|              | %           | 2.8%              | 31.0%    | 33.8% | 32.4%          | 100.0% |
| <b>4</b>     | Count       | 1                 | 8        | 25    | 19             | 53     |
|              | %           | 1.9%              | 15.1%    | 47.2% | 35.8%          | 100.0% |
| <b>Total</b> | Count       | 9                 | 64       | 84    | 51             | 208    |
|              | %           | 4.3%              | 30.8%    | 40.4% | 24.5%          | 100.0% |

\*significant at alpha=.05

|                  | Value               | df | Asymp. Sig. (2-sided) |
|------------------|---------------------|----|-----------------------|
| Chi-Square       | 29.744 <sup>a</sup> | 9  | .000                  |
| N of Valid Cases | 208                 |    |                       |

a. 4 cells (25.0%) have expected count less than 5.

Table 4.2.3 The physical environment of classrooms in this school does not support this kind of teaching and learning

| Quartile | Respondents | Strongly Disagree | Disagree | Agree | Strongly Agree | Total  |
|----------|-------------|-------------------|----------|-------|----------------|--------|
| <b>1</b> | Count       | 5                 | 16       | 8     | 5              | 34     |
|          | %           | 14.7%             | 47.1%    | 23.5% | 14.7%          | 100.0% |

<sup>2</sup> I removed the “Don’t Know” responses in order to run Chi-Square tests for these items.

|              |       |       |       |       |       |        |
|--------------|-------|-------|-------|-------|-------|--------|
| <b>2</b>     | Count | 7     | 30    | 8     | 6     | 51     |
|              | %     | 13.7% | 58.8% | 15.7% | 11.8% | 100.0% |
| <b>3</b>     | Count | 11    | 36    | 16    | 7     | 70     |
|              | %     | 15.7% | 51.4% | 22.9% | 10.0% | 100.0% |
| <b>4</b>     | Count | 8     | 29    | 14    | 3     | 54     |
|              | %     | 14.8% | 53.7% | 25.9% | 5.6%  | 100.0% |
| <b>Total</b> | Count | 31    | 111   | 46    | 21    | 209    |
|              | %     | 14.8% | 53.1% | 22.0% | 10.0% | 100.0% |

Table 4.2.4 The reliability and speed of the Internet connections in this school are not sufficient to support these instructional practices

| <b>Quartile</b> | <b>Respondents</b> | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Total</b> |
|-----------------|--------------------|--------------------------|-----------------|--------------|-----------------------|--------------|
| <b>1</b>        | Count              | 5                        | 17              | 8            | 4                     | 34           |
|                 | %                  | 14.7%                    | 50.0%           | 23.5%        | 11.8%                 | 100.0%       |
| <b>2</b>        | Count              | 9                        | 19              | 10           | 11                    | 49           |
|                 | %                  | 18.4%                    | 38.8%           | 20.4%        | 22.4%                 | 100.0%       |
| <b>3</b>        | Count              | 5                        | 21              | 24           | 17                    | 67           |
|                 | %                  | 7.5%                     | 31.3%           | 35.8%        | 25.4%                 | 100.0%       |
| <b>4</b>        | Count              | 4                        | 20              | 14           | 14                    | 52           |
|                 | %                  | 7.7%                     | 38.5%           | 26.9%        | 26.9%                 | 100.0%       |
| <b>Total</b>    | Count              | 23                       | 77              | 56           | 46                    | 202          |
|                 | %                  | 11.4%                    | 38.1%           | 27.7%        | 22.8%                 | 100.0%       |



**Research Question 3—What professional development about the CCSS have high school history/social studies teachers in California received? Does the type of training teachers receive differ among high and low SES schools?**

*Items 5.1, 5.2, and 5.3*

Table 5.1 Have you received any professional development or training related to the Common Core State Standards?\*

| Quartile     | Respondents | Yes    | No    | Total  |
|--------------|-------------|--------|-------|--------|
| <b>1</b>     | Count       | 31     | 3     | 34     |
|              | %           | 91.2%  | 8.8%  | 100.0% |
| <b>2</b>     | Count       | 50     | 1     | 51     |
|              | %           | 98.0%  | 2.0%  | 100.0% |
| <b>3</b>     | Count       | 72     | 0     | 72     |
|              | %           | 100.0% | 0.0%  | 100.0% |
| <b>4</b>     | Count       | 48     | 6     | 54     |
|              | %           | 88.9%  | 11.1% | 100.0% |
| <b>Total</b> | Count       | 201    | 10    | 211    |
|              | %           | 95.3%  | 4.7%  | 100.0% |

\*significant at alpha=.05

|                    | Value               | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 10.566 <sup>a</sup> | 3  | .014                  |
| N of Valid Cases   | 211                 |    |                       |

a. 4 cells (50.0%) have expected count less than 5.

*Of the 201 respondents who answered “Yes” to Item 5.1:*

Table 5.2 Approximately how much time, overall, have you spent in training and professional development for the Common Core State Standards?

| Quartile     | Respondents | Less than 1 day | 1 day | 2-3 days | 4-5 days | More than 5 days | Total  |
|--------------|-------------|-----------------|-------|----------|----------|------------------|--------|
| <b>1</b>     | Count       | 0               | 1     | 7        | 6        | 17               | 31     |
|              | %           | 0.0%            | 3.2%  | 22.6%    | 19.4%    | 54.8%            | 100.0% |
| <b>2</b>     | Count       | 3               | 5     | 9        | 12       | 21               | 50     |
|              | %           | 6.0%            | 10.0% | 18.0%    | 24.0%    | 42.0%            | 100.0% |
| <b>3</b>     | Count       | 3               | 1     | 20       | 15       | 33               | 72     |
|              | %           | 4.2%            | 1.4%  | 27.8%    | 20.8%    | 45.8%            | 100.0% |
| <b>4</b>     | Count       | 0               | 3     | 17       | 8        | 20               | 48     |
|              | %           | 0.0%            | 6.3%  | 35.4%    | 16.7%    | 41.7%            | 100.0% |
| <b>Total</b> | Count       | 6               | 10    | 53       | 41       | 91               | 201    |
|              | %           | 3.0%            | 5.0%  | 26.4%    | 20.4%    | 45.3%            | 100.0% |

Table 5.3 Which of the following topics have been addressed in your Common Core State Standards training and professional development?

| Item  | # Respondents Checked |
|---|-----------------------|
| The content of the Common Core State Standards in English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects. | 179                   |
| Alignment between the Common Core State Standards and California State Standards in History-Social Science.                                     | 123                   |
| Curriculum materials and resources to teach the Common Core.  | 129                   |
| Teaching the Common Core to specific student groups (i.e. students with disabilities or EL learners).   | 54                    |
| Collaborating with colleagues to implement the Common Core.   | 131                   |
| The content of Smarter Balanced Assessments.  | 106                   |
| Research on best practices for implementing the Common Core State Standards.  | 84                    |

*Item 5.4*

Table 5.4.1 To what extent do you feel prepared to teach the Common Core State Standards to your students?

| Quartile     | Respondents | Not at all | A Little | Somewhat | Very much so | Total  |
|--------------|-------------|------------|----------|----------|--------------|--------|
| <b>1</b>     | Count       | 2          | 3        | 16       | 13           | 34     |
|              | %           | 5.9%       | 8.8%     | 47.1%    | 38.2%        | 100.0% |
| <b>2</b>     | Count       | 0          | 10       | 27       | 14           | 51     |
|              | %           | 0.0%       | 19.6%    | 52.9%    | 27.5%        | 100.0% |
| <b>3</b>     | Count       | 1          | 9        | 35       | 25           | 70     |
|              | %           | 1.4%       | 12.9%    | 50.0%    | 35.7%        | 100.0% |
| <b>4</b>     | Count       | 4          | 11       | 26       | 12           | 53     |
|              | %           | 7.5%       | 20.8%    | 49.1%    | 22.6%        | 100.0% |
| <b>Total</b> | Count       | 7          | 33       | 104      | 64           | 208    |
|              | %           | 3.4%       | 15.9%    | 50.0%    | 30.8%        | 100.0% |

Table 5.4.2 To what extent do you feel that you have the curricular and instructional materials you need to implement the Common Core State Standards?

| Quartile     | Respondents | Not at all | A Little | Somewhat | Very much so | Total  |
|--------------|-------------|------------|----------|----------|--------------|--------|
| <b>1</b>     | Count       | 5          | 4        | 18       | 7            | 34     |
|              | %           | 14.7%      | 11.8%    | 52.9%    | 20.6%        | 100.0% |
| <b>2</b>     | Count       | 6          | 13       | 20       | 12           | 51     |
|              | %           | 11.8%      | 25.5%    | 39.2%    | 23.5%        | 100.0% |
| <b>3</b>     | Count       | 6          | 22       | 27       | 15           | 70     |
|              | %           | 8.6%       | 31.4%    | 38.6%    | 21.4%        | 100.0% |
| <b>4</b>     | Count       | 9          | 15       | 17       | 12           | 53     |
|              | %           | 17.0%      | 28.3%    | 32.1%    | 22.6%        | 100.0% |
| <b>Total</b> | Count       | 26         | 54       | 82       | 46           | 208    |
|              | %           | 12.5%      | 26.0%    | 39.4%    | 22.1%        | 100.0% |

Table 5.4.3 To what extent do you feel that the Common Core State Standards are integrated into the instructional practices of teachers in your department?

| Quartile     | Respondents | Not at all | A Little | Somewhat | Very much so | Total  |
|--------------|-------------|------------|----------|----------|--------------|--------|
| <b>1</b>     | Count       | 3          | 6        | 18       | 7            | 34     |
|              | %           | 8.8%       | 17.6%    | 52.9%    | 20.6%        | 100.0% |
| <b>2</b>     | Count       | 6          | 19       | 18       | 8            | 51     |
|              | %           | 11.8%      | 37.3%    | 35.3%    | 15.7%        | 100.0% |
| <b>3</b>     | Count       | 5          | 25       | 32       | 8            | 70     |
|              | %           | 7.1%       | 35.7%    | 45.7%    | 11.4%        | 100.0% |
| <b>4</b>     | Count       | 1          | 22       | 20       | 8            | 51     |
|              | %           | 2.0%       | 43.1%    | 39.2%    | 15.7%        | 100.0% |
| <b>Total</b> | Count       | 15         | 72       | 88       | 31           | 206    |
|              | %           | 7.3%       | 35.0%    | 42.7%    | 15.0%        | 100.0% |

*Item 5.5*

Table 5.5 Which of the following would help you feel better prepared to teach the Common Core State Standards in English Language Arts and Literacy in History-Social Studies.

| Item   | # Respondents Checked |
|--|-----------------------|
| Alignment between the Common Core and California State Standards                 | 120                   |
| Curricular materials and resources to teach the Common Core                      | 155 2                 |
| Resources to teach the Common Core to students with disabilities                 | 108                   |
| Resources to teach the Common Core to EL learners                                | 141 5                 |
| Collaborating with colleagues to teach the Common Core                           | 144 4                 |
| Research on best practices for implementation of the Common Core                 | 109                   |
| More information on how the Common Core will change what is expected of students | 89                    |
| Access to assessments aligned to the Common Core                                 | 139                   |
| Model curriculum/sample lessons aligned to the Common Core                       | 147 3                 |
| Curricular resources such as primary source sets, secondary source sets          | 132                   |
| Introduction to instructional strategies aligned to the Common Core              | 75                    |
| More planning time   | 166 1                 |
| More collaboration time with colleagues  | 135                   |
| Instructional coaching   | 64                    |
| Discipline-specific professional development                                     | 113                   |
| Access to technology   | 104                   |
| Observing other teachers   | 113                   |

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