

ABSTRACT

Title of dissertation: **THE INITIAL IMPLEMENTATION PATTERNS OF
THE C3 FRAMEWORK IN MARYLAND SCHOOL
DISTRICTS**

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This qualitative study examined the initial implementation patterns of the C3 Framework in Maryland school districts. The National Council for the Social Studies published the C3 Framework as a guide for state departments of education to revise social studies standards. This study sought to determine how district social studies leaders viewed the C3 Framework, how the district social studies leaders translated the C3 Framework in their districts, and why they chose to implement the C3 Framework as they did. The primary data sources were interviews and documents; the data were analyzed using constant comparative analysis to identify overarching attitudes toward the C3 Framework and implementation patterns. Policy implementation research specifically related to cognitive theory and capacity was used to help explain the implementation process. This study found that beliefs, financial and human resources, and time were the main factors influencing implementation. The study also found that how districts approach and support reform implementation for social studies might be different from

how districts previously approached and supported new standards and curriculum in other content areas.

In this study, all district social studies leaders focused primarily on disciplinary literacy components of the C3 Framework, specifically those related to history. District social studies leaders focused on document-based activities, student projects, and writing to source but few addressed the Inquiry Arc in a way that challenged or altered expected approaches to teaching and learning social studies. Many used the C3 Framework as leverage to justify the continued work and focus on historical thinking and other disciplinary literacy work in their districts. Most district social studies leaders used inquiry and disciplinary literacy as synonyms; the pattern suggests that further work to help educators distinguish between these related approaches to learning is necessary to help support the use of inquiry in the social studies. As more states use the C3 Framework in state standards, this study might help states and districts guide how they approach its implementation.

Keywords: C3 Framework, social studies reform, policy implementation, disciplinary literacy, inquiry, Inquiry Arc.

THE INITIAL IMPLEMENTATION PATTERNS OF THE C3 FRAMEWORK
IN MARYLAND SCHOOL DISTRICTS

By

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CHAPTER ONE: INTRODUCTION

Democracy is hard work; members of a democracy have serious responsibilities. They are often called upon to make challenging decisions. Who will become the next president? How should we redraw our congressional boundaries? How should we deal with terrorism? How should we respond to natural disasters? Which health and social programs deserve public funding? What should our immigration policy be? The answers to these questions are complex, often contradictory, and affect the lives of millions. Democracy requires that people possess and use a multitude of critical thinking skills and, thus far, our nation's various education reforms have failed to embrace the crucial skills needed for civic competence (Clemmitt, 2008; Historical Thinking Matters, nd; National Council for the Social Studies, 2013).

The inquiry and disciplinary literacy skills developed through critical reading, writing, and thinking using the various lenses of history and the social sciences can help prepare students for the skills necessary for participatory democracy. A strong history and social science program can teach responsibility and citizenship and can develop critical thinking and problem-solving skills (Bradley Commission, 1987-1988; Monte-Sano, 2012; Wineburg & Reisman, 2015). Social studies classes help students build the tools necessary for changing how we think about the world and how we sort through evidence to understand both our past and our present (Russell & Waters, 2010; Wineburg, 2001), but traditional instructional practices that fail to foster historical and other social scientific thinking skills continue to dominate most social studies classrooms (Cuban, 1990; Fitchett & Vanfossen, 2013; Russell & Waters, 2010).

RUNNING HEAD: Implementation of the C3 Framework

In 2013, the National Council for the Social Studies (NCSS) published the College, Career, and Civic Life (C3) Framework. The C3 Framework represents a significant departure from previous efforts to revise social studies and history education standards. The Framework is intentionally designed to promote a constructivist pedagogy where students are the center of classroom discourse and where inquiry and disciplinary literacy replaces content as the focus of instruction (NCSS, 2013). This type of approach to pedagogy requires a shift in teacher planning and established classroom structures and stretches the definition of pedagogy as the type of expected approaches to teaching and learning, not just the study of it. At the center of the C3 Framework is the Inquiry Arc – an approach to curriculum development and instructional delivery grounded in the best practices in social studies education. It requires students to engage with questions, apply specific social studies disciplinary tools, evaluate and use evidence, and communicate ideas and take informed action (Grant, 2014; NCSS, 2013; Swan, Lee, & Grant, 2015).

The C3 Framework is a guide to help states rewrite their social studies standards (NCSS, 2013). The guide includes student indicators that states may use or they could create their own indicators using C3 as a model. The C3 Framework emphasizes the skills that students need in order to be ready for civic life; however, states are responsible for deciding what content to require in each grade level or course. The focus of the framework is on pedagogy and using the tools of the individual social studies disciplines; however, the framework is firmly rooted in disciplinary literacy and inquiry – two best practices that dominate the social studies education literature.

The Maryland State Department of Education's (MSDE) Social Studies Office played an active role in the drafting and editing of the Framework (Taylor-Thoma,

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personal interview, September 14, 2017). The MSDE Social Studies Coordinator attended national meetings and writing sessions with other state leaders supporting the development of the Framework. Over the course of a year, MSDE's Social Studies Office formed a Review Team where over 30 social studies district leaders and classroom teachers met six times to review the draft documents.

In January 2015, the Maryland State Board of Education formally adopted the C3 Framework (MSDE, 2015a) as a replacement for Maryland's skills and processes standards. The state mandated that by the fall of 2015, just eight months later, each school district "provides history social studies curriculum documents for elementary and secondary schools that are aligned with the standards set forth in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards" (MSDE, 2015b). The adoption of the Framework should not have been a surprise to social studies leaders in Maryland, but the required timeframe for implementation probably was.

Many social studies organizations, educators, and researchers have high hopes for the C3 Framework. They assume that the pedagogy C3 requires can develop the skills needed for civic competence and engagement. They also assume that a shift in focus from isolated content to inquiry and disciplinary literacy can help transform social studies classrooms from places where students overwhelmingly receive content information to places where students ask questions and critically examine sources and evidence to try to solve big problems and develop the content knowledge and skill set to deal with questions of democracy, social justice, and freedom (Cuenca, 2017; Grant, Swan, & Lee, 2017; Griffin, 2014; Levinson & Levine, 2013). However, the C3 Framework cannot help

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to transform social studies classrooms if the Framework and the necessary pedagogy are not understood and implemented.

Although the C3 Framework provides a major change in approach to creating standards, its focus on disciplinary literacy mirrors recent reform efforts to improve social studies instruction. Educators who embrace disciplinary literacy will not have to make as significant a change in instruction as those who have not. For educators who have not adopted disciplinary literacy as an approach to learning in their classrooms, the disciplinary literacy expectations in the Framework will require a major shift in teaching and learning. The inquiry components of the Framework, with its emphasis on questioning and creating learning experiences that follow the Inquiry Arc, will likely challenge all social studies educators as it requires a fundamental change in instructional design and delivery

In Maryland, the state requirement to implement the C3 Framework in district curricula challenged the social studies leaders. In this study, I explored how different school district social studies leaders interpreted the C3 Framework and implemented it at the district level by the beginning of the 2016-2017 school year. From interviews and the analysis of district documents, I identified how social studies leaders interpreted the Framework. I also identified initial patterns of implementation, using NCSS guidance documents to determine the extent to which district leaders addressed the C3 Framework's Instructional Shifts and Key Features necessary to faithfully implement the C3 Framework within individual school districts. Table 1 provides a timeline of the C3 adoption process as well as the timeline related to this study.

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Table 1

C3 and Research Timeline

2011–2012	NCSS workgroups drafted the C3 Framework
2012–2013	Editing states, including Maryland, formed C3 Review Teams to review the Framework and provided suggested revisions; all Maryland social studies coordinators were invited to participate as were teachers from each district
September 2013	NCSS released the C3 Framework
August 2014	Marcie Taylor-Thoma, MD State Coordinator for Social Studies and member of the C3 Framework’s editorial committee retired
December 2014	MSDE proposed that Maryland adopt the C3 Framework as part of the Maryland College and Career Ready Standards in Social Studies
January 2015	Maryland State Board of Education adopted the C3 Framework and required all school districts to implement the Framework as part of their curriculum and resources in the fall of 2015
September 2015	MSDE required each superintendent to attest that the C3 Framework was implemented in each district
October 2015	Maryland Council for the Social Studies State Conference
April– Sept. 2016	I conducted interviews for this study asking what districts would be able to implement by the 2016-2017 school year
April 2016 –July 2017	I collected documents from participants and school district websites related to the C3 Framework’s implementation

Motivation for Study

In October of 2015, one month after MSDE deadline for districts to affirm that the C3 Framework was implemented in Maryland school districts, I stood in front of 56 social studies educators at the Maryland Council for the Social Studies (MDCSS) Annual Conference. My session was entitled: *Putting It All Together: C3, Common Core, and PARCC*. At the time I was the secondary social studies specialist in my district and had

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worked on C3 initiatives at the local, state, and national level. The participants worked on a warm-up sorting activity so that they could see the overlaps, connections, and differences between C3, Common Core State Standards (CCSS) in History/Social Studies, and PARCC. During the debriefing of the activity, one teacher raised his hand and asked, “What is C3? Am I supposed to figure it out? Because if I am, it ain’t going to happen. I am too busy teaching.”

I addressed the teacher’s comments – reviewed the history of the C3; related it to historical thinking and a few well-known activities from the Stanford History Education Group (SHEG); and explained that Maryland just added C3 to the state standards and that, together, the content standards, CCSS in History/Social Studies, and the C3 Framework made up the Maryland College and Career Ready Standards (MDCCRS) in Social Studies. I conceded that each district office was in a different place in rolling it out; and, in some cases, the CCSS as it relates to social studies. When I asked the other teachers if they wanted to share what they had already learned about C3 from their district social studies office, only two hands went up. I assured the group that their school districts were working on it and that it would not be up to the individual teachers to totally “figure it out.” I publically said that their districts would take the lead, but I honestly was not sure where districts were in the implementation process.

The experience that I had at the MDCSS Annual Conference was not the first one to make me unsure of how districts would implement the C3 Framework. As a former member of my district’s social studies office, I spent the 18 months prior to the MDCSS Annual Conference attending meetings on C3 and how the state was going to incorporate it into the state social studies standards. As a member of MSDE’s Review Team for C3, I

RUNNING HEAD: Implementation of the C3 Framework

knew that some leaders and teachers were actively engaged unpacking the C3 Framework, , but that did not mean that they would be able to make any significant changes in social studies instruction immediately.

When the state announced that in the districts would have to implement the Framework with the 2015-2016 school year, I suspected that the eight month timeline would limit the ability of districts to unpack and thoughtfully plan for the implementation of C3 in their districts. At a state social studies briefing at the beginning of the 2015-2016 school year, different district social studies leaders indicated that they would spend the school year working on implementing the C3 Framework, but I had my doubts if the school districts and the social studies district leaders would be able to address the Framework in curriculum and assessments, communicate it to teachers, and help teachers to use the Framework to design instruction in such a short time frame.

From my involvement in state level meetings and other interactions with district social studies leaders, it appeared that some district leaders' priorities revolved around other current Maryland social studies issues. These issues included new content standards in world history, the implementation of the CCSS in social studies classrooms, the impact of a new state assessment, the redesign of the Government High School Assessment (HSA), redesigned Advanced Placement (AP) courses, and a possible new state assessment in middle school social studies. The retirement of the former state social studies coordinator, an active and vocal supporter of C3, appeared to impact the state leadership's vision, support, and direction regarding the Framework.

As I reflected on the competing initiatives and the lack of consistent messaging from MSDE regarding the C3 Framework, I wondered if and how C3 would ultimately

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impact Maryland social studies classrooms. These factors were the motivation for this study. In this study I examined a very narrow aspect of the implementation process – the work of district level social studies leaders. Although this focus is limited in scope, from my experience in a district curriculum office and my experiences in state and national social studies organizations, I believe that how district leaders approached the C3 Framework could greatly impact how and if teachers ever used it at all.

I entered this study as an advocate for the pedagogical approaches used in the C3 Framework. I believe that instruction built on the Inquiry Arc, as promoted in the Framework, has the potential to transform social studies classrooms. It can help promote equitable practices and create the type of active and informed citizenry that democracies require. Although I entered this study as a proponent of the Framework, I was mindful of my biases and let the data guide my findings and conclusion. I understood that district capacity to implement the Framework varied greatly, social studies leaders had different visions of how the Framework could be used in their districts, and some leaders had different interpretations of Framework.

Background and State Context

The C3 Framework represents another chapter in the standards-based reform movements that started in the late 1980s and continued with the Common Core State Standards (NCSS). C3's creation was in direct response to the CCSS, specifically the standards that addressed CCSS History/Social Studies reading and writing. Neither NCSS nor any other social studies education organization was involved in the creation of the CCSS. When the Council for Chief State School Officers and the National Governors' Association first published the CCSS for public comment, NCSS called on its

membership to consider providing feedback that specifically addressed the fact that the CCSS for History/Social Studies literacy lacked any social studies content or context and that there was a need for an entire, separate document for social studies. NCSS also warned its members that “History/Social Studies and science were largely marginalized under ‘No Child Left Behind’ and we do not want that to occur again” (NCSS, 2010b, np).

Reaction to the Common Core State Standards in History/Social Studies

Overall, the CCSS History/Social Studies Standards have been met with varying support in social studies and history education literature and communities. Some researchers note the connections between the CCSS and disciplinary literacy in the social studies (Carey, 2015; Lee & Swan, 2013; Monte-Sano, 2012) but caution that teachers will need to do more than the CCSS in order to fully engage students in the best practices in social studies and history education (Lee & Swan, 2013). Some view the standards as minimizing the importance of content and context in the study of primary and secondary sources (Finn, 2012; NCSS, 2010b) while others express concern that the standards suggest that reading and writing about social studies and history is the same as learning social studies and history (Lee & Swan, 2013).

In 2013, NCSS led a group of social studies organizations and researchers to produce a framework that called for preparing students for college, careers, and *civic life*. NCSS stressed that the survival of our very democracy rested with an informed citizenry who can work to answer the fundamental questions of our nation.

Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them;

consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn and most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking to traverse successfully the worlds of college, career, and civic life. (NCSS, 2013, p. 6)

The C3 Framework is designed as an Inquiry Arc (see Figure 1) that supports individual social studies disciplinary literacies and is built inquiry and disciplinary literacy, two identified best practices in social studies education. The Inquiry Arc includes four separate dimensions. Dimension One requires students to develop questions and plan inquiries to answer questions. Dimension Two requires students to apply individual social studies disciplinary tools and concepts. Dimension Three requires students to evaluate sources and use evidence and Dimension Four requires students to communicate their findings and take informed action. NCSS (2013) ensures that each dimension includes clear connections to the CCSS and clear explanations how each dimension is different from the CCSS (see Appendix A for an example).

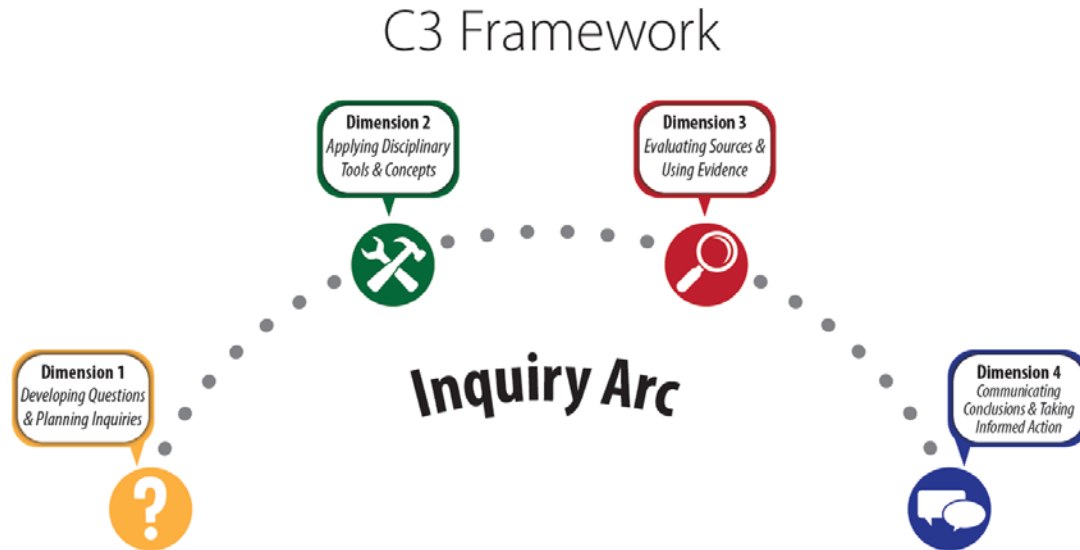


Figure 1. The C3 Framework. Source: NCSS (2013). Image courtesy of Anne Arundel County Public Schools Department of Design and Print Services.




In contrast with the CCSS in History/Social Studies which primarily presents standards as isolated literacy skills, similar to reading in the content area, the C3 Framework's Dimensions are intended to be connected and integrated with each other and require students to engage in an sustained inquiry with each dimension building off of the previous one (see Table 2 for an example from Grade 8). To shift to a sustained inquiry or Inquiry Arc approach to instruction requires a major shift on the part of most teachers, even those who are already comfortable with disciplinary literacy. From recent surveys of social studies educators, researchers have concluded that most social studies teachers have beliefs and teaching and learning social studies that are consistent with both the CCSS History/Social Studies Standards as well as the C3 Framework (Lee & Swan, 2013; SSIRC, 2013; Thacker, Lee, Friedman, 2016) but many educators are not yet familiar with the Framework. A survey of almost 3,000 teachers found that teachers overwhelmingly support instructional methods that engage students in inquiry and

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disciplinary literacy but struggle to carry out these strategies due to various demands on their time (SSIRC, 2013). Thacker, Lee, and Friendman (2016) found similar results in a survey of teachers in one school district. Together, these surveys suggest that teachers support both inquiry and disciplinary literacy as approaches to social studies education, but other studies suggest that teachers do not always effectively use inquiry and disciplinary literacy approaches in the classroom and that they may not use the approaches as often as they report (Monte-Sano, 2010; Russell & Waters, 2010; Thieman & Carano, 2013).

Table 2

A Comparison of Grade 8 CCSS and the C3 Framework

Common Core State Standards	C3 Framework
<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Individually and with others, students will:</p> <p>Dimension 1: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> <p style="text-align: center;"></p> <p>Dimension 2: Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p style="text-align: center;"></p> <p>Dimension 3: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p style="text-align: center;"></p> <p>Dimension 4: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>

Social Studies Standards in Maryland

As of 2018, the MDCCRS in Social Studies includes the Maryland State Content Standards in Social Studies, the CCSS in History/Social Studies, and the C3 Framework (see Figure 2).

Maryland Social Studies Standards



Figure 2. The Maryland College and Career Ready Standards for Social Studies. Source: Code of Maryland Regulations COMAR (n.d.).

The Content Standards. Over the past 12 years, the social studies Maryland State Curriculum underwent significant changes. In 2006, the state published the Maryland Voluntary State Curriculum (now called the Maryland State Curriculum). The social studies Pre-Kindergarten through Grade 8 social studies state curriculum includes content standards in civics, culture, geography, economics, history, and skills and processes. The original skills and processes standards include reading, writing, and research standards as well as geography skills; but in 2015, the C3 Framework replaced the previous 6.0 skills and processes standards. At the high school level, the Maryland Content Standards currently include content standards for US Government, US History, and World History. The Government standards include civics, culture, geography, and economic standards, as well as a section of Core Learning Goals that only addresses what the Government HSA, a graduation requirement for all students, assesses. The US History standards resemble most of the history standards written in the age of the

standards movement and only include content standards that identify the facts, people, and events (MSDE, n.d.).

In 2018, Maryland published a World History framework. The framework includes content standards and references to the 6.0 strand of standards that lists the C3 dimensions and states that “students should be employing the social studies skills and processes delineated in the 6.0 Skills and Process standard. Organizing these skills in the Inquiry Arc provides a structure to facilitate effective instruction in social studies” (MSDE, 2018, p. 2).

The Common Core State Standards. In 2010, Maryland adopted the CCSS with full implementation required in all Maryland districts by the 2013-2014 school year. The CCSS include a section for literacy in the History/Social Studies; the standards reflect shifts in literacy instruction. The CCSS History/Social Studies Reading Standards require students to:

- read and analyze primary and secondary sources;
- determine the central idea of texts;
- cite evidence from texts;
- determine political, social, economic, and history vocabulary in context;
- compare points of view of different authors and how they recount events;
- integrate quantitative and qualitative information; and
- assess how well an author supports his or her claims with evidence.

The History/Social Studies writing/research standards require students to write formal essays that include an introduction, a claim (thesis), evidence to support the claim, and a conclusion. Also, the CCSS requires students to conduct research projects, synthesize multiple sources, and produce a variety of writing types.

The C3 Framework. Prior to Maryland’s adoption of the C3 Framework in 2015, the state social studies standards included a skills and processes strand called the “6.0

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standards.” The 6.0 standards focused on reading and writing in the content area as well as basic map, graph, chart, and political cartoon analysis skills (MSDE, 2014). When Maryland adopted the Framework, the state simply replaced the 6.0 standards with the C3 Framework. In a personal interview, Dr. Taylor-Thoma, the former social studies coordinator for Maryland, explained that the Social Studies Office intentionally minimized the impact of the C3 Framework and chose not to use it as a guide to rewrite all Maryland social studies standards, as NCSS suggested. She feared that rewriting a new set of standards could lead to a politically-charged process that often accompanies the adoption of social studies standards (Taylor-Thoma, personal interview, September 14, 2017). Instead, Taylor-Thoma focused on presenting the C3 Framework as a change in pedagogy rather than new standards; her hope was to use it to support changes in instructional practices in Maryland classrooms. In a communication to the State Board of Education on January 27, 2015, Dr. Lillian Lowery, the former state superintendent, recommended the adoption of the Framework. Dr. Lowery wrote that it replaces the previous 6.0 standards and does, “not present new standards, but a framework for teaching History/Social Studies” (MSDEa, 2015, p. 1). She assured the board that, “the Maryland Social Studies Standards still include history, geography, economics, civics, [and] peoples of the nation and world” (p.1).

Under Taylor-Thoma’s leadership, MSDE’s Social Studies Office actively participated in the development of C3 and Maryland served as an editing state. As an editing state, MSDE invited Maryland social studies teachers to review the Framework and provide edited revisions to NCSS for review. In 2013, NCSS officially released the C3 Framework; MSDE Social Studies Office encouraged local districts to begin to

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incorporate it into the development of new curriculum documents. However, during the state adoption process of the Framework, Dr. Taylor-Thoma retired. Her position remained vacant for almost a year, leaving the state and school districts without clear direction on how to proceed with the implementation of the Framework.

In January of 2015, Maryland adopted the C3 Framework. Two weeks later Connecticut did so. Connecticut, under the leadership of Stephen Armstrong, the state social studies consultant and a former NCSS president, led a team of educators to rewrite all state social studies standards to interweave the C3 dimensions with themes, inquiry components, and compelling questions (Connecticut Department of Education, 2015). To date, Illinois, California, Nevada, Hawaii, Arizona, and Iowa have rewritten their state standards to intertwine inquiry with content standards.

The Problem

Education policy implementation is challenging. We know from implementation studies on new education standards and curriculum that district leaders can play a vital role in the success or failure in the implementation process (Fairman & Firestone, 2001; Hall & McGinty, 1997; McLaughlin, 1991; Spillane, 2006). Previous studies on new standards and curriculum in reading, mathematics, and science reveal that districts in the same states can implement policies in fundamentally different ways, even when hearing the same state level messages about the policies. In these studies, researchers examined different district implementation processes to look for common obstacles and opportunities so that they can more fully understand the implementation process. Researchers identified structures, resources, beliefs, time, professional learning, and teacher knowledge as some of the factors that affected implementation (Coburn, 2005;

Cohen, 1990; Hill, 2001; Spillane, 1994; 1998). We might assume that the implementation process for social studies would take similar paths; however, researchers found that the district level implementation processes may differ by content area (Burch & Spillane, 2005). Districts provide different levels of resources, time, attention, and support to reading and language arts policies than they do for mathematics. If districts take different approaches to implement reading and language arts policies than they do for mathematics, one may hypothesize that districts might take a different approach to social studies implementation as well.

After of thorough review of the literature, it appears that, to date, there are not any published social studies standards or curriculum implementation studies. We do not know how school districts approach, support, and advance efforts to improve social studies education and instructional policies. The C3 Framework provides an opportunity to support a pedagogical change in social studies classrooms. The document is not a traditional set of standards; rather it is a framework for structuring an approach to learning that requires changes in teaching and learning. Researchers agree that it supports best practices in social studies education and initial surveys suggest that teachers support the Framework's approaches to learning (SSIRC, 2013; Thacker et al., 2017), but without an understanding of how district leaders interpret and view the C3 Framework and how it is implemented in districts, future judgments as to whether the Framework was effective or not will be limited. In addition, without research into social studies implementation efforts, we will not know if social studies leaders face different obstacles they face in implementing standards in other content areas. Such knowledge might help advance reform efforts that specifically address social studies.

Framing the Study

To frame this study, I relied on the policy implementation literature as well as the NCSS identified Instructional Shifts and Key Features to help local social studies leaders implement the C3 Framework in their districts. Based upon previous policy implementation research, we know that the lack of alignment between standards and the curriculum, assessments, resources, and learning opportunities made available to teachers is a common reason for the failure of reform efforts. History suggests that merely writing new frameworks and standards is not enough to change instruction or to ensure that school districts and teachers use the new frameworks and standards.

Since the 1980s, various governments and institutions have attempted to use standards to reform education. Policy makers assumed that stronger standards would result in higher student achievement; however, many of these efforts were not successful. The reasons researchers have given for the failure of past standards reform movements focus on state and district issues. First, many states, school districts, and schools lacked the capacity to support new standards (Cohen & Moffitt, 2010; Spillane, 2004). They simply did not have knowledgeable people and financial resources necessary to unpack and help others implement the new standards.

Researchers also found that many state assessments played a role in hindering the implementation of standards. In some cases, state assessments did not align with the new standards, leading some teachers to narrow the curriculum to focus only on assessed standards (Au, 2011; Diamond, 2007). In other cases, the lack of state assessments in some content areas resulted in reduced class time for subjects such as social studies, science, physical education, and the arts, consequently, teachers addressed only a few of

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the standards (Darling-Hammond, 1991; Fitchett & Heafner, 2010; Stecher, Chun, Barron, & Ross, 2000).

District level factors also impacted the standards-based reform efforts. In many cases, district curriculum and instructional resources did not align with the standards or were not available (Cohen & Hill, 2001; Diamond, 2007; Smith & O’Day, 1991; Spillane, 2004). Researchers also found that the content and quality of professional learning made available to teachers were insufficient (Cohen & Hill, 2001; Desimone, Porter, Birman, Garet, & Yoon, 2002; Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Spillane, 2004). Researchers determined that schools and school districts have too many competing initiatives that all vie for the same limited human and financial resources; in some cases, these competing initiatives send mixed messages about priorities and expectations (Newmann, Smith, Allensworth, & Bryk, 2001; Timperley & Parr, 2006).

In 2015, Michelle Herczog, then NCSS President-Elect and leader of NCSS’s C3 Framework professional learning initiatives, asked, “Implementing the C3 Framework: What is our Task as Social Studies Leaders?” This article, published in the National Social Studies Supervisor’s Leader Newsletter, identified the Instructional Shifts and Key Features necessary to utilize the Framework at the local level and stressed the role of local social studies supervisors as leaders of local implementation efforts. Herczog emphasized the need for local curriculum and assessments that align to the Framework, appropriate resources to support it for both teachers and students, and significant amounts of time for teachers to acquire and reflect on new learning necessary to shift pedagogy to support the Framework in classrooms. All of these features correspond to the four factors

that researchers had previously identified as reasons for the weak implementation of standards and curriculum policy implementation in the past – lack of curriculum and assessment alignment, appropriate resources, and opportunities for effective professional learning.

Herczog (2015) also focused on four instructional shifts that she believed teachers needed to make in order to implement the C3 Framework:

1. Inquiry should be the center of the instruction and questions should spark curiosity and guide lessons.
2. Social studies does and should focus on interdisciplinary connections, but individual disciplines, such as civics, history, economics, geography, and the social sciences each have unique approaches to and tools used for disciplinary inquiry. Each of these disciplines should be valued and studied through appropriate discipline-defined tools and how each discipline evaluates and uses evidence in their respective fields. In addition, Shift Two also focuses on direct connections to the CCSS related to reading, writing, speaking, and listening.
3. Teachers should guide students in taking informed action and in applying their learning to real-world problems and issues.
4. The Inquiry Arc should frame teaching and learning. Teachers should plan their approach to instruction to include opportunities for students to work through the entire Inquiry Arc – develop questions and plan inquiries, apply disciplinary tools and concepts, evaluate resources and use evidence, and finally, communicate conclusions and take informed action.

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Table 3 shows the relationship between the C3 Framework’s dimensions and the Instructional Shifts and Key Features identified in Herzog’s (2015) work.

Table 3

The Instructional Shifts and the C3 Framework

Pedagogy Required	C3 Framework Alignment
<p>Instructional Shift One: <i>Inquiry is at the center</i></p>	<p>➔</p> <p>C3 Framework Dimension One: <i>Developing Questions & Planning Inquiries</i></p>
<p>Instructional Shift Two: <i>Disciplinary integrity and interdisciplinary connections matter</i></p>	<p>➔</p> <p>C3 Framework Dimension Two: <i>Applying Disciplinary Tools & Concepts</i></p> <p>C3 Framework 3: <i>Evaluating Sources & Using Evidence</i></p> <p>Common Core Standards: <i>Reading, Writing, Speaking, and Listening</i></p>
<p>Instructional Shift Three: <i>Informed action and application of knowledge is clear and present</i></p>	<p>➔</p> <p>C3 Framework Dimension Four: <i>Communicating Conclusions & Taking Informed Action</i></p>
<p>Instructional Shift Four: <i>The Inquiry Arc represents an instructional arc – frames teaching & learning</i></p>	<p>➔</p> <p>C3 Framework’s Inquiry Arc</p>

Note. Source: Herzog (2015) and NCSS (2013).

In this study, I focused on the factors that the literature identified as impacting standards implementation at the district level. I specifically sought to determine how districts addressed issues such as capacity, the role of state assessments, the alignment of local curriculum and assessments with standards, and the amount and type of professional learning time districts had with teachers. I also sought to understand how the individual social studies leader’s interpretation of the Framework, as well as their office capacity, impacted how they implemented the C3 Framework in their own districts.

Research Questions and Methodology

The purpose of this qualitative study was to examine the initial implementation patterns of the C3 Framework in Maryland school districts and to determine the extent to which district leaders addressed the Instructional Shifts and Key Features necessary to faithfully implement the standards. The focus of this study was on the work that districts completed or were planning related to the Framework prior to the 2016-2017 academic year. The research questions were:

1. How do social studies district leaders view the C3 Framework?
 - A. How are district leaders interpreting the C3 Framework?
 - B. How well do the district leaders' own beliefs about the teaching and learning of social studies align with the Key Features the C3 Framework?
2. How are social studies district leaders translating the C3 Framework in their districts?
 - A. How are districts addressing the Instructional Shifts and Key Features necessary to implement C3 with fidelity?
 - B. How are districts implementing the C3 Framework in district curricula, assessments, and resource documents?
 - C. How are districts preparing teachers to use the C3 Framework?
3. Why are social studies district leaders implementing the C3 Framework the way that they are?
 - A. How do district leaders' own beliefs about teaching and learning impact the implementation?

B. What other factors affect how social studies leaders are implementing the C3 Framework?

To answer my research questions, I designed a qualitative study using interviews and documents as my primary sources of data. Beginning in April of 2016 and ending in September of 2016, I interviewed 21 social studies district leaders from 20 school districts in Maryland, and I examined 39 district-produced documents from 16 districts. These documents included curriculum, assessments, professional learning agendas, and resources.

I also used my own notes and records from various state and national meetings as a source of data. I currently serve on both the Board of Directors for NCSS and MDCSS and I also frequently attended various state and national social studies briefings and conferences where I took notes and kept copies of artifacts. These notes and artifacts helped verify my recollections and helped provide context to my participants' interviews.

Significance of Study

This study is significant in at least two ways. First, the C3 Framework is relatively new, and to date, no studies focused on how district social studies leaders are interpreting and implementing the Framework have been published. Understanding how one group of leaders responsible for providing professional learning, designing curriculum, and monitoring instruction view and understand the C3 Framework could help guide other social studies leaders in states, districts, and schools that have yet to implement the C3. Understanding the interpretation process of these leaders can also help professional organizations and publishers identify areas where other resources or other supporting

documents are needed to help with understanding the Framework and with the implementation process.

Second, this study is significant because it contributes to the broader literature on standards and curriculum policy implementation. The existing policy implementation studies focus primarily on reading, mathematics, and science. This study's focus on social studies, a field often identified as marginalized in the standards-based reform movements, might help researchers consider how different content areas experience different challenges in the process of standards and curricula implementation.

Organization of the Study

In this chapter, I framed my proposed study and introduced my research questions. In Chapter Two, I review the relevant literature related to the standards and curriculum reform movements, social studies best practices, and education policy implementation. In Chapter Three, I present the methods I used and then in Chapter Four, I present the results. Finally, in Chapter Five, I provide a broader interpretation of my results as well as make recommendations for how this study can shape the future work of district and state leaders as well as future research.

CHAPTER TWO: LITERATURE REVIEW

With the adoption of the C3 Framework as part of the Maryland College and Career Ready Standards (MDCCRS) in Social Studies, the state charged Maryland school district social studies leaders with implementing the C3 Framework within their respective districts. The purpose of this chapter is to review the literature related to the social studies standards, best practices in social studies education that shaped the C3 Framework, and standards-based policy implementation that led to my research questions and that helped guide how I framed my study.

Education Reform Movements and Social Studies

Efforts to reform America's schools have been a recurring theme in United States history. The federal government, state governments, executives, institutions, educators, and parents have all at some point or another worked on reforming the schools. Each time one reform fell short, another took its place. From 1983 until today, the federal government has instituted four separate major reform efforts to transform American education – *A Nation at Risk*, standards-based reform movements, *No Child Left Behind*, and the *Common Core Standards State Initiative/Race to the Top*. Excluding *A Nation at Risk*, which might have led to an increasing number of required social studies courses (National Center for Education Statistics, 1994), most of the reform movements had a negative impact on social studies. Below I briefly review the standards and accountability movements and the Common Core State Standards (CCSS) and their impact on the social studies.

The Standards and Accountability Movements and the Impact on Social Studies

Over the past three decades, social studies educators have endured a variety of education reform efforts that impacted social studies. In the 1990s, state governments

undertook multiple efforts to create standards for core content areas. The standards-based movement's theory of action was that once leaders identified and published standards, then states, districts, teachers, professional organizations, and publishers would refocus its energies and resources on the standards. Teacher educators, textbooks and other education material providers, professional developers, boards of education as well as test developers would have a laser light focus on the standards (Kornhaber, Griffith, & Tyler, 2014; O'Day & Smith, 1993; Ravitch, 2000).

NCSS created the first modern social studies standards in 1991. The National Curriculum Standards for Social Studies addressed ten broad themes that primarily aligned with the specific disciplines within the social studies (Vinson, Ross, & Wilson, 2012), but avoided identifying specific content that students should master. The National History Standards (1996) were far more exact in identifying specific people, places, events, and perspectives that students should learn. These standards deviated from the grand narrative approach to US History and promoted examining controversial issues and events in US History, leading to a backlash against social studies and history (Evans, 2004). The media, talk show pundit Rush Limbaugh, members of the US Senate, and others condemned the National History Standards. Many saw the standards as revisionist history that promoted multiculturalism, feminism, and an anti-American agenda (Evans, 2004; Nash, Crabtree, & Dunn, 2000).

By 1997, 48 states, including Maryland, adopted standards in history; most states adopted standards in government/civics and economics as well (Evans, 2004). In almost all cases, state social studies standards included an extensive list of names, dates, places, and events that students should memorize to demonstrate their mastery of the subject.

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The creation and adoption of social studies standards at the state level often mirrored the reaction to the National History Standards – divisions along political lines, conflicts between those who advocated for more inclusion of women and diverse peoples and those who favored a more traditional view of a grand narrative of American exceptionalism, as well as what perspectives to include in the standards.

In 2001, Congress reauthorized the Elementary and Secondary Education Act (ESEA). The reauthorization, known as *No Child Left Behind* (NCLB), required states to assess students' reading and math skills, but not social studies. Without a federal mandate to assess social studies, many schools and teachers readjusted schedules and resources to spend more time on tested subjects than on non-tested subjects (Darling-Hammond, 1991; Stecher, Chun, Barron, & Ross, 2000; Stecher & Chun, 2001). Surveys indicated a decrease in the time dedicated to the arts, physical education, science, social studies, and recess and an increase in the time devoted to tested areas (Burroughs, Groce, & Webeck, 2005; Pederson, 2007; Ruppert, 2006).

According to the Center on Education Policy (2007), during the 2006-2007 school year, school districts reported that the average amount of time per week devoted to reading was 612 minutes and the average devoted to mathematics was 457 minutes. For social studies, the average amount of time per week was a 178 minutes. In school districts that had at least one "at risk" school, that average number dropped to 167 minutes per week. In addition, when struggling readers needed additional support, they were more likely to be pulled from social studies than any other class; consequently struggling students received less social studies instruction than other students.

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The Maryland Task Force Study of Social Studies found similar patterns in Maryland schools. Elementary and secondary social studies teachers reported having larger class sizes, smaller classroom budgets, and fewer professional learning opportunities than other core content teachers. In addition, 70% of elementary principals described the social studies as “not a high priority” while 88% of elementary teachers felt that their school did not place a high priority on social studies. Also, 54% of principals reported decreasing the time devoted to social studies so that more time could be spent preparing students for state assessments in reading and mathematics (Maryland Department of Education, n.d.).

Common Core State Standards and the Impact on Social Studies

In 2009, the National Governors’ Association and the Council of Chief State School Officers spearheaded the effort to create common, but voluntary, state standards in English Language Arts (ELA)/Literacy and Mathematics. The secondary (Grades 6 – 12) Common Core ELA/Literacy Standards include a section devoted to History/Social Studies Literacy. These standards include reading standards and writing/research standards. The reading standards focus on the analysis of primary and secondary sources, finding evidence to support arguments, comparing points of view and perspectives, synthesizing multiple sources of information, and assessing claims made in the text. The writing and research standards focus on developing a claim/thesis, supporting the claim/thesis with evidence from credible sources, conducting research, and using evidence to support research (National Governors Association, 2010).

The History/Social Studies Literacy section of the CCSS focuses on reading information text (specifically primary and secondary sources), comparing multiple

perspectives, evaluating evidence used to support a claim, writing argument-based essays, supporting arguments with evidence, conducting research, and presenting findings. The standards, as they relate to history and social studies reflect a major shift from previous standards. The standards do not reflect the “what” students should learn but the “how.” Although some in the social studies community criticized the standards for implying that students do not need to know specific content or context to understand a text, others reported that the CCSS got the disciplinary literacy aspect “right” (Lee & Swan, 2013, p. 339).

Although NCSS was not initially supportive of the inclusion of history and social studies reading and writing standards as part of the English Language Arts Standards in CCSS (NCSS, 2009), some social studies educators and researchers suggested that the inclusion of history and social studies within the CCSS might benefit social studies (Kenna & Russell, 2014). Others expressed optimism that the CCSS would bring about an era of social studies importance (McHenry, 2014) and suggested that if the CCSS led to a focus on learning content by engaging students with complex texts, then history and the social studies would increase in prominence (Wineburg, 2013).

In a 2015 survey of 37 of the 46 state social studies coordinators whose states adopted the CCSS, coordinators revealed that they were supportive of the CCSS and, overall, they predicted that the CCSS would have a positive impact on social studies in their states (Swan, Lee, & Grant, 2015). The state coordinators expressed great support for the argumentative writing and the focus on primary and secondary sources embedded in the CCSS. One coordinator was especially pleased when she read about the focus on primary and secondary sources while another coordinator described social studies and the

CCSS as, “peanut butter and jelly, you know. They’re just perfect together” (p. 10). Most state coordinators expressed optimism that the CCSS focus on informational texts would bring a new emphasis on social studies. The coordinators reported that their biggest challenge with implementing the CCSS would be with professional learning.

Shortly after the publication of the CCSS, NCSS and other social studies and social science organizations began working on the C3 Framework. Its writers built C3 on the past three decades of social studies education research and sought to avoid the political battles of the content in previous social studies standards by focusing on best practices in social studies education. In the next section, I review the literature that identifies those best practices.

Best Practices in Social Studies Education

The C3 Framework presents the study of social studies as an Inquiry Arc composed of four dimensions – all steps in an inquiry with Dimensions Two and Three focusing specifically on using disciplinary literacy tools and concepts to evaluate evidence needed to complete inquiries (NCSS, 2013). In the following section, I present social studies inquiry and disciplinary literacy as two of the most commonly agreed upon emerging best practices in social studies education. These concepts are discussed separately; however, many social studies education strategies combine the two and use disciplinary literacy to engage students in inquiry.

Social Studies Inquiry

Savery (2006) defines inquiry as a “student-centered, active learning approach focused on questioning, critical thinking, and problem-solving...that begins with a question” (p. 16). Teachers guide students and provide the tools and structures for

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students to discover and build knowledge through their inquiries. Inquiry does not dismiss the importance of content; instead, it puts content in context and adds purpose to learning.

A 2008-2009 study of students enrolled in an AP US Government and Politics class provides an example of putting inquiry first (Parker, Mosborg, Bransford, Vye, Wilerson, & Abbott, 2011). The study found that students who took an inquiry first/project-based learning AP US Government and Politics class scored higher on the AP exam than those in classrooms where the teacher taught in a traditional lecture format. The researchers compared the AP results in three classrooms. Classroom A consisted of students in one high-achieving high school. The instruction in Classroom A used a project-based learning approach grounded in “inquiry first.” In an inquiry first classroom, students first grappled with a topic or problem through inquiry activities and projects. After students completed the inquiry activities/projects, teachers created follow-up lessons that focused on topics and concepts not addressed in the inquiry or that the teacher determined needed some reinforcement. Classroom C consisted of students in the same high-achieving high school as Classroom A. In Classroom C, the teacher did not change to an inquiry first model. She taught the course through lectures, class discussions, small group activities, and a few projects that she used in previous years. Classroom B consisted of students in a different high school. This high school had fewer students enrolled in the AP program and was considered a low-performing high school. Students in Classroom B received the same type of instruction as the students in Classroom A (inquiry first/project-based learning).

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On the AP exam, students in Classroom A outperformed students in Classroom C. The overall mean score on the AP exam was 3.46 (out of a possible 5), and 75.7% of students in Classroom A received a 3 or above (a 3 is identified as “qualified” in the subject). In Classroom C, the overall mean score on the AP exam was 2.58, 51.5% of students in Classroom C scored a 3 or above on the exam. The results in Classroom C were consistent with previous years’ scores on the AP US Government and Politics exam. In Classroom B, the mean score on the AP exam was 2.40 – lower than both Classroom A, and Classroom C and only 38% of the students received a 3 or above. However, this 38% “pass” rate was the highest AP pass rate in this school’s history.

Another study examined the impact of an inquiry and document-based curriculum approach on students’ historical thinking, mastery of factual knowledge, and reading comprehension. The study consisted of 236 eleventh grade students from five urban public high schools. Students were either in a classroom with a teacher who went through a professional training summer institute on how to implement the Stanford History Education Group’s *Reading Like a Historian* (RLH) US History curriculum into classroom instruction or in a control group where the teacher expressed interest in the professional learning opportunity, but could not attend the training (Reisman, 2012).

A central historical question frames each inquiry-based RLH lesson. The progression of the lessons includes a background information portion and a document analysis portion where students are asked to apply the skills of a historian in sourcing, contextualizing, close reading, and corroboration. Each lesson ends with a discussion or other culminating activity where students attempt to answer the central historical question using the documents as evidence (Reisman, 2012).

At the end of the study, the results indicated that students in the inquiry-based RLH curriculum outperformed students in the non-RLH classes in the historical thinking skills of sourcing documents and close reading of documents. Students in the RLH classes also scored significantly higher on the factual knowledge assessments than the students in the non-RLH classes. Both historical thinking and the acquisition of factual knowledge are embedded in the RLH curriculum, so these findings did not surprise the researcher. Finally, although the students in the RLH classrooms scored lower in reading comprehension than those students in the non-RLH classes, they scored higher than non-RLH students on the reading comprehension posttest. Reading comprehension strategies are not embedded in the RLH curriculum, so the scores on the reading comprehension component of the study were surprising. The researcher suggests that the daily exposure to reading in the history classroom strengthened students' reading comprehension abilities (Reisman, 2012).

Disciplinary Literacy

Disciplinary literacy is more than just the reading and writing associated with the term literacy and is more extensive than merely including reading and writing in the content areas. Disciplinary literacy refers to the, “ways of thinking, reading, and writing that are embedded in the production, consumption, and communication of knowledge in a discipline” (Monte - Sano, et al., 2017, p. 100). Experts in different fields read, write, think, process, and express ideas differently. A historian reads a text differently than a chemist; a mathematician thinks about texts differently than a geographer does. Each discipline has unique tools and frames of reference that professionals in the field use as they work with texts and sources (Shanahan & Shanahan, 2008; Shanahan & Shanahan,

2012). Although the goal of disciplinary literacy is to help advance student understanding of the, “unique tools that the experts in the discipline use” (Shanahan & Shanahan, 2012, p. 8), researchers found that engaging with disciplinary literacy that involves students asking questions about texts builds both disciplinary literacy skills as well as other aspects of literacy development associated with reading and writing in the content areas (De La Paz, et al., 2014; De La Paz, et al., 2017; Monte-Sano, 2012; Reisman, 2012; Wissinger & De La Paz, 2015).

In the classroom, teaching disciplinary literacy is challenging. Teachers must work to provide students with the discipline-specific tools and processes that an expert in the field would use (Moje, 2008). Some teachers reject the idea of disciplinary literacy because they confuse it with reading in the content area. Many viewed the reading in the content area movement as an attempt to minimize the work and value of the content teacher and simply turn all teachers into reading and writing teachers (Lee & Swan, 2013). Disciplinary literacy is different than reading in the content area. Reading in the content area focuses on generic reading skills such as reading comprehension and vocabulary development that can be applicable and useful to any field, such as using graphic organizers to answer questions when reading, while disciplinary literacy focuses on specific literacy skills required for understanding and engaging with discipline-specific texts (LaDuke, Lindner, & Yanoff, 2016; McConachie, 2010).

In classrooms where teachers focus on disciplinary literacy, students engage in reading and writing strategies specific to the content area. In a social studies classroom, students would focus on sourcing documents to understand purpose, bias, and perspective while at the same time trying to comprehend the text. For example, when reading a

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primary source from Ellis Island, students would consider why the source was created and what motive the creator had in its production (LaDuke, Lindner, & Yanoff, 2016). To comprehend a source from a disciplinary literacy lens, students not only must understand what the words or images on a page say, but also, they must understand what it means to the study of social studies. LaDuke, Lindner, and Yanoff encourage stretching disciplinary literacy further by asking students to focus on the power of language and the language of power while examining social studies texts. This approach, called critical literacy, is developed as students grapple with word choice and how those in different social, political, and economic positions use words differently.

The C3 Framework recognizes that each discipline within the social studies and social sciences have unique disciplinary tools, skills, and literacies (NCSS, 2013). The Framework's primary focus is on disciplinary literacy found in history, civics, economics, and geography but the appendices to the C3 Framework addresses the approach to inquiry and disciplinary literacy found in psychology, sociology, and anthropology. Below I address each of these disciplinary literacies.

Historical literacy. Over the past two decades, numerous researchers explored the use of historical literacy in the classroom. In 1991, Wineburg and Wilson suggested students should recreate history so that, "...rather than just reading about it, students learn history" (p. 405). Although some of the language is different, Booth (1983), Holt (1990), and Wineburg and Wilson (1991) define historical thinking through the lens of researching, analyzing, and using a variety of primary sources to analyze conflicting historical accounts to interpret history. Throughout the 1990s, researchers examined the use of primary and secondary sources in classrooms. Most found that students were able

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to use multiple sources and begin to form historical understandings (Sexias, 1993; VanSledright & Kelly, 1998), but often teachers used primary and secondary sources to support the narrative presented by the teacher or in the textbook rather than having students use sources to create their own interpretation (Stahl, 1996).

In 1991, Wineburg compared how eight high school AP US History students and eight historians analyzed US History sources. Wineburg presented documents from the Revolutionary War era to the participants and asked them to read the documents and complete a series of think-aloud activities related to the documents. Wineburg noted that the historians attacked historical sources like a prosecuting attorney. Historians focused on sourcing, contextualization, corroboration, and close reading as they examined texts. They considered the credibility of the sources, discrepancies between various sources, and the use of specific words and phrase. The historians approached the sources with suspicion – always looking for some sinister motive in their creation. In contrast, the high school students accepted all the sources and the differing accounts as credible. If students came across a discrepancy between sources, the students did not think the discrepancy was important.

Wineburg (2001) argues his research has broader implications than just obviously concluding that historians are better at analyzing historical sources than high school students. He sees the skills necessary for historical thinking as the skills needed to be informed global citizens; he explains:

we are called on to engage in historical thinking – called on to see human motive in the texts we read; called on to mine truth from the quicksand of innuendo, half-truth, and falsehood that seeks to engulf us each day; called on to brave the fact

that certainty, at least in understanding the social world, remains elusive and beyond our grasp. (p. 83)

Other researchers focused on whether students can demonstrate the ability to read, write, and think like a historian. Researchers found that some students as young as nine can start grappling with and make some sense of multiple historical texts (Afflerbach & VanSledright, 2001; VanSledright, Kelly, & Meuwissen, 2006; VanSledright, 2010). Others found that engaging in historical reading increases all students' understanding of history and recall of specific events and individuals (Reisman, 2012). As an example, Afflerbach and VanSledright (2001) conducted a study of seven Grade 5 students who were identified as "average" readers. The students participated in read-aloud activities where they read textbook accounts of historical events that included primary sources and textbook accounts that did not include primary sources.

The researchers found that the students with stronger reading skills overall were able to use reading strategies to make sense of unfamiliar reading passages (primary sources) and to use the texts to build content knowledge. Furthermore, the researchers found that some of the students were able to begin to form basic historical thinking skills including the understanding that history is written from a variety of historical sources, but the students stopped short of directly challenging any of the textual accounts, even when those accounts were differed among textbooks.

Researchers have found that through a historical literacy approach, students are able to improve disciplinary writing skills. Monte-Sano (2008) found that with appropriate support and a focus on using historical reading, interpretation, and evidence, high school students can improve their ability to engage in evidence-based historical

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writing. Other scholars have found that when teachers use historical literacy strategies that include sourcing and corroboration that high school students are able to produce longer argumentative writing pieces with higher quality rebuttals and use of historical evidence (documents) than students not taught through a historical literacy approach (De La Paz & Felton, 2010). The researchers found similar results for middle school students. In Grade 8 classrooms where teachers used a cognitive apprenticeship intervention curriculum that focused on making the historical literacy processes visible to students, students' abilities to write historical arguments improved (De La Paz, et al., 2014).

Although we have evidence of the benefits of using historical literacy with students, researchers have found that when teachers use historical literacy in their classrooms, they do not always use them in ways that build historical literacy. Barton (2005), Seixas (1998), and Wineburg (2006) noted that not all teachers who use primary source documents do so effectively. Often, teachers assume that primary sources are more "reliable" than other sources; however, researchers warn that the use of primary sources without analyzing bias or perspective does not produce "better" history classrooms. Also, studies have shown that teachers often do not choose appropriate documents for the task. Stahl (1996) found that students who read multiple documents often used the second document they read to confirm what they read in the first document. Stahl found that students who found contradicting information in subsequent documents ignored the contradictions. This type of primary source document activity defeats its purpose and runs counter to historical thinking.

Many international, national, and state standards embrace historical literacy as a component of social studies standards. The International Baccalaureate Program, the

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National History Standards, the Advanced Placement (AP) Program, and states such as Texas and New York all include historical thinking as part of their state standards (College Board, 2017a, 2017b, 2017c; International Baccalaureate Program, n.d.; National Center for History Education, 1996; New York Regents, 2017; Texas State Department of Education, 2013). The inclusion of the historical thinking standards in so many locations demonstrates the acceptance of historical thinking as a social studies instructional expectation.

Civic-minded thinking. In the field of civics, the C3 Framework outlines how students can engage in civic-minded disciplinary thinking by examining trends and producing data, researching problems, reading multiple sources and perspectives, debating possible solutions, considering real-world applications, participating in civic practices, and engaging in service learning opportunities (NCSS, 2013). National and state standards emphasize political and civic terms, facts, and concepts as well as historical documents. Together, they suggest that once students possess a certain body of knowledge, they will be ready to, "...deliberate, vote, [and] become involved in community service..." (Parker, 2005, p. 5).

Most research regarding effective practices in civics education promotes the use of inquiry-based activities such as Project Citizen. Project Citizen, a Center for Civic Education program, requires students to identify a community problem, gather information, examine and explain several possible solutions, develop public policy to solve the problem, and finally develop an action plan on how to implement the public policy (Center for Civic Education, 2014). The standards and program described above require students to engage in the disciplinary literacy and inquiry skills that political

scientists use. Students who participated in Project Citizen had an increased understanding of the creation of public policy, including the role of different levels of government, and greater comprehension of basic government-related vocabulary. The students were also more likely to report that they planned on voting when they reached the age of 18 than students who did not participate in Project Citizen (Atherton, 2000; Tolo, 1998; Vontz, Metcalf, & Patrick, 2000).

Geographic and economic thinking. The National Geographic Society encourages students to “do geography” (National Geographic Society, 2014). Teachers are encouraged to use maps, graphs, charts, and other visuals as well as technology software that students can use to examine shifting physical features and demographic changes. Students need to use these geographic tools as well as engage in other forms of research so that they can create their understanding of spaces and places (NCSS, 2013). The geographic education literature includes lists of what students do not know about geography and clear expectations for what content students should know, but there is little research on how best to help students learn this content and develop these skills.

The C3 Framework stresses the importance of students understanding the language of numbers, the significance of patterns, ways to gather data about economic concerns, and theoretical frameworks that shape current economic debates. Research suggests that students learn economics through simulations and by using data to answer questions and solve problems (Council on Economic Education, 2010; Hinojosa et al., 2009; Laney, 2001; NCSS, 2013). In one study, Hinojosa et al. (2009) compared elementary, middle, and high school students who participated in the Stock Market Game to students who did not. The researchers found that students who participated in the Stock

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Market Game (a simulation-based program where students research companies, historical and current economic situations, and current events to determine how to invest money in the Stock Market) demonstrated higher student achievement in consumer mathematics concepts as well as grade-appropriate economic and investor principles than students who did not participate. Laney (2001) reported similar results with elementary students who participated in the Mini-Society classroom simulations.

Social scientific thinking. Although the initial scope of the C3 Framework focused on civics, history, economics, and geography, the American Psychological Association, the American Sociological Association, and the American Anthropological Association all contributed to the social science section of the C3 Framework. When asked by NCSS to identify how inquiry and disciplinary literacy looks within each of their respective fields, these professional organizations identified the various approaches to inquiry, including direct connections to the Dimensions (NCSS, 2013). The responses of these professional organizations to NCSS's request for how each field addresses inquiry and disciplinary literacy are in the appendices to the C3 Framework (NCSS, 2013). Like geography and economics professional organizations, the social science professional organizations provide various lessons and resources for teachers to use with their students and many of them involve inquiry and specific disciplinary literacy skills (American Psychological Association, nd; American Sociological Association, n.d.), but research on how teachers develop these types of skills and processes in classrooms is limited.

Can't everyone just read, write, and think like a historian? With the recent amount of history education research and the focus on historical literacy, some writers

and educators published documents that suggest that the same disciplinary literacy skills that are vital in a history classroom can just be applied to the other social studies. In a recent article in the *Journal of Content Area Reading*, Bennett (2011) wrote: "...a social studies educator, who works from a disciplinary literacy perspective, requires students to approach a text like a historian" (p. 54). The author created two scenarios of this approach in social studies classrooms. The first scenario was how a government teacher could use disciplinary literacy in a unit on the primary election system and the second scenario was how an economics teacher could use disciplinary literacy in a unit on the local impact of government spending.

In the unit on the primary election system, the author proposed that the students focus on "reading like a historian/political scientist" (p. 58) and start with reading *The Federalist Papers No. 68* (electing the president) and the arguments against the Constitution's proposed method of electing the president. Bennett outlined the questions the students should ask while reading the text, recommending students consider perspective and historical context, then suggested assigning different inquiry tasks to different students (i.e., finding newspaper articles and interviewing people). She did not suggest any reading strategies or specific surveying skills that political scientists use. In the economics lesson, Bennett suggested an approach to disciplinary literacy in an economics unit. In that class, the unit was about the local economic impact of ending the space program. The author proposed that students invite an economist to come to class and share with the students how to, "...approach some of their economic data like an economist" (p. 60). Bennett then outlined the types of questions that an economist asks

about a source – when and where it was created, who created it, what perspective the person had, and the historical context.

The prompts Bennett suggested reflect how historians read texts, not how a political scientist or an economist reads texts. A political scientist or an economist might consider some of the questions Bennett proposes, but more importantly, they might consider questions that historians do not. Generally speaking, political scientists approach texts thinking about who has power and how that power might shape the content of the text. Students in the government class read the *Federalist Papers* as a historian would but did not analyze the newspaper articles in any more detail than a “close read” might reveal. The students never asked questions about who has the power, who benefits from the current primary system, or why the primary election system is unlikely to change.¹

In the economics class, students missed the opportunity to consider and examine how eliminating government programs affect the allocation of resources and to use real economic data.² Each discipline has its own sets of ways to read, write and think, and although some questions are useful to ask in all social studies disciplines, students need to be taught that each discipline has its own form of literacy. Articles like Bennett’s are not helpful, especially if well-intentioned administrators or ill-informed teachers read them and believe that they found the “answer” to how to read in all disciplines.

Researchers note that the attempt to apply reading strategies appropriate to one discipline to another is an unsound practice. Siebert and Draper (2008) expressed concern that some literacy strategies might not be effective in all courses and warned against

¹ These questions align with the C3 Framework’s emphasis on how political scientists focus on power distribution.

² These questions align with the C3 Framework’s emphasis on economists focus on the allocation of resources and examining data.

“...the assumption that instructional activities designed for and successfully tested in one content area can be used in another content area with little or no modification” (p. 241).

Furthermore, if reading strategies are considered interchangeable, then “they are not appreciated as learning tools and become rehearsed practices rather than access points to deep thinking” (Conley, 2008, p. 88).

Several states added the CCSS for History/Social Studies at the end of all their social studies standards (see Georgia, New Jersey, Oklahoma, Delaware, and Arizona), and although this addition is not a bad move, these additions all reflect lost opportunities to ensure that students engage in authentic disciplinary literacy in all social studies. Using the lens of a historian in psychology and sociology courses is not necessarily harmful but failing to teach psychology and sociology students how a psychologist or sociologist uses texts does not help students understand the complexity of disciplinary literacy in different disciplines. Reading a sociology case study, an economic indicator report, a Supreme Court decision, and the Federalist Papers as experts in the respective fields might do is not easy, but the answer to this complex task is not to apply the lens of one discipline (history) to all the social studies disciplines.

Classroom Practices

For several decades, social studies and history education researchers advocated for a student-centered pedagogical approach that involves both inquiry and disciplinary literacy skills. Many recent national and state social studies and history standards and assessments made some changes to begin to reflect this change in pedagogy; however, experience suggests that instruction does not necessarily change when research, standards, and assessments do. Since the C3 Framework calls explicitly on school

districts and teachers to incorporate inquiry and disciplinary literacy into social studies classrooms, it is helpful to explore how inquiry and disciplinary literacy are incorporated into social studies classrooms and to examine barriers that kept these pedagogical approaches. In this section of the paper, I review the literature on the use, or lack of use, of disciplinary literacy and inquiry in social studies classrooms.

Inquiry and Disciplinary Literacy in the Classroom

In recent teacher surveys, social studies teachers report that they support using both inquiry and documents and that they limit teacher-centered instruction in social studies classrooms; but, researchers have found that teachers do not use these methods as often as they report or in the most effective manner. In the SSIRC survey of almost 3,000 social studies teachers conducted in 2010 and 2011, over 80% of teachers reported that their most common instructional methods were student-centered (Fitchett & Vanfossen, 2013); 88% of the teachers reported using primary source documents once per week (Jewett & Ackerman, 2013; Knowles & Theobald, 2013). A survey of teachers in one school district (Thacker, Lee, & Friedman, 2017) found that 76% of the teachers reported using inquiry on a daily or weekly basis; most of the teachers identified a recent classroom lesson that they used that researchers would identify as inquiry-based, normally the use of document analysis. However, researchers used these same survey results to identify inconsistencies between what teachers said they believed and practiced on a regular basis with answers to questions about their most recent lessons, specifically related to how teachers use primary and secondary sources and inquiry in classrooms (Passe & Fitchett, 2013; Thacker, Lee, & Friedman, 2017; Theisman, O'Brien, Preston-Grimes, Broome & Barker, 2013).

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The 2001 and 2007 NAEP US History student surveys support the suggestion that social studies education remains teacher-centered. Students reported that most of their US History courses consisted of reading the text and memorizing facts for short answer and recall quizzes. When asked about reading historical sources and writing in history classrooms, the students reported that these classroom activities “rarely” occurred (Monte-Sano, 2010). Similar results appear in a survey of middle school students (Russell & Waters, 2010). Students responded to an open-ended question about what they liked least about their social studies classes. The students’ most common responses were listening to lectures and completing worksheets. A 2009 teacher survey supports these findings. When asked the format of the most recent class they taught, almost 50% reported that the format was a teacher-centered lesson (Leming, Ellington, Schug, & Dieterle, 2009).

Knowles and Theobald (2013) identified differences in teacher reported pedagogical approaches used in AP courses and non-AP courses. Teachers in AP history and geography courses reported using more collaborative pedagogical approaches to learning (e.g., cooperative learning, projects, and simulations), reflection, and research approaches to learning (e.g., analysis of multiple primary and secondary source documents and writing assignments) than their counterparts in non-AP courses. The teachers in non-AP courses reported using more traditional methods of instruction (e.g., lecture, worksheets, and films) than the teachers in AP courses but both reported similar rates of using primary source documents as part of instruction.

Research related to instructional strategies in non-history social studies classes is limited, but researchers concluded that inquiry-based instruction in all social studies

classes is rare (Fickel, 2006; van Hover & Yeager, 2003). A 2000 survey of sociology teachers revealed that they rated current event articles, class discussions, group exercises, and visual aids as their most common instructional activities (Lashbrook, 2001); but, in a study of sociology courses during the 2005-2006 school year researchers found that 88.6% of the sociology classes they visited had students engaged in lessons centered only on the textbook (DeCesare, 2007). This research, albeit limited, suggests that teachers recognize that they should use more student-centered learning methods, but when they plan lessons, they are choosing or being forced to choose teacher-centered methods instead (Burenheide, 2007).

Factors Hindering Inquiry and Disciplinary Literacy in the Classroom

Teachers and researchers identified several reasons why they do not use inquiry and disciplinary literacy as often as they would like. These reasons include external pressures such as mandated curriculum and assessments; limited time, resources, and teacher ability; lack of student background knowledge; and familiarity with teacher-centered approaches.

External pressures. Many teachers cite the pressure to get through the district or school curriculum as a major reason they do not use inquiry or disciplinary literacy in their classrooms. Teachers claim that their curriculum is too extensive and focuses on discrete details and facts that students need to know on required exams (Thacker, Lee, & Friedman, 2017). To get through the material, these teachers rely on lectures, textbooks, and worksheets (Hicks, Doolittle, & Lee, 2004). All states have social studies standards, and the majority of the standards focus primarily on factual content and details. The majority of state assessments, NAEP, and numerous surveys routinely ask children and

young adults specific facts and details that together suggest to the public as a whole that knowledge of these facts and details indicates academic success.

Although some research suggests that students taught through inquiry methods score higher on high stakes exams (Saye, 2013) most teachers view their roles as covering content through traditional methods (Levstik & Barton, 2011). This desire often results in teachers resorting to teacher-centered instruction (VanSledright, 2010). Some researchers identified high stakes testing as the largest barrier to reforming instruction (Fischer, Boi, & Pribesh, 2011). The pressure for students to perform well on high stakes exams led some teachers to narrow the curriculum (Au, 2011) by focusing only on tested content, while others tried to cover everything in the curriculum (Salinas, 2006).

In addition to curricula concerns, teachers experience political pressures to ensure that students can recite facts and details and consequently may avoid non-traditional approaches to instruction. Recently, some state legislatures passed laws that further restrict history and social studies instruction and, in some cases, specifically restrict some teaching methods. For example, in Tennessee, the legislature passed a bill that requires schools to teach only “positive” aspects of US History and government, including teaching that the only way to interpret the Constitution is through a strict constructionist lens. Furthermore, the bill requires that, “Students shall be informed of the nature of America which makes it an exception [in world history]” (Tennessee Legislature, 2013). In 2006, the Florida legislature defined history and created new constraints on Florida’s social studies teachers. The Florida state legislature stressed that “American history shall be viewed as factual, not constructed, shall be viewed as knowable, teachable, and testable...” (quoted in Craig, 2006). The law further states that students use the Federalist

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Papers to learn reasons for adopting our republican form of government. As a result, some teachers quit the practice of using the Anti-Federalist Papers to study history. This law led some Florida teachers to abandon having students analyze source materials that had more than one perspective.

Limited time, resources, and training. Another reason teachers cited for why they do not use inquiry and disciplinary literacy in their classrooms is lack the time, resources, and structures. Creating inquiry and disciplinary literacy activities is hard and time-consuming (Levesque, 2009; Wineburg, 2001). Most teachers report either not having access to resources or being unsure of which resources to use (Leming, Ellington, Schug, & Dieterle, 2009). Often teachers' daily demands keep them from having the time to find or create engaging activities; they resort to teaching how they did in previous years.

Many teachers do not use inquiry or disciplinary literacy in their classrooms because they may not know how. In 2000, the Department of Education reported that only 45% of history teachers had a major or minor in history (Ravitch, 2000). History teachers who do not major or minor in history are problematic because they did not take advanced history classes where most historiography skills are practiced (Sipress & Voelker, 2009). Ravitch (2000) argues that "it is unlikely that teachers who are themselves unfamiliar with historical knowledge and controversies will be able to engage their students in high levels of historical literacy" (p. 143).

For teachers to be able to use inquiry and disciplinary literacy in their classrooms, they need proper training. The Teaching American History (TAH) Grant provided over \$1 billion for US History teachers' professional development. Many of the projects

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funded through TAH were short summer programs that included few follow-up opportunities. A review of the grant abstracts for Maryland districts revealed that most Maryland programs included some aspect of historical literacy or reading focus (US Department of Education, n.d.); but, most of the funding nationwide went to increasing teacher content knowledge (VanSledright, 2010).

Other researchers suggest that few teachers who completed TAH programs incorporated the use of primary source documents into their instruction and that those who often do did not have the capacity to do so. Teachers who participated in some of the programs developed the skills to create primary source lessons. At the end of one summer institute, teachers created primary source lessons that they could use with their students. An analysis of the lessons reveals that most of the teachers created “low level” questions that asked the student to find simple answers in the text. Most lessons required students to read the primary sources but did not require them to compare the sources or complete any higher-order historical thinking questions (Patterson, Lucas, & Kithinji, 2012). Other researchers found different results in the impact of TAH Grants on student achievement. Researchers found that when teachers participated in a historiography-focused TAH program that included sustained, ongoing professional development opportunities, teachers’ instructional practices as well as student achievement improved (De La Paz, Malkus, Monte-Sano, & Montanaro, 2011).

Resorting to the familiar. Many teachers do not use inquiry or disciplinary literacy in their classrooms because they did not learn history using either approach. Many teachers learned in objectivist classrooms that were teacher-centered. Shulman (2005) referred to “signature pedagogies” that dominate specific disciplines. In the social

studies, the signature pedagogy consists of lecture, textbooks, and other teacher-centered activities. When teachers try to teach in a way that does not reflect their own school experience, it is uncomfortable (Historical Thinking Matters, n.d.), and teachers often resort to teacher-centered methods where the learner is passive (Levesque, 2009). Others found that not only are many social studies teachers comfortable with teacher-centered classrooms, but they reject most other forms of instruction as not effective for students (Hartzler-Miller, 2001).

Some teachers identified the lack of student background knowledge as a challenge to using inquiry in classrooms (Thacker, Lee, & Friedman, 2017). Wineburg and Schneider (2009) suggest that many teachers believe that students must first have an understanding of content before they can engage in inquiry, leading to teachers first having to teach students large amounts of content before they are encouraged to engage in inquiry. The researchers point to the Bloom's Taxonomy Pyramid for this confusion. The traditional pyramid has knowledge and comprehension as the foundation on thinking which leads some to believe that higher levels of thinking are not possible until the foundation is well-grounded. Wineburg and Schneider argue that the pyramid is actually upside down and that evaluation, synthesis, and analysis should be the entry points for the other cognitive thinking levels (see Figure 3). By engaging in higher-order thinking and problem-solving, students develop comprehension and knowledge. This new knowledge then becomes the foundation for future knowledge building and discovery and allows for the transfer of concepts and knowledge from one situation to another (Bransford, Brown, & Cocking, 2000). The approach that Wineburg and Schneider support aligns with the Inquiry Arc approach that is the foundation of the C3 Framework.

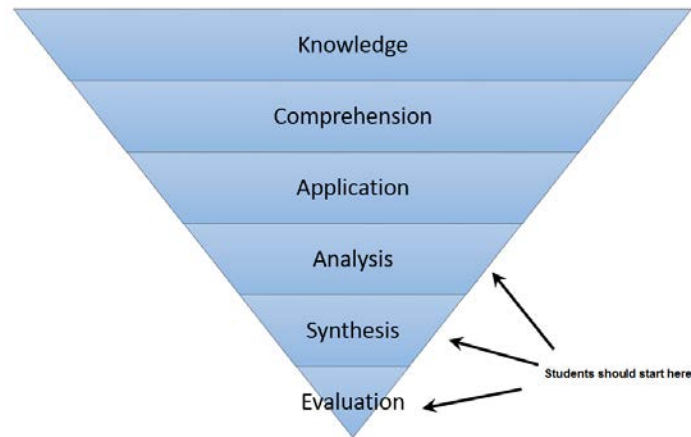


Figure 3: Wineburg’s and Schneider’s description of how to approach Bloom’s Taxonomy (2009).

In this section, I reviewed the literature related to best practices in social studies and how this literature contributed to the C3 Framework and the Inquiry Arc. However, research has shown that new standards and curriculum policies do not necessarily result in the implementation of standards and curriculum reforms as intended. In the next section, I focus on the implementation of standards and curriculum policy.

Policy Implementation

Implementing policy can be challenging. Some policy implementation theories assume that when local implementers fail to enact policy as policymakers intended, because the policy is poorly written or communicated or local implementers do not agree with it (Spillane, Reiser, & Reimer, 2002; Van Meter & Van Horn, 1975); however, current education policy implementation research focuses on the interaction between policies, places, and people (Honig, 2006) to explain the how and why of policy implementation. In this section, I present the education policy implementation literature relevant to this study. Specifically, I focus on the roles that organizations (the places) and

individuals charged with implementing policy (the people) play in the implementation process. I then present the literature directly related to the implementation of curriculum and standards in school districts.

The Places

Federal and state policymakers call on school districts to implement education policy; however, research shows that education policy is often confusing, lacks direction, and contributes to implementation patterns that are different from those intended by policymakers (Fuhrman, 1993; Placier, Hall, McKendall, & Cockrell, 2000; Spillane et al., 2002). Research shows that through the process of a school district implementing policy, the district becomes a policy creator (Furhman, Clune, & Elmore, 1988, Spillane, 2009) consequently policies are rarely if ever, implemented as intended. Spillane (2006) compares district policy implementation as a game of telephone where at each level of the policy implementation process the message changes slightly until, in the end, parts of the message might be totally lost or altered.

The implementation of education policy also varies by setting (McLaughlin, 1991). Researchers identified several factors that help or hinder policy implementation. These factors include support for the policy within the organization, strong and stable leadership, staff with the required knowledge and skills to implement the policy, effective communication protocols, and clear enforcement procedures. However, few school districts have all of these conditions in place. Rather, each district has its own resources, , regulations, and rules that reframe and reshape policy (Spillane, 2004).

One of the factors that impacts implementation is a district's financial and human resources (Hall & McGinty, 1997; Lipsky, 1980; Spillane, 1998; Wilson, 1989). School

districts that lack necessary resources to invest in understanding policy messages and planning for implementation (Spillane, 2004). Insufficient funding prohibits districts from providing needed people, training, time, information, technology, and evaluation resources that the district require to adequately understand and eventually implement a policy (McLaughlin, Glaab, & Carrasco, 2014).

A school district's organizational structures also can affect how the district is able to implement education policy (Bolman & Deal, 1997; Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Spillane, 2004; Weiss & Piderit, 1999). For example, school districts that have multiple layers of supervisors who must understand and approve how a new policy will be implemented at the local level might have a different approach to policy than organizations that are more streamlined with fewer individuals involved in local implementation decisions. While a streamlined supervisor structure might be beneficial in the implementation of some policies, researchers have found that smaller districts with fewer staff members devoted to a policy implementation process may hinder efforts to align curriculum and instructional supports needed to help teachers understand and implement curriculum policies (Fairman & Firestone, 2001; Spillane, 1998; 2006). These and other factors contribute to the differences in policy implementation in different school districts.

Adding more policy mandates often imposes stress on an already overtaxed district system (Fullan, 2001; Knapp, 2008). Many districts respond to new policy mandates by searching for what seems familiar within the policy, choosing to focus on implementing the parts that reflect similar work the school district is already doing (Van Meter & Van Horn, 1975). Other times, school districts focus on aspects of a policy that

they believe support preexisting goals and use the policies as leverage to further these priorities (Spillane, 2004). School districts normally ignore policies or their elements that are inconsistent with goals and priorities and embrace policies or elements that they believe support existing district goals and priorities. Often, policy implementers modify, accommodate, or assimilate the policy to fit the district's needs (Firestone, 1989; Spillane et al., 2002).

School districts might also approach implementation efforts differently depending on the content (Burch & Spillane, 2003; Burch & Spillane, 2005). In a study of three different school districts, researchers found that the districts approached efforts to improve instruction in reading differently than they approached mathematics. School districts provided more support staff in reading than they did mathematics and prioritized professional learning for reading teachers over those for mathematics teachers. District leaders appeared to have a better vision for how to improve reading instruction than they did mathematics instruction. The researchers concluded that districts do not take subject-neutral approaches to education policy reforms (Burch & Spillane, 2005).

The Role of People

Although school districts are vital to the education policy implementation process, individuals are charged with understanding and implementing policy. Local policy implementers, or street-level bureaucrats (Lipsky, 1980) play a significant role in the implementation process (Lipsky, 1980; Weatherley & Lipsky, 1977). Street-level bureaucrats are defined as individuals who interact directly with those impacted by policies and who have a great deal of discretion as they navigate policy language, rules, and regulations to interpret what policy means to them (Lipsky, 1980; Spillane, 2000).

Since individual beliefs and experiences also impact how policies are implemented (Coburn, 2006; Lipsky, 1980; Spillane et al., 2002), local policy implementers' understanding of policy messages impacts how policies are implemented.

Recent policy implementation studies have used cognitive theory to help explain individuals' interpretation of policies (Spillane, 2002; Weick, 1995). These scholars claim individuals have a schema or cognitive frames that reflect previous experiences, knowledge, and beliefs. As individuals encounter new information, they try to place the new information into existing schema to make sense of it. Schema serve as filters through which new information is absorbed and processed but, since individuals have different past experiences, knowledge, and beliefs, individuals respond differently to new information. The difference in experiences, knowledge, and beliefs lead to different interpretations of the same policy (Coburn, 2001; Cohen, 1990; Spillane & Zeuli, 1999).

This cognitive sensemaking can be a strength when new information fits with existing schema; however, when the new information requires a fundamental change from previous practices or understandings, then individuals can misunderstand the new information or form entirely different understandings than other individuals (Ali, 2006; Coburn, 2001; Spillane et al., 2002). Implementers are more likely to respond to aspects of policy that are familiar but often oversimplify or ignore those aspects that are new (Coburn, 2001; Spillane, 2004; Weick, 1995).

Policy interpretation is not a static or even linear process. As people receive new information, their schema continuously change, resulting in an iterative process where an implementer's understanding of policy is interpreted and then reinterpreted (Honig, 2001; McLaughlin, 1997; Spillane, 1998). When policies call for very straightforward changes,

such as the minimum age at which students can leave school, the implementation process does not require as much interpretation (McLaughlin, 2006). However, when a policy is more complex, such as the implementation of new teaching strategies or curriculum frameworks, individuals must make sense of the new messages. In this process, implementers have a great deal of discretion in how they frame a problem being addressed, what they choose to focus on, and what they choose to ignore. This process often leads to bureaucrats to implement some policies in ways that differ from the policymaker's original intent (Coburn, 2006; Hall & McGinty, 1997; McLaughlin, 1987).

When seeking to understand how policy implementers in school districts interpret and act on policy, it is difficult to separate the relationship between places and people. Situational cognition argues that context is important in the implementation process. Implementers make sense of policy not only through their own schema but also through their own situations, including their school district's individual complex structures and resources (Spillane et al., 2002; Supovitz, 2008). Without supports such as adequate time, funding, and resources, local policy implementers can do little to implement policy with fidelity, even when a local policy implementer understands the intended policy message.

The Implementation of Standards and Curriculum Policies

Scholars have produced numerous studies on the implementation of standards and curriculum policies in reading, science, and mathematics; however, to date, there have not been any published studies examining the implementation of social studies standards or curriculum policies. I present the findings of some of these other studies including studies on how school districts and central office staff implemented standards and curriculum policies. I focus on not only how the policies were interpreted, but also on

how other factors, such as time and resources, impacted the degree to which they implement policy as intended.

In 2005, Coburn studied how teachers in two different California elementary schools implemented a new reading policy. The policy implementation process included funding for new textbooks, new assessments, and multiple professional learning opportunities. Coburn (2005) interviewed 21 teachers as well as other school staff to explore how the teachers approached classroom instruction. Coburn found that when tasked with making changes to reading instruction, teachers responded in one of five ways. First, some teachers rejected or ignored the policy. These teachers continued to use the old reading series and did not change their instructional practices at all. Second, some teachers addressed the changes in symbolic ways. For example, these teachers posted new posters and other visuals in their classrooms that reflected the changes expected in the new reading policy, but the teachers did not change their approach to teaching reading. Third, some teachers attempted to use the new instructional strategies parallel to their existing practices. Fourth, some teachers tried to make connections between the new instructional approaches and their current practice but did not change their actual practice. Finally, some teachers accommodated the new instructional practices by making some changes that reflected the policy goals. The researchers found that the teachers who rejected or ignored the policy and those who only made symbolic changes had established beliefs in how best to teach students to read; these established beliefs hindered their willingness to change practice. Put differently, the new approach was counter to their prior experiences and knowledge base about reading instruction, so they ignored the new reading policy.

Spillane (1994; 1998) found a similar reaction from Michigan reading teachers and school administrators in two Michigan school districts. These teachers and administrators also rejected new approaches to reading instruction. Their established beliefs about reading instruction, students, and teaching resulted in teachers and administrators ignoring new policy messages about reading; they continued to use old basal readers and workbooks that were counter to the new reading policies. Spillane concluded that the educators' strong beliefs in components of reading instruction, such as sight words and controlled vocabulary resulted in their keeping and using old materials and sourcebooks, even when new materials were available.

Other studies found that some teachers believed that they understood new policies, but upon further examination, the level of understanding was incomplete. In a study of the implementation of new mathematics curriculum in California, Cohen (1990) presented the story of Mrs. O, a teacher who believed that she was making significant changes to her mathematics instruction that aligned with new policies on mathematics instruction; but, she was really using new vocabulary and new materials in very traditional ways. Cohen concluded that the teacher's knowledge, beliefs, and established practices impacted how she understood and implemented the new policy. Hill (2001) found that teachers working on a committee to adopt new instructional materials indicated that their personal beliefs about teaching mathematics were in line with new state policies, but the materials that they recommended to support the new approach did not align with the new instructional policies. Researchers concluded that without professional learning opportunities where teachers could learn about the new curriculum,

teachers did not make the instructional changes required of new policies (Cohen & Hill, 2001).

Spillane and Zeuli (1999) studied 25 teachers in nine Michigan districts, all of whom indicated that they were “reform-oriented” (p. 7) and that they had implemented new math standards. But on closer examination, the authors found that most of the teachers lacked a basic understanding of the core ideas in the standards. These teachers believed that their traditional teaching methods reflected the new standards, so they did not need to make fundamental changes to their instruction.

Research indicates that teachers often resort to familiar interpretations, misunderstand, or simplify standards and curriculum policy; however, research shows that school districts and central office staff do the same. In a study of nine Michigan school district’s efforts to implement new science and mathematics standards, Spillane and Thompson (1997) found that although all districts indicated that they changed their district curriculum to reflect the new science and mathematics standards, only three of them had done so. The researchers found that district leaders said that they included mathematical reasoning and communication in their district curriculum, but observations revealed they did not. The district leaders also varied on how well they understood the key ideas in the new standards. The district leaders often defined the key ideas using terminology that reflected a traditional approach to mathematics instruction, not the approaches required with the new standards.

Other studies of Michigan school districts found that all the districts studied appeared to focus on covering the topics in the standards rather than delving deeper into the mathematics pedagogy and the inquiry-based approach to science that the new

policies required (Spillane, 1996). The district implementers indicated that they believed the changes they made to district curriculum and professional learning supported the changes demanded by the standards when in fact they did not. Many school districts that failed to make the changes the new standards required did not have the human, time, or financial resources for district personnel to learn about the standards themselves before trying to help teachers understand them.

Some school districts and central office staff selectively choose which aspects of standards and curriculum reforms to ignore based upon their district's priorities, goals, and initiatives. In some Michigan school districts, for example, researchers found that district policy implementers ignored or altered science and mathematics standards and policies to align with previous work aimed at revamping the districts' approach to science and mathematics (Spillane & Thompson, 1997). Researchers found that some districts put the new state science standards into their new curriculum after they finished writing it. They referenced the standards, but the standards did not guide their work. The approaches these districts took regarding the standards resulted in most districts not making fundamental changes needed to implement the new standards.

In a four-year case study of one school district researchers found that although the district appeared to take a rationalistic approach to create and implement standards, the district's failure to identify and articulate a clear instructional philosophy resulted in only symbolic changes related to the new curriculum. The lack of a clear instructional philosophy impacted the ability of the district to provide professional learning that supported the new standards and resulted in the narrowing of the curriculum, especially in elementary school (Ogawa et al., 2003).

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In a 2014 study of Common Core implementation in California, McLaughlin, Glaab, and Carrasco used interview data from 20 districts, four charter schools, and two state level organizations to present initial findings of the implementation process successes and challenges in some California regions. The researchers found several common concerns among all types of school districts. The first concern was the lack of time. Districts reported that the lack of time impacted the district leaders' ability to create high-quality curriculum and either create or find high-quality materials that aligned with the Common Core Standards. The second common concern was teacher knowledge and skill level. Participants indicated that they had great concerns about building teachers' abilities to implement the standards, securing the technology including bandwidth necessary for online student activities and assessments, creating adequate formative assessments, and helping staff deal with multiple policy initiatives at once. The third common concern was preparation. Districts reported that district personnel, school administrators, and teachers all lacked sufficient professional learning opportunities needed to understand how instruction would change under Common Core.

In this section, I focused on two key components of policy implementation. First, place matters. Education policy implementation occurs in school districts and schools. Some school districts have more capacity to interpret policy and establish plans to implement them than others. The availability of human and financial resources, the internal structures of the district, as well as the size of the district impact the policy implementation process. Second, individuals must interpret policy through their own cognitive schema before crafting implementation plans. Often, those charged with interpreting policies resort to the familiar aspects of policy and ignore those that do not

resonate with their existing schema. In some cases, the focus on the familiar supports other district or individual priorities and initiatives leading to school districts using the new policy as leverage to accomplish another goal.

Informing the Study

NCSS published the C3 Framework in 2013. Since then, Thacker, Lee, and Friedman (2017) administered a survey to social studies teachers in one district to determine their attitudes of the C3 Framework and to determine if their reported classroom practices align with the C3 Framework. The researchers found that teachers had little knowledge of the C3 Framework, but they supported the pedagogical philosophy behind it. In another study, Grant, Swan, and Lee (2015) found that teachers who used the Inquiry Design Models (IDMs) from C3 Teachers reported increase student engagement and interest in social studies. Finally, Monte-Sano, De La Paz, and Felton (2014, 2015) developed a yearlong disciplinary literacy intervention program aligned with Common Core and C3. They found that when teachers receive substantial professional development on the intervention curriculum that student argumentative writing achievement increases. The same intervention program has also been found to be effective with struggling learners (De La Paz et al., 2014; Monte-Sano et al., 2017). To date, there are no published studies on how states and school districts are using or implementing the C3 Framework. This study will help fill this gap.

In this chapter, I reviewed the literature that helped frame my study. I used the literature review to craft both my research and interview questions. Researchers identified the lack of alignment between new standards and district curricula, state and local assessments, available resources, and professional learning opportunities as reasons for

previous standards reform failures. In creating the research questions for this study, I intentionally included sub-questions about curricula, assessments, resources, and professional learning opportunities so that I could determine if these same factors impacted the implementation of the C3 Framework.

Researchers have identified the best practices in social studies education, and surveys capture educator and social studies leaders' beliefs and classroom methods that support these practices. I used this literature to frame my research sub-questions on participant's beliefs about the best practices in social studies. I also used this literature to help create my interview questions concerning best practices in social studies education. Finally, I used the policy implementation literature to identify factors that impact policy implementation at the district level – personal beliefs and understandings aligned with cognitive theory and resources, time, and structures found throughout policy implementation literature.

In this chapter, I reviewed the literature related to how education reform movements affected social studies, the best practices in social studies, and the standards and curriculum implementation process. In the next chapter, I present my research design including how I collected, coded, and analyzed my data.

CHAPTER THREE: METHODS

The purpose of this qualitative study was to examine the initial overall state implementation patterns of the C3 Framework in Maryland school districts and to determine the extent to which district social studies leaders addressed the C3 Framework's Instructional Shifts and Key Features necessary to faithfully implement the standards. The research questions were:

1. How do social studies district leaders view the C3 Framework?
 - A. How are district leaders interpreting the C3 Framework?
 - B. How well do the district leaders' own beliefs about the teaching and learning of social studies align with the Key Features the C3 Framework?
2. How are social studies district leaders translating the C3 Framework in their districts?
 - A. How are districts addressing the Instructional Shifts and Key Features necessary to implement C3 with fidelity?
 - B. How are districts implementing the C3 Framework in district curricula, assessments, and resource documents?
 - C. How are districts preparing teachers to use the C3 Framework?
3. Why are social studies district leaders implementing the C3 Framework the way that they are?
 - A. How do district leader's own beliefs about teaching and learning impact the implementation?
 - B. What other factors affect how social studies leaders are implementing the C3 Framework?

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The C3 Framework provides an opportunity to reshape social studies education in a way that is supported by over two decades of social studies education research. The Framework is not a traditional set of standards; rather, it provides a clear foundation for best practices in the teaching and learning of social studies and is centered on inquiry and disciplinary literacy. The C3 Framework, if implemented as intended, has the potential to change the teaching and learning of social studies. Although the Maryland State Board of Education adopted the Framework in 2015, the implementation process was left primarily to individual school districts.

Many studies on curriculum implementation in reading, mathematics, and science suggest that district level implementation can play a vital role in how or if curriculum policies are implemented. In Maryland, the state tasked district level social studies leaders with implementing the C3 Framework within the individual school districts, so it is worth examining how these leaders tackled the implementation process.

Research Design

I sought to answer how and why questions that related to individual and group actors. This type of exploration required me to engage with how and why people arrive at the decisions they make. The use of qualitative research is well suited to reveal the how and the why of the actions of others rather than other research designs available. According to Strauss and Corbin (1990), a qualitative study is appropriate when researchers want to, “get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables” (p. 12). In qualitative research, the focus is on the process of meaning making, through which attitudes and beliefs are revealed (Strauss, 1987). Qualitative studies allow people

to tell their own stories about their motives, beliefs, and understandings. A quantitative approach to my research questions would limit the ability of my participants to tell their stories. Surveys and other quantitative instruments can provide the storyline, but only through qualitative methods can the characters, setting, and drama of the real-world experience come alive.

In qualitative research, the researcher is the primary instrument in the data collection and data analysis process (Merriam, 2014; Stake, 2010). As the researcher collects data, she can clarify statements, check with participants to ensure the accuracy of their information, and respond to verbal and nonverbal clues. This qualitative design was especially beneficial as I was able to continue to ask clarifying questions and communicate with my participants multiple times which resulted in the collection of multiple types of data.

The Selection of Participants

Each of the 23 counties in Maryland, along with the City of Baltimore, operates its school district. Each school district has a central office staff; however, the size of each differs. All districts have one person who is responsible for overseeing the social studies program. In some districts, the social studies leader supervises multiple content areas and programs while in other districts the social studies leader only supervises social studies. In four school districts, there are two social studies supervisors—one for elementary and one for secondary. However, at the time I conducted this research, only two of these districts had two full-time social studies supervisors in place. Staffing changes in the other two districts resulted in the secondary social studies supervisors temporarily supervising the elementary programs.

This study included participants from 20 Maryland school districts with one district having two participants. It was not possible to include four remaining school districts. Of the districts not included, one school district social studies coordinator position was vacant; one district social studies leader agreed to participate, but multiple scheduling conflicts prevented an interview, and two district social studies leaders did not respond to repeated requests for an interview.

The 20 districts that participated in this study reflect the diversity in Maryland's school districts. I included all geographic areas, with clear representation of large (more than 50,000 students), mid-sized (between 10,000 and 50,000 students), and small (fewer than 10,000 students) districts. The 21 individual participants had a range of experiences and years in their positions. The average number of years in supervisory positions was six. In six of the districts, the individual participant was the only person in the district in the social studies office. Five other districts do not have any staff devoted entirely to social studies; their social studies leaders also supervise one or more additional content areas, programs, or offices.

I interviewed 14 of the participants one time and the other seven twice. I also exchanged clarifying email messages with 12 of the participants. In Table 4, I listed each school district in the order in that I conducted the first interview with the district participant. This table includes the size of each district, the size of the social studies office, and their participant's years leading social studies. In addition, the table includes whether the district previously had a Teaching American History Grant (TAH) as well as if they participated in the Maryland C3 Review Teams.

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For the interview data, I initially coded each segment of text directly on a word version of the transcriptions and note collection documents. I then put each interview into an Excel spreadsheet where I created columns for each research sub-question and typed codes directly into these columns. This process allowed me to sort and organize responses by codes to look for patterns and themes. For the documents and artifacts, I first read each curriculum and district document, looking specifically for references to the Framework. When I found references, I noted such directly on the document. I also examined the resources that the documents suggested for teacher use and identified any that directly support the Framework. I then wrote up a summary for each school district, identifying how or if the documents reflected the Framework or the individual dimensions. I used these documents to help me understand how the participants were translating the C3 Framework and to corroborate participant responses.

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Table 4

Background of District Participants

Participant #	Size of District	Size of Social Studies Office	Years in Leadership Position	Primary Teaching Experience	Served on C3 Review Team	TAH Grant
1	Large	4	10	HS History IB History	Yes	Yes
2	Large	4	15	MS	Yes	Yes
3	Large	3	11	MS	Yes	Yes
4	Small	1*	10	MS	No	No
5	Large	2	5	HS History AP History	No	Yes
6	Mid-sized	2	13	HS History	Yes	No
7	Large	4	2	HS Government	No	Yes
8	Small	1*	2	ES and MS	No	No
9	Small	1	7	HS Government	Yes	Yes
10	Mid-sized	1	8	ES	No	Yes
11	Mid-sized	1*	7	ES and MS	Yes	Yes
12	Mid-sized	3	14	MS and HS	Yes	Yes
13	Large	1	3	MS	No	Yes
14	Mid-sized	1	1	MS and HS	No	No
15	Mid-sized	1	3	HS History	No	No
16	Small	2	4	HS History AP History	Yes	No
17	Mid-sized	1	14	ES	Yes	Yes
18a	Mid-sized	2	2	HS History	No	Yes
18b	Mid-sized	2	2	MS	No	Yes
19	Small	1*	6	HS History	No	No
20	Small	1*	1	HS History	No	No

Notes: Two social studies leaders from District 18 participated in this study. The * signifies districts where the social studies leader is responsible for more than one content areas, program, or office. These districts do not have any additional staff (resource teachers, coaches, and others) who are assigned to social studies.

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District social studies leaders understanding of the social studies policies and the decisions they make are crucial to the implementation of the C3 Framework. Each Maryland school district has at least one person who is charged with supervising the social studies program. Most have one person in this supervisory position while in a few other districts this duty is divided by grade level with one person overseeing the elementary program and one person overseeing the secondary program. I used district websites to identify the primary social studies leader or leaders in each of Maryland's 24 school districts. In four districts, the websites indicated that there was a separate person who supervised elementary and secondary social studies while in the other 20 districts there was only one person identified who supervised Pre-K – 12 social studies. However, in these four districts where there were two social studies positions, only two of the elementary positions were filled. In all, I initially identified 26 possible social studies leaders to participate in my study.

In March of 2016, I sent each identified leader an email invitation (Appendix B) to participate in this study. As each participant responded that he or she would participate, I scheduled either a face to face or a phone interview and sent the participant the IRB Consent Agreement (Appendix C). I asked each participant to fax or email the IRB Agreement to me. Within two weeks of the initial email invitation, ten social studies leaders agreed to participate.

After two weeks, I sent a follow-up email to the social studies leaders who did not respond to my initial email. After the follow-up email, an additional 12 social studies leaders agreed to participate; however, of the 12, six requested summer interview dates because the bulk of their work with the C3 Framework was occurring in the summer of

2016. These leaders indicated that they would have more to share after they had a clear plan for their work. In addition, one social studies leader agreed to participate, but numerous scheduling issues prevented an interview. In total, this study included participants from 20 Maryland school districts with one district having two participants for a total of 21 of the possible 26 social studies leaders.

Data Sources and Data Collection

During this study, I collected data from three major sources: interviews; documents and artifacts. I also kept records and notes created during my participation in state, regional, and national meetings and webinars related to the Maryland Curriculum standards and the implementation of the C3 Framework. Between April of 2016 and September of 2016, I conducted initial interviews with all 21 of the participants. I also began follow-up interviews and began exchanging some clarifying emails. In all, I conducted follow-up interviews with seven participants; I exchanged clarifying email messages with 12 of the participants. Table 5 identifies the dates, number of times, and the ways in which I communicated with each participant regarding the interviews. After the last communication regarding the interviews took place, I continued to communicate with participants about obtaining copies of district documents through July of 2017.

Table 5

The Dates of Communications with Participants Regarding Interviews

District Participant Number	Date of Initial Interview (P) in person (T) via telephone	Date of Communication Regarding Member Checking	Date of Clarifying Emails
1	April 1, 2016 (P)		August 25, 2016
2	April 7, 2016 (T)		Sept. 19, 2016
3	April 7, 2016 (P)	May 12, 2016	
4	April 8, 2016 (P)		Sept. 30, 2016
5	April 11, 2016 (T)		Sept. 24, 2016
6	April 14, 2016 (T)	June 2, 2016	
7	April 20, 2016 (P)		Sept. 19, 2016
8	April 21, 2016 (P)		August 23, 2016
9	April 21, 2016 (P)		Sept. 24, 2016
10	April 28, 2016 (T)	May 30, 2016	
11	May 4, 2016 (P)		Sept. 19, 2016
12	May 5, 2016 (P)		
13	May 6, 2016 (T)		August 23, 2016
14	June 2, 2016 (P)		Sept. 29, 2016
15	June 9, 2016 (P)	July 22, 2016	
16	June 9, 2016 (P)		
17	June 10, 2016 (P)		Sept. 23, 2016
18a 18b	June 10, 2016 (P)	July 5, 2016 July 12, 2016	
19	July 18, 2016 (T)		August 27, 2016
20	Sept. 1, 2016 (T)		Sept. 23, 2016

Note: Two social studies leaders from District 18 participated in this study, and I conducted the initial interviews on the same day.

Interviews. Interviews and other direct communication with district social studies leaders provided the primary data for this study. I conducted an initial interview with all 21 participants using open-ended questions and a semi-structured interview protocol. The use of open-ended questions allows participants to give answers freely and often results

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in responses that are more diverse and produces more data than structured, close-ended questions (Reja, Manfreda, Hlebec, & Vehovar, 2003). With each participant's permission, I recorded these interviews to allow for an accurate records of the interview (Yin, 2014).

As I interviewed participants, I followed Creswell's (2014) interview protocol format that included a pre-interview script to ensure that I introduced each interview the same to each participant. Although I audio recorded each interview, I kept detailed notes during the interviews as back-up. The shortest initial interview was 37 minutes, and the longest interview lasted 97 minutes; most were 60 – 70 minutes.

Open-ended questions allow participants to describe their experiences in their words, and often yield a rich description of the phenomena (Creswell, 2014). I originally created nine anticipated interview questions, but after practicing the questions with a current social studies resource teacher, I added two questions, included more probes, and clarified the wording of some questions. Each question aligned with one or more of my research questions (Table 6). Although I had my list of questions ready, I found in most cases that once participants began to talk specifically about the C3 Framework, they naturally answered most of the questions I planned without my having to ask them.

Table 6

Alignment of Questions and Probes with Research Questions

Questions and Additional Prompts	Back-ground	1A	1B	2A	2B	2C	3A	3B
	<p>Please tell me your title and how the Social Studies Office is organized in your district?</p> <ul style="list-style-type: none"> Besides you, how many staff do you have who are entirely devoted to social studies? Who is your supervisor? Are you responsible for any other offices or programs? 	X						
<p>Please tell me about yourself, including your own experiences with teaching and learning social studies.</p> <ul style="list-style-type: none"> As a teacher, how would you describe your approach to teaching and learning? 	X	X					X	
<p>What do you consider to be the best practices in social studies education?</p> <ul style="list-style-type: none"> As a leader, what do you look for in a good social studies classroom? 		X	X				X	
<p>Do you believe that the C3 Framework captures these best practices? Why or why not?</p>		X	X					X
<p>How do you plan on addressing the C3 Framework's Inquiry Arc and individual dimensions in your district?</p> <ul style="list-style-type: none"> What is your priority related to the implementation of the C3 Framework? How big of a shift will the Inquiry Arc be? How big of a shift will disciplinary literacy be? How do you plan on addressing Dimension One and Dimension Four? 				X	X	X		X
<p>Does your district have a formal plan for how to implement the C3 Framework?</p> <ul style="list-style-type: none"> If yes, what is the timeline, budget, and plan? Are teachers, administrators, and other central office staff aware of the C3 Framework? How has this been communicated? 				X	X	X	X	X

Table 6 continued

Questions and Additional Prompts (continued)	Back- ground	1A	1B	2A	2B	2C	3A	3B
Have you changed or created any district curriculum or assessment documents to reflect the C3 Framework? Do you have a copy that you are willing to share? <ul style="list-style-type: none"> • How does your district organize the creation of curriculum and assessments? Who is involved? • How do the curricular and/or assessment documents approach the major shifts in C3 instruction (arc of inquiry, disciplinary literacy and skills, and informed action)? • Are the dimensions addressed as an arc of inquiry or only individually? 				X	X			X
How are you aligning the C3 Framework with the social studies resources that you use? <ul style="list-style-type: none"> • What authentic resources are you including? • How are students being taught to analyze and critique resources? • Which resources do you feel are most helpful with the C3 Framework? • Are you aware of resources from Stanford, NCSS, and C3 Teachers that could be used for C3 implementation? 					X			X
How have or will your district’s teachers learn about the C3 Framework? <ul style="list-style-type: none"> • What has been the result of any professional learning that has taken place so far? • Do you have any copies of agendas or other documents that you have shared with your teachers about the C3 Framework that I could have? 						X		X
What do you, your district, and your teachers need in order to implement the C3 Framework? <ul style="list-style-type: none"> • Have there been or do you anticipate any barriers to the implementation of the C3 Framework in your district? 								X

Both Stake (1995) and Merriam (2014) warn that at times too much time elapses between the interview and the transcription resulting in a loss of some context and impressions. In order to attempt to avoid this loss of important details, immediately after each interview, I spent approximately 30 minutes writing down my overall impressions,

including an interpretive commentary and possible follow-up questions. The interpretive commentary included contexts and my reactions to what the participant said.

Within two weeks of each interview, I transcribed each interview into a word document; I left a large margin on the right-hand side for notes (Appendix D). I then sent a copy of the transcript to each participant and asked them to review it for accuracy and to add anything they wanted to the transcript. In total, only six participants acknowledged my request to review the transcript; and of the six, no one made corrections or added information. All stated they believed the transcripts were correct.

After reflecting on my poor response rate from my member checking process, I decided to try a different approach. In late summer of 2016, I sent a follow-up email to each participant thanking them again for participating and letting them know that I was at the end of my data collection process and just wanted to clarify a few things before the school year started. I provided a brief bulleted list of my key understandings of how each participant was addressing the C3 Framework in his or her district and asked each one if they wanted to add anything. I also took the opportunity to ask if anyone had any additional documents about their district's work on the C3 Framework that were not already shared and that the participant would like to include. In a few cases, participants made some additional comments; however, the majority of comments were about steps they planned on making in future years so were outside the scope of this study. Examples of a typical follow-up communication and follow-up response can be found in Appendix E and F.

Documents and artifacts. I supplemented the information gleaned from my interviews by examining various district-produced documents. I examined 39 district-

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produced documents, including strategic plans, curriculum and pacing documents, model units, model unit plans, agendas from professional learning sessions, and district assessments. I gathered these documents by asking each participant to share at least one document that his or her district-created or used that that reflected the C3 Framework; 16 of the 20 districts provided at least one document. I was able to collect additional documents from districts websites that also referenced the C3 Framework. Four districts did not have anything posted that reflected the C3 Framework. I started collecting documents in April of 2016 and continued through July of 2017.

The curriculum and pacing guide documents were valuable sources. These curricula and pacing documents detailed if and how districts included the individual dimensions and the Inquiry Arc. Master plans and other district documents provided additional context and samples of how districts did or did not address the C3 Framework. Together these sources helped me develop an understanding of the various districts to picture the overall patterns of state implementation of the Framework.

Researcher notes, records, and memos. The final source of data I used was my own notes, records, and memos. In my role as a member of the National Council for Social Studies Board of Directors, NCSS Executive Committee, and the Maryland Council for the Social Studies Board of Directors, I participated in many of the national and state events designed to help social studies leaders around the country and state prepare to implement the C3 Framework. In addition to social studies related meetings, I attended a variety of other meetings, such as state assistant superintendent meetings, state testing meetings, and accountability meetings where social studies issues, including the C3 Framework and social studies assessment conversations, occurred. As I attended state

and national social studies meetings, conferences, and webinars, I kept detailed records of these events to provide more context for my study.

In addition to the interpretive commentary, I also kept a researcher notebook where I recorded and reflected on themes that emerged, problems that I encountered, and any biases I felt I was forming (Bogdan & Biklen, 2007; Ortlipp, 2008). For example, after the third interview, I noted my belief that note taking during the face to face interviews seemed distracting to the participants. Although I recorded the interviews because I was concerned about a technology breakdown, I noticed that participants stared at my hands while I was writing and I was concerned that the participants were not able to focus on my questions. To address this problem, I reduced the amount of notes I took during the interviews, but spent more time immediately after the interviews recording notes about what I heard.

I also devoted space in my notebook to identify biases that I was developing in the process. I began this research study with a very clear vision for how I believed the C3 Framework should be implemented and how far along I believed social studies leaders should be in the implementation process. As I interacted with social studies leaders around the state whose vision was different than mine or appeared to be just beginning their implementation process, I realized that I found this disturbing, and I was disappointed in some of what I was discovering. In my notebook I had to continuously write notes to myself to remind me that: (a) my vision was not necessarily the only or the best vision for the C3 Framework's implementation; (b) my goal in this project was not to judge the implementation efforts of the social studies leaders, it was to determine what they had done so far with implementation; (c) districts have different resources and

structures that shape how people do their work; and (d) everyone was really working hard to do what they thought was best for students and teachers.

I also used my notebook to identify when my preconceptions were incorrect. For example, when I began this study, I believed that participants would identify PARCC as a major obstacle to implementation, but only a few participants mentioned PARCC at all. I also believed that at least some participants would say that they did not believe that minimizing the focus on content in order to focus on inquiry was a good approach, but no one did. I also believed that relationships between districts and textbook companies would be cited as a factor that limited their ability to revise curriculum, but it was not. It was important for me to identify these preconceptions and to acknowledge when they were incorrect; this process allowed me to minimize the impact that my predispositions might have as I analyzed the data.

Data Analysis

Qualitative data analysis can take place throughout data collection and when data collection is complete (Merriam, 2014). The method I used to analyze the data was constant comparative. Constant comparative analysis refers to the process where the researcher compares data from one source to another source in an iterative and simultaneous process. During constant comparative analysis, the researcher begins the analysis process as the first set of data is collected. The researcher begins to make notes, look for patterns, and build minor themes. As new data are collected, the researcher compares the new data to what she has noted about the previous data (Merriam, 2014). The comparisons then either confirm the patterns, codes, and themes or the new data lead to new categories. As more data are collected, the process continues in an iterative

process that does not have a linear progression. The process continues until no new data are collected, and no new categories or themes are evident.

Creswell (2014) suggests that when a researcher codes data she should first start with an overall impression of the data from an in-depth reading of the material. Merriam (2009) suggests that the researcher not filter any thoughts or ideas that might come to mind in the initial process. All ideas, thoughts, and hunches are to be noted. As indicated above, after most interviews, I sat in my car and reflected on each interview and wrote down my initial thoughts and ideas. I also compared notes from the most recent interview to notes I took after previous interviews, looking for general patterns. I continued this process as I transcribed my interviews and continued to add notes in my notebooks about initial themes that started to emerge.

Creswell (2014) suggests that after the initial reading of the data, the researcher should code the data by analyzing each text segment and asking what each text segment means: how it contributes to an understanding of the issue, how it relates to any underlying theory, and ultimately how the text segment helps the researcher answer the research questions. Once I transcribed the interviews, I put them into a word document with each question and participant response in its own row of a table so that I could focus on each text segment individually. I read them once and wrote down initial thoughts and ideas in the right-hand column. I reread the transcripts again, using highlighters and taking notes in the right-hand margin. The notes I wrote down were my initial codes. As I read and coded the next interview transcript, I returned to the previous transcripts to look for patterns or themes I might have missed.

Initially, I kept all my coding notes in the right-hand column of the transcript, but

I decided to use coding software to determine if it might be a better approach to search through and keep track of my codes. After trying Hyper Research, I decided not to use it; instead I transferred all my transcripts to an Excel spreadsheet where I coded the transcripts again, using key terms in different columns that I could better sort through and manage. I assigned each column a different research question and put codes in the correct column so that I could sort by research question and by code as needed (see Table 7).

Sorting data allowed me to see the frequency of codes and to compare participants' own words and experiences associated with each code to further break down what the participants were sharing. For example, MSDE was a common initial code, but by sorting the data based upon the code MSDE, I found that MSDE referred to state assessments, communication issues, and social studies supervisor meetings. As I re-coded and clarified what participants were saying, I grouped codes into common categories and developed overarching codes that I organized by research question (see Table 8).

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Table 7

Excel Spreadsheet used for Coding

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	District #	Segment	Interview Question	Response Excerpt	How are district leaders interpreting the C3 Framework?	How well do the district leader's own beliefs about the teaching and learning of social studies align with the key features of the C3 Framework?	How are districts addressing the key features and shifts necessary to implement C3 with fidelity?	How are districts implementing the C3 Framework in district curriculum?	Assessments	Resources	How are districts preparing teachers to use the C3 Framework?	How do district leaders own beliefs about teaching and learning impact the implementation?	What other factors affect how social studies leaders are implementing the C3 Framework?
2	1	22		Like it was a total mess because something happened and the person who tells the associate superintendents never got the message out. She [our associate superintendent] came and said I don't know what you are talking about we haven't heard about it I had to get proof that C3 passed. It was like I was making it up. So, it got delayed and we were behind before we could get started. So, the first reaction from everyone including the [social studies] team is that they were already doing it.	MSDE 1		Implementation Plan					district	
3	1	23		Our Board has to vote on changes in curriculum even if it is COMAR. It is how that works here but since everything thinks we are already doing it there is no need to tell the Board, right?	MSDE 1							district	
4	1	24	Okay.	I started pushing back on that because just because we are doing some things, but we are only taking teachers close to it, not all the way.								already doing it	
5	1	25	Yeah.	We had to start getting the language of inquiry and disciplinary literacy into conversations about teaching with resource teachers especially last year. Then with teachers and training and on our team, but it was just to start talking about it. Using the language of it.			professional development				focused on changing language with teachers	teachers	
6	1	26	Yeah.	It was much greater than people around me knew. There was change in the language and then that is as far as we got. Some teachers might know. They might pick it up and run with it, but the majority will just think that they are already there.			pd2				up to teachers to pick it up	already doing it	
7	1	27	So, when you say it's more than what is already there, what do you mean?	It's not just document analysis though, it's not just a DBQ, it's students constructing knowledge. It's students shaping their own learning. It is equality.	Content of C3							teachers	
				That was the piece that our resources and our framework and the things we were putting out there was missing. There were some historical investigations. So, there were some materials on it but the idea that the dominant form of instruction has to									

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Table 8

Codes used

Research Question #1: Views, Interpretations, and Beliefs				
Background and District Information	Beliefs About Teaching and Learning	Format and Content of C3	MSDE	Standards and Assessments
District Structure Education Background Experience TAH Grant District Structure Office size and duties Curriculum structure	Traditional Lecture based Writing source Literacy Document-based Student discourse Equity Inquiry Rigor Social justice Multicultural Reading data Disciplinary lite C3 features align Relevance Stud engagement	Alignment with CC Alignment with AP Alignment with IB Confusing format Alignment with HTS Stanford SHEG Lacks examples Inquiry Arc Disciplinary literacy	Review teams Rollout issues Coordinator Turnover Political pressure Teacher accountability Lack of support for SS	Common Core 6.0 Skills and processes MSPAP PARCC Content Standards AP Exams District assessments
Research Question 2: Translating/Implementation				
Approaching C3/ Shifts and Features	Curriculum	Assessments	Resources	PD
Inquiry Arc Disciplinary Lit Individual dimensions Service Learning Project Citizen History Day School-based Teacher-determined Interdisciplinary Reading Won't address Aligning	Document format Middle School High School Elementary Electives Model lessons Unit Guides PBLs Pacing guides Curriculum guides Scope and Sequence	Internal assessments Teacher made assessments Benchmarks Final exams Performance Tasks HSA Middle School Assessment	SHEG Textbooks C3 Teachers Discovery Ed History Alive TAH Materials District-Created NCSS DBQs/Project History Labs Newsela MD Geog Al MCEE Smithsonian	Time with teachers Format of PD Leadership Effectiveness Academies (MSDE) Communication with teachers Administrators SLOs Coll planning Use of language Commonalities
Research Question 3: Why?				
Own beliefs	MSDE Issues	Competing District Initiatives	Assessments	District Features
Document analysis Historical thinking Writing to source Public perception of D4 Need for DBQs Reluctant teachers Already doing it	Rollout issues Common Core deadlines UDL Leadership issues CCR	Literacy ESOL NGSS SPED Writing Elementary	HSA AP Exams PARCC IB Exams MS Assessment SAT/ACT	Funding Time with teachers Staff size Curriculum process PD structure Time with administrators

In addition to developing codes, I also identified several themes that emerged from the data. Saldaña (2016) identifies a theme as an “extended phrase or sentence that identifies what a unit of data is about and/or what it means” (p. 199). I began identifying initial themes after the second interview when I was able to analyze two interviews. Some initial themes included the size of offices impacted the implementation process, districts with previous TAH Grants were more comfortable with the prospect of creating their own resources and materials, and MSDE lacked the capacity to support districts in implementing the Framework.

I continued to look for themes and aligned the emerging themes with my three research questions. For example, some themes that I identified as aligning with Research Question 1 included: (a) the C3 Framework supports efforts to have teachers use more document-based activities in class; (b) lecture and direct instruction are methods that should be discouraged in class; and (c) document-based activities support student inquiry. Themes I identified as aligning with Research Question 2 included: (a) addressing Dimensions Two and Three was more practical than addressing the Inquiry Arc; (b) until MSDE made decisions about the format of future state assessments in social studies, there was no urgency to change district assessments; and (c) C3 could be used as leverage to get reluctant teachers to use existing materials and resources, such as Document Based Questions (DBQs). Finally, the themes I identified for Research Question 3 included: (a) the lack of required time with teachers greatly impacted the ability of social studies leaders to impact curriculum and instruction in classrooms; (b) multiple competing initiatives in districts limited what districts could do with C3 in the timeframe studies; and (c) increased financial resources and time were vital to the implementation process.

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I also used documents and artifacts in this study. As I acquired each document, I noted how I received the document (from the participant, from a website, etc.) and the date and author, if able to determine. For district-produced curriculum, resource, and assessment documents, I looked to see if the district made direct references to C3. I then read each page of the document and noted whenever I found something that aligned with the Framework or its individual dimensions. I also noted any resources suggested in the documents and explored those resources to look for alignment to or references to C3. For strategic plans, I searched each available plan for references to social studies and then looked for references to it or to other foci for social studies in each district.

After I examined all the documents from each school district, I wrote a summary of how the documents reflected the C3 Framework and its individual dimensions as well as how the district approached the teaching and learning of social studies, primarily how they used documents, literacy, and specific resources. I used this data to both build an understanding of how each district was interpreting and implementing C3 as well as to use as corroboration for individual participant's statements.

Finally, I used my own notes and records for this study. I approached these notes and records the same way I approached the district documents. For each document, I noted the author, context, and creation date. I referenced these notes and documents as I wrote up my results to confirm my recollection of events and to trace the evolution of my thoughts and findings.

To determine what the initial implementation patterns of the C3 Framework in Maryland were, I created a C3 implementation matrix to use as I analyzed the data and the results from the first three research questions (see Table 9). On the matrix, I recorded

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my findings related to how each district addressed the C3 Shifts in curriculum, assessment, resources, and professional learning and then noted any patterns.

Table 9

C3 Implementation Matrix Used for Each District

District # _____

Interpretation Lens: _____

C3 Implementation Matrix

Curriculum and assessment documents are aligned with C3 Shifts:	Status	Evidence	Approach/Pattern
- Inquiry is at the center			
- Disciplinary literacy (reading and writing) is deliberately taught			
- Disciplinary integrity and interdisciplinary connections matter			
- Informed action and application of knowledge is clear and present			
- There is a focus on both content and skills			
- Dimensions are addressed both individually as well as integrated in an arc of inquiry			
Resources are aligned with C3 Shifts:			
- Students engage with authentic resources that reflect the discipline			
- Students use disciplinary skills to find, critique, and then choose which resources are most useful for their own inquiries			
- Students engage with resources in a manner similar to those of professionals in the field (reading, writing, and thinking like a(n) ...)			
- Resources address more than one component of the C3 Framework			
Professional Development Plan:			
- Professional development plan is in place to focus on the Shifts and changes needed for Teaching and Learning through an Inquiry Arc			

Sources: Grant (2013), Herczog (2014), & Swan (2014)

After I completed a matrix for each school district, I examined each and looked for patterns. From this process, I determined that all the school districts used in this study fit into one of three initial implementation patterns—minimizing, aligning, and changing. For districts that I identified as minimizing, the district leader decided to make no or minimal changes (i.e. “let teachers know” or add C3 Teachers to a list of resources) prior to the beginning of the 2016-2017 school year to reflect C3. For districts that I identified as aligning, existing curriculum, assessments, resources, and professional learning were aligned with C3 but did not make any major changes to what they already were had. In

many cases, these district leaders replaced existing language in documents with references to C3 or reemphasized existing student learning activities to help teachers see their existing alignment with C3. For districts that I identified as changing, the district leaders made at least one major change to a course's curriculum, assessments, or resources, to reflect C3. Most of these changes involved the use of the Inquiry Arc, compelling and supporting questions, and taking informed action.

Trustworthiness and Limitations

Many qualitative researchers focus on the overall trustworthiness of a study's findings (Creswell, 2014; Lincoln & Guba, 1985; Stake, 1996). To promote trustworthiness, I used both triangulation and member checking in this study. Creswell (2014) defines triangulation as the process of, "corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews)" (p. 259). In this study, I used available documents, such as district master plans and curriculum documents to corroborate some participants' descriptions of what their districts did to implement the C3 Framework. In addition, since I formerly held a position in my district's social studies office and frequently attended state briefings, I used my notes from these meetings to verify my recollections. I also used notes from an interview with the former social studies state supervisor to confirm or clarify events, timelines, and state requirements and available C3 resources.

I also used member checking during this study. Member checking is the process where participants have opportunities to check data and findings for accuracy (Creswell, 2014). As earlier noted, after each interview, I sent a copy of the typed transcript to each

participant and asked if they would review it for accuracy and to add anything they wanted to add. I also sent each participant an email that included a bulleted list of how I believed, from the interviews and documents examined, each district was addressing the Framework in curriculum, assessments, resources, and professional learning as well as how I thought each participant viewed C3 and factors that were contributing to how it was being implemented in each district (Appendix E and F). From these communications, I received confirmation or clarifications on how each district was implementing C3 from 19 of the 21 participants in this study; however, most of the districts politely confirmed my conclusions without any major additions.

This study has several limitations. The first limitation is that this study relied on self-reports from normally one individual in each district. Although I used documents to help corroborate the participants' responses, the majority of the documents provided were self-selected by participants to highlight their work; I did not have access to all of the documents each district created or used. I also did not seek out other perspectives from central level staff or perspectives of classroom teachers so ultimately this study reflects the experiences and perspectives of one person in each district.

Second, this study only captures what occurred in 20 school districts in one state. Due to the state-specific contexts, the turnover in state social studies leadership, the types of state assessments, and the approach the state took in adopting the C3 Framework, the findings of this study are limited. Since the beginning of this study, another state social studies coordinator left the position to take a different position with MSDE leading to the fourth social studies state coordinator in the past five years. This continuous turnover in the state social studies office might have led to some participants being unsure of future

requirements and expectations regarding the C3 Framework in Maryland. Participants might have been hesitant to discuss in detail any topics, such as the state expectation for how to implement the C3 Framework, the continuation of PARCC, the format of the Government HSA, or the middle school assessment that they viewed as political or that they believed might change in the near future. Similar studies in states with different structures and expectations might reveal major differences in district level social studies leaders implement the C3 Framework at the local level.

Third, I conducted this study as many districts were in the middle of their C3 Framework work, so I relied on what participants identified would be accomplished by the beginning of the 2016-2017 school year. In many cases, districts were working on 2017-2018 plans during my study, so in some cases, the participants might have shared what they were developing for future years rather than what they had by the beginning of the 2016-2017 school year. It is not clear if each of the participants implemented their plans in the timeframe that each described. Also, although I sought multiple opportunities to clarify and keep up to date on what each district was able to accomplish throughout the study, some districts might have accomplished more than they initially reported. For example, one district identified making changes only to middle school curriculum; however, at a MDCSS Conference, a school presented changes that they made to address C3 at the elementary level, leaving me to believe that this study might not have captured all the work that each district completed prior to the 2016-2017 school year.

In this chapter, I presented my research design and methods. I also discussed how I recruited participants, collected and analyzed data, and how I promoted trustworthiness. In the next chapter, I present my findings.

CHAPTER FOUR: RESULTS

In this chapter, I present the results of my study. The purpose of this study was to examine the initial overall state implementation patterns of the C3 Framework and to determine the extent to which district leaders addressed the C3 Framework's Instructional Shifts and Key Features necessary to faithfully implement the standards. The focus of this study was on the work that districts completed related to the C3 Framework before the beginning of the 2016-2017 academic year. The research questions were:

1. How do social studies district leaders view the C3 Framework?
 - A. How are district leaders interpreting the C3 Framework?
 - B. How well do the district leaders' own beliefs about the teaching and learning of social studies align with the Key Features the C3 Framework?
2. How are social studies district leaders translating the C3 Framework in their districts?
 - A. How are districts addressing the Instructional Shifts and Key Features necessary to implement C3 with fidelity?
 - B. How are districts implementing the C3 Framework in district curricula, assessments, and resource documents?
 - C. How are districts preparing teachers to use the C3 Framework?
3. Why are social studies district leaders implementing the C3 Framework the way that they are?
 - A. How do district leaders' own beliefs about teaching and learning impact the implementation?

- B. What other factors affect how social studies leaders are implementing the C3 Framework?

Research Question 1: How do Social Studies District Leaders View the C3 Framework?

The C3 Framework is composed of four individual dimensions; together these four dimensions make up an Inquiry Arc. The four individual dimensions are developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence, and communicating conclusions and taking informed action. Each of the individual dimensions is aligned with one or more Common Core State Standard in reading, writing, speaking, or listening.

To determine how district social studies leaders viewed the C3 Framework, I asked two sub-questions – how district leaders are interpreting the C3 Framework and how the district leaders’ own beliefs about the teaching and learning of social studies align with the Key Features of the C3 Framework. Below I present the results for the sub-questions and then the overarching research question.

Interpretations

I found that participants interpreted the Framework through one of four lenses: (a) the C3 Framework is about disciplinary literacy, primarily that related to reading, writing, and thinking in history; (b) the C3 Framework is about a full Inquiry Arc; (c) the C3 Framework is about basic social studies skills and processes as reflected in previous versions of the 6.0 strand of the state social studies curriculum; and (d) the C3 Framework is about basic literacy identified in the Common Core Standards (see Figure 4).

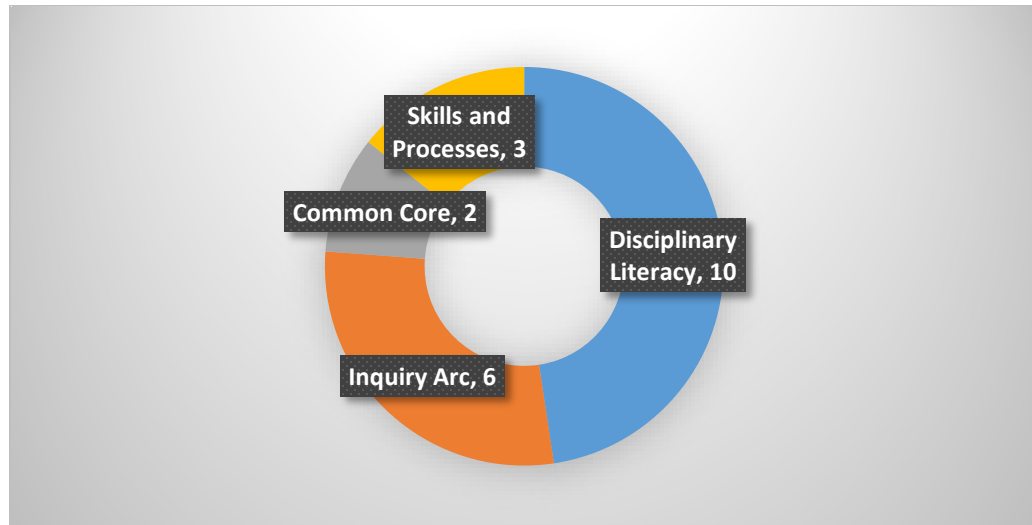


Figure 4. Number of participants who interpreted the C3 Framework through each lens.

Disciplinary literacy. Ten of the 21 participants interpreted the C3 Framework through the lens of disciplinary literacy. These ten participants focused extensively on the historical reading, writing, and thinking features that C3 supports. Their words identified C3 as supporting historical thinking, disciplinary literacy, document work, source analysis, and document-based student activities. The document-based student activities included DBQs, history labs, and historical investigations. These types of activities include a question, sometimes called a focus or central question, and then a series of primary and secondary sources that students are expected to examine, synthesize, and then use as evidence in answering the question presented.

Six of the ten participants who interpreted the C3 Framework through the lens of disciplinary literacy identified the disciplinary literacy skills found in C3 as aligning directly with the historical thinking skills required in Advanced Placement (AP) or International Baccalaureate (IB) coursework. These participants indicated that the Framework would better prepare students with the prerequisite skills necessary for success in these courses; two of the six identified the AP Historical Thinking Skills or the

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IB Historical Investigation Skills as influencing the creation of the C3 Framework. One of these six participants referred to the AP Historical Thinking skills as the “gold standard” for historical thinking and said, “it is obvious that the writers tried to incorporate them into the C3.” Another participant communicated that he was relieved to see some written consistency between what is required in AP and what is required of students before AP coursework.

Of the ten participants who interpreted the C3 Framework through the lens of disciplinary literacy, five of them referenced Sam Wineburg, Stanford University Professor, and leader in history education, as the main inspiration for the Framework. One participant said, “It’s like they took his book [*Historical Thinking and Other Unnatural Acts*] and gave us a roadmap on how to get there.” Another participant said, “I liked that they used the ‘godfather’ of historical thinking as their main source.” Four of the participants knew that Bruce VanSledright and Chauncey Monte-Sano, both formerly at the University of Maryland, contributed to the Framework and for these participants, their inclusion gave C3 more credibility. As one participant said, “NCSS did a good thing with the writers, I mean if Bruce and [Chauncey] wrote parts of it, then you know that it really does align with historical investigations.” Another participant said, “they picked a lot of the researchers out there in history. It’s very clear, and that’s thanks to the work of Bruce VanSledright, [...] Sam Wineburg, and that Canadian guy [Peter Seixas].” Overall, six of the ten participants who interpreted C3 through the lens of disciplinary literacy saw the work of these prominent social studies educators as foundational.

Although a majority of the participants in this category referred to disciplinary literacy related to history courses, four of the ten referenced other social studies subjects.

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These four participants saw the Framework as promoting the use of primary sources in all social science classrooms. One participant clarified, “We hear a lot about thinking like a historian, but I think we should spend some time thinking like a social scientist. Kids need that, and it is in C3.” Another participant viewed students reading sociology and government case studies as “just as important” as students reading historical documents. This participant continued with, “I love history, but in the future life for kids, they will need to understand how to navigate sources and reports about government, economics, and society.”

In the interviews where the participants did not address subjects besides history, I prompted them to address the topic by asking how they saw the C3 Framework in other courses. Most of the respondents admitted that they had not given much thought to non-history courses and C3. One participant said, “I’m struggling in those other disciplines, in civics and economics and geography.” She continued, “I’ve never seen any work on thinking like an economist, have you?” When prompted, most participants acknowledged that disciplinary literacy in other courses was possible but did not appear to have considered this possibility. One participant said, “I guess government would be a great place to start. [...] There are tons of documents that students could source and consider perspective and bias. That’s easy in government.” Two of these participants said that they had not considered disciplinary literacy in other disciplines because it has not been a priority in the social studies literature. One participant said, “Everything I read has been about history, not the other courses. Maybe NCSS and Stanford need to focus more on the other subjects and not just history.”

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Four of the participants spoke about how the C3 Framework reflects disciplinary literacy in a way that the Common Core Standards in History/Social Studies do not. One participant said, “The Common Core Standards came pretty close, but not quite. C3 builds on Common Core to acknowledge that disciplinary literacy is more than reading in the content area.” Another participant also referenced “reading in the content area” and said that, “C3 makes reading history real. Not just read this to know what it said, but read this to know why it was said, how it was said, and why it is worth reading today. Common Core just doesn’t go far enough.” It appears from the participant responses that these participants thought the C3 Framework built on Common Core and focus more on disciplinary literacy in social studies rather than just reading content.

As seen in Table 10, the ten participants who interpreted the C3 Framework through the lens of disciplinary literacy come from different sized districts, have a range of years in the leadership position, and have diverse teaching experiences. Half of them served on a C3 Review Team and half did not. Of the participants who interpreted the C3 Framework through disciplinary literacy, 70% worked in districts that previously received a TAH Grant, higher than the rate overall (57%). The TAH Grant appears to be the only notable background similarity.

Table 10

The Lens of Disciplinary Literacy

Participant #	Size of District	Size of Social Studies Office	Years in Leadership Position	Primary Teaching Experience	Served on C3 Review Team	TAH Grant
2	Large	4	15	MS	Yes	Yes
5	Large	2	5	HS History AP History	No	Yes
6	Mid-sized	2	13	HS History	Yes	No
7	Large	4	2	HS Government	No	Yes
9	Small	1	7	HS Government	Yes	Yes
10	Mid-sized	1	8	ES	No	Yes
11	Mid-sized	1*	7	ES and MS	Yes	Yes
13	Large	1	3	MS	No	Yes
15	Mid-sized	1	3	HS History	No	No
16	Small	2	4	HS History AP History	Yes	No

Notes: The * signifies districts where the social studies leader is responsible for more than one content area, program, or office.

Inquiry Arc. Six participants interpreted the C3 Framework through the lens of the Inquiry Arc. When I asked these participants what they knew about the Framework, all the initial answers focused extensively on the Inquiry Arc as a whole and not on its individual dimensions. These six participants used words such as examination, process, flow, connections, method, investigation, and progression to frame their understanding of the Framework. It was only as participants elaborated on the “process” or “flow” of the C3 Framework that most of them referred to any of the individual dimensions. As one participant said, “Once kids know where they want to go with a concept or topic, then the dimensions give them a roadmap to get there.” Another participant used similar language when she called the dimensions “road signs” to help students and teachers “travel along the Inquiry Arc.” For these participants, the Framework is about the full Inquiry Arc that

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begins with questioning and ends with action. The disciplinary literacy components are important but are only one facet of a bigger picture. One social studies leader stated:

I'm very much in favor of the changes that have been made and the guidelines that have been set through this Inquiry Arc. I believe it is some of the best of what we need [...] while I consider it [content] still incredibly important, the process of what we do as people who study history or psychology, or sociology or geography is a skill set. We need to focus a little bit more on those particular processes that we go through in [questioning, reading, writing, speaking, and listening] whenever we are doing this type of content-based work on social studies.

For these six participants who interpreted the C3 Framework through the lens of the Inquiry Arc, the Arc promotes a different approach to learning than what is found in many traditional social studies classrooms. One participant described the Inquiry Arc as: "It's not just document analysis, though. It's not just a DBQ. It's students constructing knowledge. It's students shaping their own learning. It is equality."

Another participant identified how the Inquiry Arc would provide more opportunities for real-world connections and relevance, "The Arc provides the 'so what' of our discipline." In an Inquiry Arc, it is, "impossible to just learn something in isolation. If students really are inquiring, even about events hundreds of years ago, the inquiry process leads students to the bigger picture and a deeper understanding." This participant expressed optimism that, given opportunities for inquiry-based learning, student interest would increase and opportunities for civic-minded engagement would be present. She suggested that experiences such as History Day, Simulated Congressional Hearings, and Project Citizen would provide opportunities for students to engage in the

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full Inquiry Arc if they did not have opportunities in classrooms. Finally, another participant shared her hope that C3 will lead to a fundamental change in social studies instruction. “Ultimately, C3 is about how I should teach my students, not what I should teach them. If I can get teachers to teach through these modalities, then social studies can really be different.”

Other participants referenced the role of inquiry as an important element in the Inquiry Arc; however, in these cases, participants used inquiry as a process of delving into document analysis. When these participants described the inquiry process, they were more likely to address the role that students played in document analysis—detective, prosecuting attorney, an investigator—rather than seeing the Arc as a more in-depth process that might include document analysis as one of several steps in the inquiry as a whole. When I asked about the Inquiry Arc, these participants referenced DBQs, historical investigations, and history labs. One participant reflected, “I guess we will have some work to do, but the history lab process allows students to experience part of the Arc and right now that might be good enough.”

As seen in Table 11, the six participants who interpreted the C3 Framework through the Inquiry Arc were all from large or mid-sized districts; no participants from small districts appeared to interpret the C3 Framework through an inquiry lens. Of the participants who interpreted the C3 Framework through the Inquiry Arc, 60% served on the C3 Review Team (compared to 38% who served on C3 Review Teams overall). All these participants worked in districts that previously had TAH Grants. Finally, all the respondents in these districts have at least one person whose full-time job is devoted to social studies.

Table 11

The Lens of Inquiry Arc

Participant #	Size of District	Size of Social Studies Office	Years in Leadership Position	Primary Teaching Experience	Served on C3 Review Team	TAH Grant
1	Large	4	10	HS History IB History	Yes	Yes
3	Large	3	11	MS	Yes	Yes
12	Mid-sized	3	14	MS and HS	Yes	Yes
17	Mid-sized	1	14	ES	Yes	Yes
18a	Mid-sized	2	2	HS History	No	Yes
18b	Mid-sized	2	2	MS	No	Yes

Note: Two social studies leaders from District 18 participated in this study.

Skills and Processes. Three of the participants, none of whom participated in the C3 Review Teams, interpreted the C3 Framework through the lens of skills and processes. These participants shared views that supported an interpretation of the C3 Framework as a simple “replacement for the 6.0 [skills and processes strand].” Although these participants were correct that MSDE simply cut and pasted the C3 Framework over the previous skills and processes, they did not appear to know how the C3 skills were different from the previous set of skills and processes. The interview responses from these three participants suggested they thought the previous 6.0 strand and the C3 Framework included the same skills and that the Framework just used different language to describe them. Also, two of the documents provided by a participant that highlighted her district’s work with the Framework included references to old 6.0 standards including “pre-reading strategies” and “text features.”

All three of the participants who viewed the C3 Framework through the lens of skills and processes also appeared excited that the Framework brought a renewed focus to skills and processes. One participant said, “Most people forgot about the skills, but now that they [MSDE] put it in a new language, we can highlight it [skills] again.” Another

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participant said, “Now that they put the skills back in the high school standards, we can focus on those map and writing skills again.” Two of these three referenced how the Framework included skills in geography, history, and economics while another one focused on the support that the C3 Framework provided civics and the Government High School Assessment (HSA). She said, “It will be great when we get to change the HSA. We can just use 6.0 and have students analyze charts, graphs, and maps. One of the dimensions is about that in civics.” These participants also all spoke about the importance of basic social studies skills found in the 6.0 strand. “I have kids who can’t read a map; now I have C3 that says kids need to be able to use maps. Finally, skills are important.” Another participant said, “Charts and graphs support science and math, and we are really moving toward interdisciplinary classes, especially in middle school. C3 will be important for that.”

As can be seen in Table 12, two of these participants were from small districts where they were responsible for social studies and at least one other content area or program. None of these participants served on the C3 Review Team; none of them worked in districts that had previously received a TAH Grant.

Table 12

The Lens of Skills and Processes (6.0)

Participant #	Size of District	Size of Social Studies Office	Years in Leadership Position	Primary Teaching Experience	Served on C3 Review Team	TAH Grant
4	Small	1*	10	MS	No	No
14	Mid-sized	1	1	MS and HS	No	No
20	Small	1*	1	HS History	No	No

Notes: The * signifies districts where the social studies leader is responsible for more than one content areas, program, or office.

Common Core literacy. Two of the participants (see Table 13) interpreted the C3 Framework through the lens of the CCSS. One participant said C3 was, “just another document for reading and Common Core.” One participant was in her second year as coordinator, and the other had been in his position for over five years, but neither participated in the C3 Review Teams. These participants did not appear to have a thorough understanding of the development of the C3 Framework. One participant said that, “C3 just reminds us that reading in history is important. Some ignored the part of Common Core that was for history. Now [with C3] I can show how Common Core should look in history [classes].” The other participant said, “Remember when we had to take the reading class? Same thing, just a different cover.”

Table 13

The Lens of the Common Core State Standards

Participant #	Size of District	Size of Social Studies Office	Years in Leadership Position	Primary Teaching Experience	Served on C3 Review Team	TAH Grant
8	Small	1*	2	ES and MS	No	No
19	Small	1*	6	HS History	No	No

Notes: The * signifies districts where the social studies leader is responsible for more than one content areas, program, or office.

When I asked one of the participants about other dimensions of the Framework, she replied, “For me, those are not really what I can use right now. The other dimensions are beyond the scope of my work with teachers.” The other participant offered this view, “Common Core is where we are right now. I guess I don’t know enough about the other parts of C3 to say much more than that.”

Beliefs about Teaching and Learning

To determine participants’ beliefs about teaching and learning social studies, I asked them how they remembered teaching and learning, what they considered best

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practices in social studies education, and what they expected to see in a good social studies classroom. Most participants remembered learning social studies through traditional methods. These methods included lectures, videos, textbooks, and worksheets. Many of these participants appeared to have thrived with this traditional pedagogy, as almost all reported earning high grades. However, they also expressed frustration that their social studies classes were not engaging or interesting. One participant said, “I always did well on the tests, but I don’t really remember anything exciting happening.” Another participant said, “It was the way we learned. Not just history and geography, but most classes. It was very centered on the textbook and a weekly test of facts.”

Two of the participants, both who grew up in New York City, spoke in great lengths about their involvement in classroom activities related to civic participation. Both participants shared experiences working directly on community issues, engaging with elected and appointed officials, and making clear connections to real-world situations. Their teachers took advantage of the geography of New York and its role as a major historical and modern world city. One of the participants reflected on visiting old factories and other sites and recreating labor union and suffrage protests right where they occurred generations ago. The other participant said, “When we learned about famine in Africa, we went to the United Nations and met with staff from different African countries. We learned how to connect with officials.” Both participants expressed strong beliefs that social studies should be relevant and solution-oriented. Although these two participants grew up in New York, where individuals grew up did not appear to impact participants’ beliefs about teaching or learning social studies.

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Other participants also referenced memories of when their social studies teachers deviated from a traditional approach. These participants recalled guest speakers, field trips, projects, presentations, and simulations as approaches to social studies that were different than what they experienced in other social studies classrooms. One participant identified her Grade 9 Global Studies class as her favorite. This class had frequent guest speakers who shared experiences living, working, and visiting other countries. Another participant recalled the first time she ever participated in a simulation and how the simulation allowed her to see history in a new way: “I started to understand that the people in history were really people. I know that sounds weird, but when you are 14 years old, you don’t really see history as affecting people. Simulations help students see history as more than names and dates on a page.”

In some cases, participants indicated that when they taught social studies, they tried to break free from traditional pedagogy, but changing instruction was challenging. One participant said that in the first school where she taught, unwritten department rules about going through the book chapter by chapter and using the textbook resources dominated. Whenever she deviated from a traditional approach, her chair encouraged her to return to the book and make sure that she taught all the chapters. Another participant said that when he first had students read a primary source that contradicted a traditional American narrative of the Spanish-American War, the other US History teacher warned that he was setting his students up for failure in college: “He was really concerned that college professors were saying that kids did not know enough history coming in and that challenging any of the traditional takes on US History would frustrate some imaginary professor.”

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One participant said that when she started teaching she had to be very deliberate to replicate her positive social studies learning experiences and to reject those that were not positive. “One of my teachers took us into Manhattan to the museums and to Harlem to the homeless shelters. She wanted to expand our cultural experiences but also to make sure we understood our responsibilities as citizens.” This participant replicated these experiences during her first few years of teaching in New York City. She also said that she refused to assign textbooks to students because she never wanted to be tempted to have students answer “mindless” end of chapter questions. Instead, “I used newspapers, books, novels, and magazines in class. Textbooks have a place, but not at the center of a classroom.”

All participants expressed strong support in the importance of using documents, specifically using primary and secondary sources, but there appeared to be a difference between the beliefs of participants who taught primarily elementary and middle school and those participants who taught high school. Almost all participants whose primary teaching experiences were in elementary or middle schools focused on using primary and secondary sources to improve general reading skills, rather than for disciplinary outcomes. These participants also expressed beliefs about the importance of building specific social studies skills in classrooms and mentioned reading maps and graphs and interpreting political cartoons as important foci for classroom instructions. Participants with elementary and middle school backgrounds were also more likely to express beliefs about the importance of interdisciplinary units and the potential of project-based learning to help students find relevance in social studies classrooms.

Participants who primarily taught non-AP or IB high school courses also viewed the use of primary and secondary sources as important, but these participants expressed beliefs that the use of these sources was important because they led to greater understanding of social studies, specifically history, content. For example, one participant said, “Primary sources are evidence for what really happened. I can tell students what happened, or they can read the written record and see what happened.” Another noted, “if students read two or three accounts of the same event, even if they [sources] have a different perspective, the students are really going to remember the event. Their content knowledge will improve.”

The three participants who taught either AP or IB courses in high school all shared a common belief that the purpose of primary and secondary sources was to build students’ historiography skills. One participant shared that source analysis helped students, “grapple with conflicting interpretations” while the other two both referenced source analysis as building students’ ability to perform the “work of historians.” Together, these three participants appeared to have had a deeper understanding of the use of sources as evidence that historians use to understand the past than participants who did not have any experience teaching AP or IB.

Together, participant responses to questions about how they remember teaching and learning social studies revealed that most participants did not have a favorable opinion of a traditional lecture approach to history and they valued other approaches in social studies classrooms. Common alternative approaches to social studies cited by the participants included creating interdisciplinary units, using primary sources, focusing on literacy development, teaching skills, using projects and simulations, encouraging civic

action, and taking field trips. Some participants also appeared to be concerned with multicultural topics, support for ESOL students, differentiation, and a focus on equity for specific student groups. One participant said, “Social studies should be an equalizer. This is the place where all students, regardless of background or ability, should be able to be successful. Citizenship depends on everyone being valued.”

Although most participants did not appear to embrace traditional social studies instruction focused on lectures and textbooks, three of them did. These three participants shared their memories of learning social studies through lectures and as one participant said, “great story-tellers” and all three preferred the lecture approach. These three participants identified lectures and taking notes as vital to success in college. One participant said that as a teacher his focus was on improving lectures, not avoiding them. “I focused on interactive lectures – I lecture but engage kids at the same time.” He said he used images and video clips, as well as brief writing or discussion, prompts to break up lectures and make them more interactive. Another participant identified helping students learn to read textbooks as important. “The answer isn’t to give up the textbook it is to help students engage with the texts. Some books are horrible, but some are really good, so my job was to help them learn how to use it [the textbook].”

In addition to their own experiences in teaching and learning social studies, I asked participants what they expected to see in a good social studies classroom. Most participants used the opportunity to reference the C3 Framework, but when they did not, I specifically asked them if they thought C3 reflected best practices in social studies education. Participants shared a variety of activities and strategies that they believed represented the best practices in social studies such as Socratic seminars, collaborative

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group work, gallery walks, artful thinking, simulations, projects, and technology-enhanced learning; however, each participant focused on the use of documents and other disciplinary textual sources (See Table 14).

Table 14

Participants' Classroom Expectations

		What Participants Expected to See in a Good Social Studies Classroom									
Participants' Primary Interpretation Lens of the C3 Framework	<i>Document analysis</i>	<i>Student Engagement/Centered</i>	<i>Rigor</i>	<i>Student Discourse</i>	<i>Relevance/Connections</i>	<i>Writing to Source</i>	<i>Engaging Lecture/Story Teller</i>	<i>Reading/Interpreting Data</i>	<i>Inquiry/Investigation</i>	<i>Literacy</i>	
Disciplinary Literacy (N = 10)	✓	✓	✓		✓	✓			✓	✓	
Inquiry Arc (N = 6)	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Skills and Processes (N = 3)	✓				✓	✓	✓	✓		✓	
Common Core (N = 2)	✓		✓			✓	✓			✓	

All 21 participants shared their expectations that in today's classrooms students should be actively engaged in DBQs, historical investigations, history labs (HLs), or another reading and writing like a historian activities. When I asked one participant why he included DBQs as one of the instructional activities he expects to see in a classroom, he responded:

The DBQ is a perfect mix of content and skills. If a teacher is using it to teach the content, then the student is using historiography skills to build their content

knowledge. If a teacher is using the DBQ as an assessment, then the student is using content knowledge to demonstrate their ability to use historiography.

Participants reported that the C3 Framework would support the work that they have done in their districts to implement disciplinary literacy. Eight of the participants only spoke of the disciplinary literacy components of the Framework and never referenced the others, even when directly asked. For these participants, each dimension in some way supported disciplinary literacy. These participants spoke of Dimension One (developing questions and planning inquiries) as the questions students answer with documents and Dimension Four (communicating conclusions and taking informed action) as writing the essay that goes with most document-based activities.

From the participant responses, disciplinary literacy was and remains a significant commitment on the part of the social studies leaders in each school district. However, six participants said that getting teachers to embrace a disciplinary approach to instruction remained a constant struggle. One participant elaborated on this struggle. “We spent four years working on the TAH stuff, and I still have teachers who just won’t embrace it. They won’t give up the lecture. They refuse to engage students.” For this participant and others, the Framework supports the belief that social studies classrooms should engage students in disciplinary literacy.

Four participants said that they expected to see more than disciplinary literacy in social studies classrooms. These four all wanted to see some type of Inquiry Arc approach at least some of the time in the classroom. All four acknowledged that implementing the full Arc as part of a daily lesson would be difficult, but they all expected teachers to incorporate the full Inquiry Arc as a whole as well as the individual

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dimensions throughout each marking period. One participant said, “To really do what I think should be done, we would have to change schedules, teachers, and systems. We could do the Inquiry Arc every day, but it would cause chaos. For now, best practices on my watch mean trying a bit of it all. Doing something different.”

Viewing the C3 Framework

Overall, the participants expressed support for the C3 Framework and identified it as advancing the best practices in social studies education, but the participants focused on different aspects of the document. Participants who expressed strong beliefs about disciplinary literacy saw the C3 as supporting their work in that field while those who expressed strong beliefs in inquiry as a whole saw the C3 Framework as supporting their desires to move social studies classrooms to a much more inquiry-based, student discourse experience for all students. The participants who expressed support for learning skills and reading data saw the C3 Framework as a document focused on developing students’ discrete skills in the social studies.

All participants shared views that C3 could help support current district initiatives in literacy development as well as other programs and that the Framework was useful for social studies in their districts. One participant said that it might be too early to understand the C3 Framework. She stated:

I’m still a student of C3 even though I certainly understand it and have begun to introduce it at different levels [and] in a variety of ways depending on who the audience is and who I’m working with [...] Everytime I work with it, I find something new or different, or it challenges my thinking. I think all of us [social

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studies leaders] will continue to experience that for a while. We will all grow in our understanding and how we view it.

Although most participants indicated a favorable view of the C3 Framework, several participants expressed frustration with the state's leadership regarding implementation of the Framework. One of the participants said:

Every time I think of C3 I think of the screw-up at MSDE over it. I can't tell you how angry I was. How MSDE approached this whole thing honestly keeps me from even opening it. I am so disgusted with the whole thing that my opinion of C3 as what it is and [how the state implemented it] is hard to separate. C3 is good stuff, but right now I just can't stomach thinking of it...

This participant reflected frustration that, at least for him, impacted his view of the C3 Framework. He was not alone. Five participants discussed the disjointed way in which MSDE rolled out C3. One participant talked about the rushed process to approve the C3 Framework to avoid too many questions from the State Board of Education. According to this participant, the state leadership wanted to send the message that the C3 Framework was a minor change in how they worded the skills strand rather than a new way of teaching that might be up for political debate. Another participant said that he had lost faith in the state leadership. He said that the amount of time that MSDE waited before filling the state social studies coordinator position reflected a lack of support for social studies as a whole. Another expressed frustration with the breakdown in C3 communications from MSDE to district superintendents. According to her, superintendents were never directly told about C3 until they received a notice to affirm

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that C3 was in the district curriculum. This communication breakdown led to much district level confusion as to when they had to implement the Framework.

Although most participants who discussed MSDE issues indicated that they understood why MSDE minimized the impact of C3, they still focused on how MSDE took, in one participant's view, "the path of least resistance" by absorbing C3 into the 6.0 standards rather than taking the difficult and politically-charged step to revise social studies standards. Together, these frustrations with MSDE's translation of the C3 Framework appeared to have impacted the speed that districts were willing to go in preparing their districts for implementing the Framework.

For new social studies leaders, C3 and 6.0 have been either very clear or very confusing. None of these leaders had the institutional memory of the years of development, and none served on the Review Teams, so their knowledge of the Framework came only from their own research or from the 6.0 strand in the state standards. For one such leader, the 6.0 was simply the skills and processes that she is to implement in her school district, but for another, 6.0 was, "so confusing. It is not written like the other standards. The numbers are weird. Do all students have to do 6.0 or just those in the classes that MSDE website has them in?" Another new social studies leader said that "The new [state] coordinator came and worked with me on this, but then at the state briefing the other supervisors were just arguing about how putting C3 in 6.0 doesn't make any sense. I'm not sure what to think, and I'm not sure what I will do."

Although participants expressed concern about the state level implementation process, most participants indicated that they were focused on moving forward with the C3 Framework in their districts. One participant summed up the view of the majority

when he said, “The C3 gives students the opportunity to delve into documents and build their disciplinary literacy. It is the strongest part of the document even if the adoption was a mess. It fits perfectly with what we have been reading about and best practices.”

Research Question 2: How are Social Studies District Leaders Translating the C3 Framework in Their Districts?

To answer my second research question, I developed three sub-questions related to district plans, district instructional documents, and teacher preparation. Below I present the results from my sub-questions and then I address the overall patterns identified regarding how district leaders translated the C3 Framework in their districts.

Addressing the C3 Instructional Shifts and Key Features

In a 2014 communication to the National Social Studies Supervisors Association, NCSS’s lead on the C3 implementation plan, Dr. Michelle Herczog, stressed to social studies supervisors that, “As an instructional leader, it is your responsibility to understand the instructional shifts required by the C3 Framework.” Herczog went on to write, “Many aspects of the C3 Framework will be familiar and will not likely be recognized as a shift...however, the focus on compelling and supporting questions described in Dimension One and the focus on communicating conclusions and taking informed action in Dimension Four will likely stretch teachers’ thinking” (n.p.). Herczog puts the responsibility on social studies supervisors to understand the shifts that the C3 Framework requires and to help teachers develop the skill set to address the shifts.

Each Instructional Shift aligns with one or more of the dimensions, and each shift also includes Key Features directly from the Framework necessary to support each shift. To help build context for the next section, I first review of the shifts that NCSS

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leadership (Herzdog, 2014) identified and provide a brief description of the Key Features each one requires.

- **Shift One:** Inquiry is at the center. This shift directly aligns with Dimension One (developing questions and planning inquiries). The shift requires teachers and students to focus on questions to guide instruction. Dimension One states that the questions used should be developed by or with students. These questions should then shape the inquiry process and how and what students learn. Students should be guided to create their own inquiries that will help them answer the questions that they developed.
- **Shift Two:** Disciplinary integrity and interdisciplinary connections matter. This shift aligns with Dimensions Two (applying disciplinary tools and concepts) and Three (evaluating sources and using evidence) as well as the CCSS. The intent of the C3 Framework is not to replace content knowledge, but to build content knowledge through using authentic disciplinary tools and skills, including disciplinary literacy skills, in all the social studies and social science disciplines. For example, in addition to historical literacy skills that include the identification, use, and analysis of historical sources, students should also develop skills in using economic and geographic data, spatial reasoning, and building problem-solving skills necessary for citizenship. This shift requires teachers to help students make interdisciplinary connections as well as to apply their learning to real-world settings.
- **Shift Three:** Informed action and application of knowledge is clear and present. This shift aligns with Dimension Four (communicating conclusions

and taking informed action) and requires teachers to provide authentic opportunities for students to deliberate with others to solve problems and to communicate their conclusions. A significant focus of this shift is the critical thinking and civic engagement that taking informed action helps students develop. Another focus in this shift is building students' abilities to communicate their ideas effectively and in a way that supports civic discourse.

- Shift Four: The Inquiry Arc is a frame for teaching and learning. This shift embraces all four dimensions as a shift in pedagogy. Each dimension should not be approached individually, but the Inquiry Arc should take students from Dimension One to Dimension Four as part of a process for learning. This shift requires a fundamental shift in the approach to social studies teaching and learning.

The Instructional Shifts and Key Features framed sub-question 2A, "How are districts addressing the Instructional Shifts and Key Features necessary to implement C3 with fidelity?" To determine how each district was addressing the Instructional Shifts and Key Features in the initial stage of implementation, I asked my first two participants how they were addressing the "Instructional Shifts and Key Features" of the C3 Framework. In both cases, the terminology proved a bit confusing, because these participants were not using the terms "Instructional Shifts and Key Features." In both cases, the participants responded, "Do you mean the dimensions?" To avoid confusion, after the second interview, I changed this interview question to, "How are you addressing the different dimensions and the Inquiry Arc in your district?" Answers to this question provided me with the data I needed to determine individual district approaches to what NCSS had

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termed “Instructional Shifts and Key Features” of the C3 Framework. Below I present the results for each of the individual four shifts identified by NCSS.

Inquiry is at the center. The C3 Framework begins with student inquiry (Figure 5). Dimension One requires students to develop questions and plan inquiries. Although all participants found value in the concept of student-generated questions, the pedagogical shift from teacher-generated questions to student-generated questions presented many logistical challenges that most participants were not prepared to address. When asked about Dimension One, all 21 participants focused on the challenges involved with students developing their own compelling and supporting questions. When discussing students developing their own compelling and supporting questions, all 21 participants saw its value. They expressed views that such practices built problem-solving and critical thinking skills and allowed for students to engage in a more advanced understanding of content; however, few participants planned to address this shift in any fundamental way.

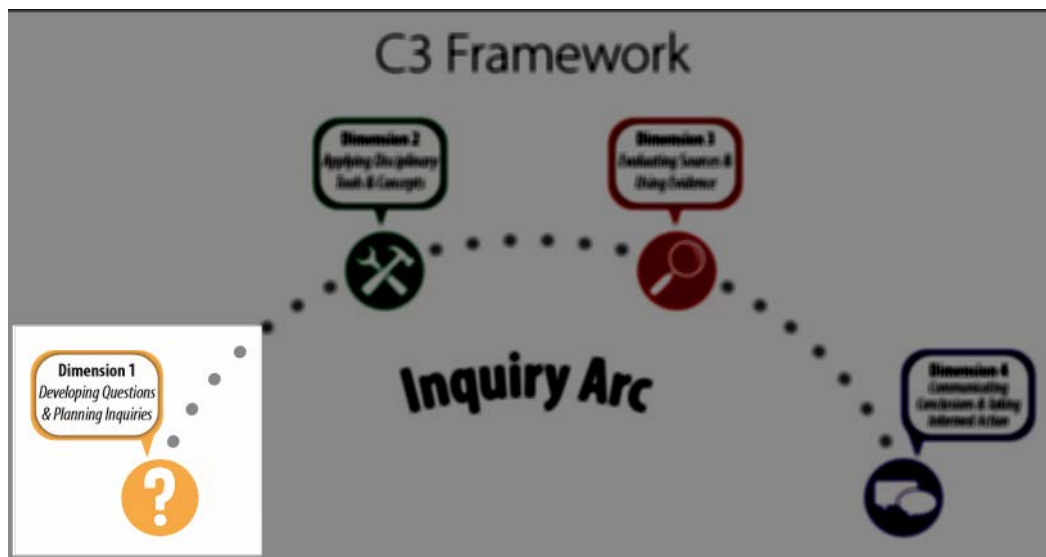


Figure 5. Inquiry is at the center

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Six of the social studies district leaders identified the student-generated components of Dimension One as particularly problematic for district-wide curriculum development and support as well as individual teacher unit development. One leader explained that, “this is totally against what we are taught by McTighe and the UBD [*Understanding by Design*] approach. I think every district in Maryland does something with UBD, so if we actually followed it, then we can’t do Dimension One as written.” Another social studies leader clarified the issue that she saw with Dimension One and the UBD approach to unit development:

With UBD, we have to start with essential questions for the units. Then we work with teachers to create learning activities and select resources to help students answer the essential questions. If the district or teacher is not choosing the essential questions in advance, then the entire approach to unit development we use would have to be thrown out and started anew. I don’t have the resources to do that.”

For these six participants, shifting instruction to focus on student-generated questions was not practical. Many participants referenced C3Teachers/Engage New York as resources that they were using to understand the Framework. In the C3 Teachers Inquiry Design Model (IDM), the student activity already has the compelling and supporting questions developed. In a follow-up email question, one participant wrote:

D1 definitely reads like students are to write the questions, but then that just doesn’t fit our approach. Teachers can certainly provide opportunities for students to engage with developing questions, but from a central office level, I can’t write supporting documents and find resources to support questions that I don’t know

are going to be generated. I'm all for it; I just can't support it logistically. For right now, I am fine with our teachers using the Engage materials that have the questions provided. That's how I will address this.

Three of the six participants who identified the shift that Dimension One presents as being particularly problematic indicated that one way they would address how to support student-driven questions in their districts was to create project-based units. Students would have the opportunity to create questions for individual investigation. One participant explained that he was creating project-based unit options for the first units of the year as those units already allowed for teacher and student choice and they address broad topics in social studies rather than topics that had content-specific standards that drive the unit. Another social studies leader indicated that she was going to have teachers work on project-based units for the current events strand in her district curriculum. This strand encourages students to identify a current event of interest and follow the event throughout the year, leading to a culminating presentation at the end of the year.

The other social studies leader who indicated that she too would work with teachers on project-based units identified specific units, such as those dealing with wars, where she could allow more choice and student-directed learning. "The content standards for wars are very broad. It [MSDE Curriculum] just says causes and effects. It doesn't say which causes and which effects." This participant envisioned students examining a student-selected specific cause or effect in detail. She believed that these types of broad cause and effect content standards provided latitude for students to create their own compelling and supporting questions as well as create their own inquiries.

The other three participants who identified Dimension One as especially problematic indicated that they had no immediate plans to address the student-generated question component of Dimension One in district documents or professional learning. The complications student-generated questioning presented to traditional unit planning could not be immediately overcome at a district level; however, one of the three participants indicated that these types of challenges were really for the classroom teacher to figure out. She explained:

Our curriculum documents aren't as extensive as others, and in this case, this is a good thing. We provide a suggested timeline and the topics to cover. Teachers can approach the topics however they want. A couple of my teachers will take Dimension One and run with it, while others will not.

Twelve of the participants indicated that how they would address the shift presented with Dimension One would be to focus on the guiding or central historical questions presented in DBQs, HLs, or other document-driven exercises. For these participants, the shift is not that the student asks the questions, it is that instruction is developed around questions rather than around a linear list of topics. In a typical explanation, one participant said, "Those questions shift instruction from random topics to exploring an idea in more depth. We have all of these DBQs there for teachers to use and they all start with a central historical question that aligns with the intent of C3."

One participant had a slightly different approach. He explained that he aligned the questions in district curriculum documents to the available DBQs, HLs, and historical investigations. This alignment of questions with specific document-based activities meant that "teachers will see they have these questions they must address, and then they see a

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Stanford [SHEG] linked lesson with the same question and bang—that resource will now be used. Telling teachers that they must address the C3 questions gets me to my original goal of using document-based lessons in every class.”

Three participants appeared to interpret Dimension One as merely having teachers ask good questions in class. One participant said that she was also looking for teachers asking higher level questions in classrooms and that she would continue to do so. Another participant explained her approach to working with teachers on good questioning. “I write down all of the questions I hear a teacher ask in a classroom. Then, during each PD, I pass out the questions and have teachers classify them using Bloom’s. So, how I will address #1 is to show teachers how their questioning relates to this dimension.” These participants all claimed that their teachers already do a good job of questioning in class, so they did not have any specific plans to change anything to address Dimension One.

When discussing the expectation in Dimension One that students create their own inquiries, most of the participants felt that the proper place for this type of student-driven approach was through projects, research papers, and other independent or group investigations and presentations. History Day was the most common example participants gave concerning student-generated inquiry. One participant saw a connection between student-generated inquiries and a lesson where students develop DBQs. In such lessons, students identify a compelling question and then select appropriate source material that could be used by another student to answer the central question. Although participants made significant efforts to highlight the activities they already had that aligned with

Dimension One, most of the participants had no plans to make any significant changes related explicitly to Dimension One and Shift One in their respective districts.

Disciplinary integrity and interdisciplinary connections. To determine how districts were addressing Shift Two and the Key Features associated with it, I examined the responses related to Dimensions Two and Three as well as their responses related to the CCSS. All three of these aspects reflect Shift Two (see Figure 6).

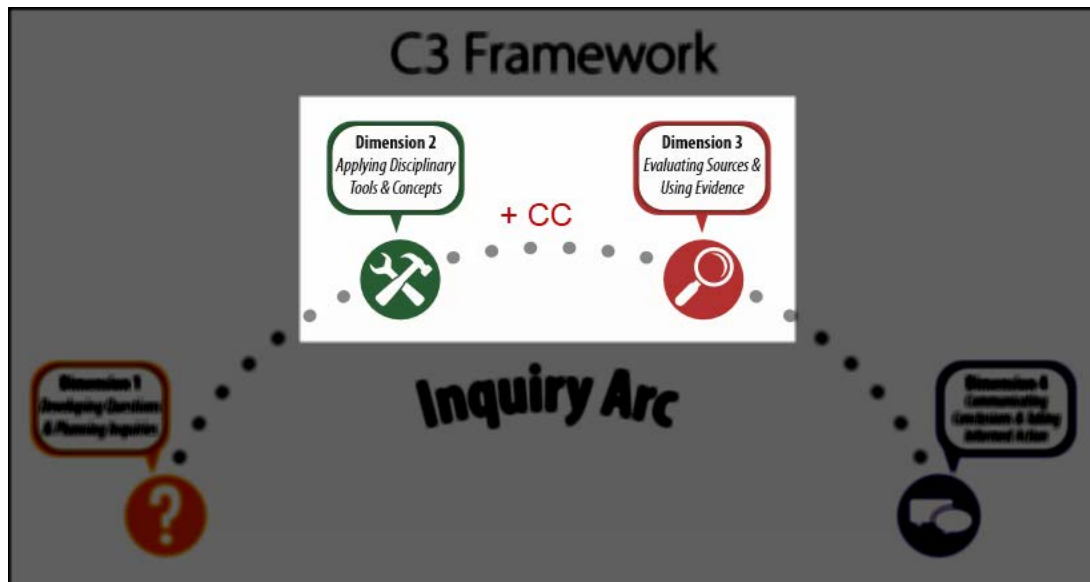


Figure 6. Disciplinary integrity and interdisciplinary connections

The responses that participants had to these two dimensions were very similar; in fact, both participants viewed Dimension Two (applying disciplinary tools and concepts) and Dimension Three (evaluating sources and using evidence) as interconnected and aligned to disciplinary literacy. Overall, when addressing both dimensions, all the participants focused on the use of historical documents in the classroom. The most common terms they used when discussing both dimensions were sources, evidence, historical thinking, synthesis, and DBQs.

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When I asked follow-up questions about the other Key Features of Dimension Two, specifically individual discipline concepts and skills found in civics, economics, geography, and history, the majority of the participants indicated that they did not have to make any major changes in their districts because the Maryland Curriculum already addressed the concepts and skills that students were expected to know. One leader said, “The civics alignment is already tight. The HSA requires students to know most of what is under civics. I don’t think we will have to worry about that.”

Four of the participants saw clear connections between what they had in their middle school courses and Dimension Two. As one participant explained, “Elementary and Middle School social studies teach the kids these basic skills. They already have them going into high school.” The limited responses from participants regarding Dimension Two and its Key Features suggest that they did not have any plans to address Dimension Two in any specific way.

Participants felt much more at ease discussing Dimension Three than any other dimension. When reviewing the interview transcripts, 18 of the interview transcripts had more pages devoted to participants discussing Dimension Three than any other dimension. Participants proudly highlighted what they already had that they believed aligned to Dimension Three – the DBQs, HLs, sourcebooks, historical investigations, and SHEG lessons. Almost all the participants shared beliefs that the previous work that they had done related to disciplinary literacy aligned to Dimension Three and they planned to continue the work in the area. Participants from districts that previously had TAH Grants that were used to fund the development document-based resources for teachers said that their districts had already done substantial work in historical reading, writing, and

thinking and they did not plan to do anything different to address Dimension Three. Most district participants said that most of professional learning that they already conducted with their teachers focused on historical reading, writing, and thinking, so they would address Dimension Three by having teachers understand the alignment between the historical thinking skills and the C3 Framework. Three participants said that they could use Dimension Three as leverage with teachers who have not yet embraced historical reading, writing, and thinking.

When I asked follow-up questions related to the other social science disciplines, one participant indicated that using economic and geographic data were features of the C3 Framework that she was addressing in her district. Specifically, she referenced the recent inclusion of these skills in curriculum documents and professional learning that the Maryland Geographic Alliance and the Maryland Council for Economic Education conducted in her school district. No other participant indicated that they already addressed Dimension Three with non-history courses nor did any indicate any immediate plans to do so. Four participants said that they planned to address Dimension Three with non-history courses in the future, but not for a few years.

NCSS defines Shift Two to include not only Dimensions One and Two but also interdisciplinary connections and connections to Common Core Literacy. Although I did not ask participants directly about interdisciplinary connections in the initial interviews, seven participants referenced interdisciplinary connections in some way through answers to other questions. After realizing that I did not directly ask participants about interdisciplinary connections in my initial interviews, I included a question about them in my follow-up questions. Six additional participants provided information about how they

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were or were not addressing interdisciplinary connections related to the C3 Framework. Seven participants said their individual districts had attempted to create more interdisciplinary units in the elementary and middle grades. The intent was to reflect a more social studies approach rather than a more traditional disciplinary approach. One participant explained,

Ever since I was a student in [name of district], Grade 3 was geography, Grade 4 was economics, and Grade 5 was civics and history. With the ability to rewrite social studies in these grades, I am taking more of an interdisciplinary approach each year. Students in these grades will now get a bit of each of these disciplines through themes aligned to ELA, science, and art, not just topics in isolation.

Another social studies district leader said that she used the C3 Framework to rewrite her Grades 6 and 7 social studies curricula to be more interdisciplinary connected around global studies. Previously, Grade 6 in this specific district was ancient history, and Grade 7 was world geography and current events. She is currently rewriting this two-year course to ensure students are studying different regions of the world through civics, geography, economics, and history lenses. According to her,

This approach makes sense to students and helps them explore more parts of the world than just the few that were in the previous ancient history and geography textbook. I wouldn't have been given any more funding to do this if it wasn't for C3.

No participant shared efforts to make interdisciplinary connections at the high school level.

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All 21 participants indicated that they already worked on making social studies connections to the Common Core Standards. As previously discussed, the state expected school districts to align district curriculum with the CCSS by 2013. All participants referenced state or district efforts for professional learning aligned to the Common Core Standards, including Race to the Top Grants, MSDE Teacher Effectiveness Academies, and the final use of TAH Grant money. Most indicated that all the work that they need to do with Common Core was complete. Four participants said that they had plans to create “crosswalks” of the Common Core Standards and the C3 Framework to help teachers see connections. One participant said that she thought a crosswalk matrix activity would be a great opening activity in professional learning. She said that she would have her teachers work in groups to identify the Common Core Standards that they already use and find the corresponding skills in the C3 Framework.

Informed action and application of knowledge. To determine how districts were addressing Shift Three, I asked participants to explain how they planned to address Dimension Four (communicating conclusions and taking informed action) in their districts (Figure 7). Eight of the participants indicated that they were intentionally avoiding the informed action component of Dimension Four. To these participants, taking informed action meant being politically active. One of the participants said, “My community would not support teachers encouraging students to protest or picket something.” Another participant commented, “I don’t want to put my teachers in a vulnerable position of having to defend having students participate in politics.” Still another participant said, “With this election and with the Baltimore riots, now is not the time to encourage teachers to take chances. I’d be afraid my teachers would be accused of

trying to get kids to support one side or another.” Finally, another participant simply said, “We’re not touching that.”

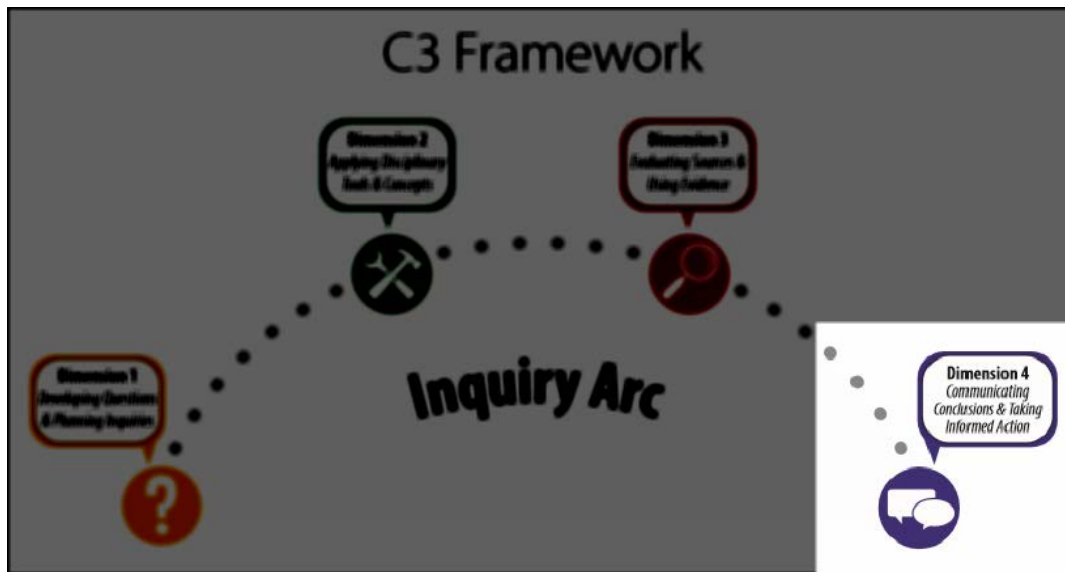


Figure 7. Informed action and application of knowledge

Other participants indicated that they could address taking action in non-controversial ways. One participant said that it could be, “something very simple like taking a survey.” One participant suggested, “Maybe it’s more about finding the gaps and getting kids to fill them. The kids can do oral histories and create a web page about veterans. There are things that the community can support that are still meaningful, and that won’t make my phone ring.” Another participant explained that she was addressing taking action in her district by encouraging teachers to require students to do more with existing projects, such as service learning and Project Citizen. She said that “So many of these projects highlight plans to do something, but they don’t require it. We have students spend a lot of time researching issues, and then they don’t take that next step. I’m encouraging teachers to have students take those next steps.”

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Three of the participants indicated that they were not afraid to tackle informed action but were just unsure what it looked like. “I can see it in government. They can write letters and stuff like that, but I don’t know what this looks like in a history class. Especially with old events. What type of action can kids take after they learn about the Greeks?” Another said that his teachers were asking many questions about Dimension Four. “I can’t say I’ve got great answers to share with them on that, but I think when we figure it out we can really bring C3 into the classroom.”

Four participants planned to address Dimension Four by deliberately combining taking informed action with communicating conclusions. These participants viewed these two as intertwined and about students learning how to engage in civil discourse about controversial topics. These participants all expressed views that demonstrated their desire to help students understand appropriate ways to take informed action. One leader said that she was addressing taking action by helping teachers learn how to teach sensitive topics and how to facilitate group discussions. She explained, “Social studies is about the real-world. Limiting students to what is in a book or a sanitized version of the world isn’t helping anyone.”

Another social studies district leader said that social studies teachers have a responsibility to teach students how to take informed action in a way that is respectful and productive. “The only way we can get out of this mess is to teach the next generation that we can be civil.” She indicated that she encouraged her teachers to have students take the “action” in the classroom by creating museums, writing songs, and designing public monuments to address the issues that are meaningful to them. This way, “the action stays

within the classroom, and we can teach students to critique the work of others without getting the community worked up.”

Shift Three and Dimension Four both focus on communicating findings as well as taking action. When asked how they planned to address communicating results within their school districts, the most common responses were essays, web pages, artwork, and presentations. Fourteen participants said that they were using the essay prompts in DBQs to communicate findings. One participant who had shared expressed a shared vision of the importance of the essay in social studies. “The essay really is the final step in the historical process. We actually are seeing an improvement in student writing across the board by focusing on DBQ writing. I think it’s authentic and is about rigor. I’ll continue to focus on this.” Another participant said that her elementary teachers embraced this dimension because it fit in well with her district’s elementary level focus on writing. She explained:

I had one elementary teacher share that she was able to teach social studies again because she incorporated it into the writing block at her school. So, I ran with that this year and shared all the writing components of C3 with the principals, not the other pieces, but the writing. The principals aren’t against teaching social studies, they just feel that they have to teach the other stuff first, so I shifted a lot around to focus on how all social studies leads to writing, and I have noticed more social studies when I visit elementary schools.

Other participants saw communicating conclusions as an opportunity to ask teachers to broaden their definition of communication. One participant said that she is deliberately addressing Dimension Four by identifying numerous opportunities for

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communication in her curriculum documents. She said that for each unit, she provided multiple ways for students to communicate and then she told teachers that they could only use writing once per unit. Teachers had to choose from debates, artwork, songs, and technology options for the rest of the unit. She contended that she had a lot of success with teachers embracing communicating conclusions through technology. She said:

I really want our teachers to help students create web pages and videos to demonstrate their understanding. I introduced this part of C3 to teachers in exactly this way. Use essays but use other options as well. Our technology PDs are pretty full right now, and most of my teachers want to learn how to make web pages and videos so that they can have students do it. This has been very well-received. I think I addressed this component well, at least so far.

One participant said that she was addressing Dimension Four by asking her teachers what makes sense for the lesson. “Sometimes it’s about communicating, sometimes it’s about action, and sometimes it’s just about connections. I think some supervisors are just overthinking this.” When asked to give some examples, she continued. “With the Hittites, the focus is asking why it is relevant today rather than taking action about it. Not much action for a sixth grader to take. But with the River Valley civilizations, there can be action about the importance of fresh water.”

Inquiry Arc as an approach to instruction. Most of the participants indicated that they were not doing anything new to address Shift 5, the Inquiry Arc approach to instruction, in their districts (Figure 8). Nine of the participants felt that current projects such as History Day, Project Citizen, Model UN, and Simulated Congressional Hearings provided opportunities for teachers to teach at least one lesson through an Inquiry Arc. “I

don't think we have to do it all the time. One or two projects like these will do the trick.” Two of these nine participants indicated that their teachers already do a lot of individual projects in class and that these would provide an opportunity for students to experience the Inquiry Arc.

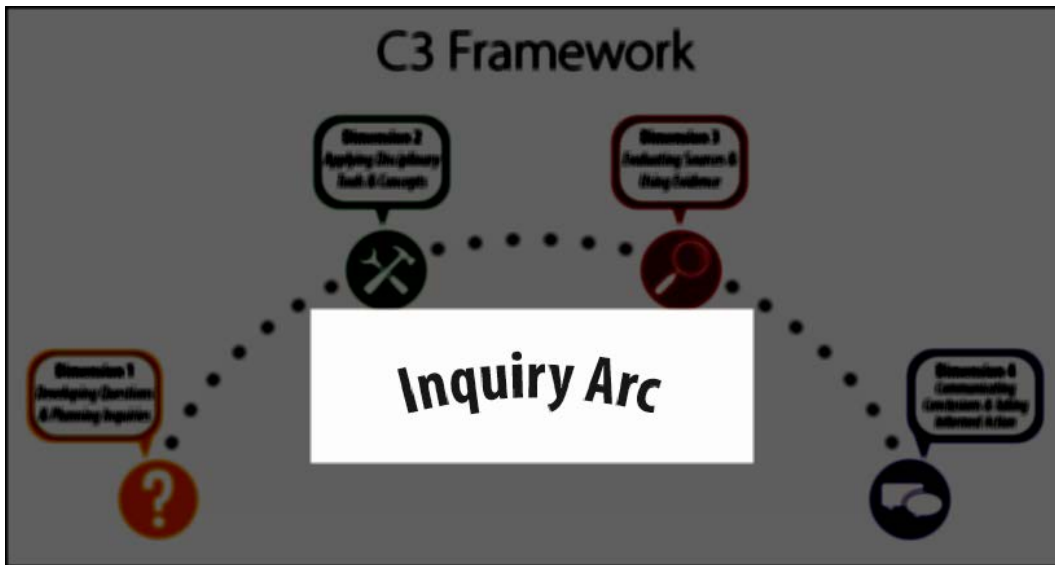


Figure 8. Inquiry Arc as an approach to instruction

Thirteen participants said that the DBQ and historical investigation process already provided instructional opportunities aligned to the Inquiry Arc. As one participant noted, “In HI’s [historical investigations], they hit every piece of the Arc. We already do that.” Another participant said that when he introduced the C3 Framework to his teachers, he tied it directly to their district’s HLs. “I’m not going to provide another level here. Our focus is on the [history] labs. I just helped teachers see how the labs connect to these standards. There can be no more options for teachers not to do the labs anymore.”

Three participants said that they already addressed the Inquiry Arc in at least one class, but in all these cases, their approach to Dimension One was to provide teacher-generated questions or a list of questions for students to choose from, not to build in

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opportunities for students to generate their own questions. One participant said that her plan was to start the Inquiry Arc in her high school elective courses and then work down. Her justification was that all the teachers who teach the electives also teach a required course, so if she could introduce the teachers to the Inquiry Arc in a course that has always had more flexibility she could, “get them hooked” on a new approach. She believed that with an incremental process she would avoid teacher-resistance when she was able to get the Arc into other courses.

Another participant said that she was approaching the Inquiry Arc by “starting over” with all the middle school courses. “We are throwing out everything.” She said that her district was in year one of a four-year process of redesigning their middle school social studies and had recruited teams of teachers to begin piloting different Inquiry Arc units and assessments in their classrooms. “Year one is going well. Lots of good stuff, but some growing pains as well. Right now, only the teachers who want to do this are. We want to get some believers out there in the next two years before we require the Arc.”

Finally, another participant said that he was addressing the Inquiry Arc in his district’s Grade 8 US History course. The district found that few of their middle school students have ever been to DC or other local historical sites, so the district committed to increasing the number of field experiences for middle school students. This district, they created four Inquiry Arc units, and teachers are required to use two per year. Each unit ended with a field trip experience. “This is our first year, so we will evaluate at the end of the year.”

Six participants indicated that although they were not currently doing anything different to address the Inquiry Arc, they did have plans to do so in the future. As one

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participant said, “It’s not like I think we really are already doing what is asked. We aren’t. But the reality is that I don’t have the resources to do much right now, and when I do things, I want them done well.”

During the initial phase of the implementation of the C3 Framework in Maryland, it appears that few district social studies leaders addressed all the Instructional Shifts and Key Features necessary to implement the C3 Framework with fidelity and the leaders seemed to rely heavily on existing document-based activities and other projects (see Figure 9). Although all leaders could provide examples of how they were addressing Shift Two (Dimensions Two and Three), most of the examples given were related to historical thinking, specifically through document-based activities over the past several years, not how they addressed or were planning to address the features of Dimensions Two and Three that required more than just reading, writing and thinking like a historian.

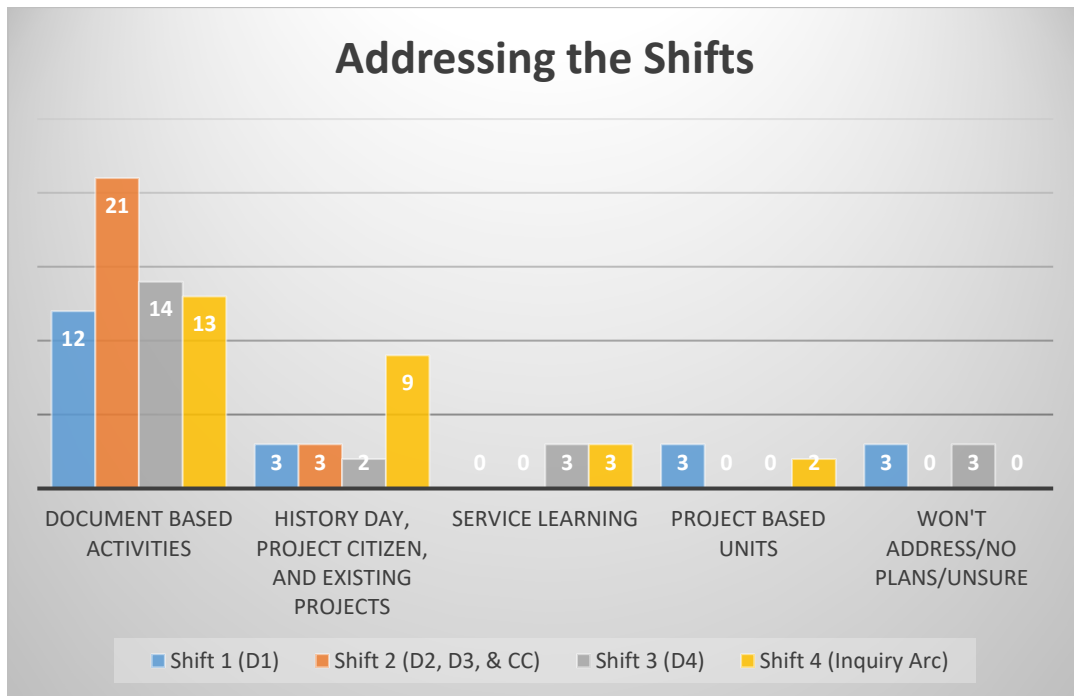


Figure 9. How the participants indicated that they addressed each of the shifts

Additionally, a few leaders provided examples that they already addressed Shifts One or Four (Dimension One and Inquiry Arc) in the way defined by NCSS. Like Shift Two, the answers provided by the participants indicate that they are more likely to address Shift One by identifying what they already had in place that might align with parts of the Instructional Shifts and Key Features rather than addressing the shifts in new ways. The way social studies leaders were addressing Shift Three (Dimension Four) was more diverse than the other shifts, and it appeared that even when the participants were not actively addressing Shift Three, they were aware that what they already had in place might not reflect the intent of Shift Three.

District Implementation in Curriculum, Assessments, and Resource Documents

Research sub-question 2B asked how districts were implementing the C3 Framework in district curriculum, assessment, and resource documents. To answer this sub-question, I asked participants to describe any changes that they had already made or were in the process of making in their curriculum and assessment documents that reflected their implementation of the C3 Framework. I also asked which resources their teachers were using to align with C3, and I asked each participant if they would give me a copy of a curriculum or assessment document that reflected their work with the C3 Framework. In total, I was able to collect documents from 16 of the 20 districts used in this study. All of the participants in these 16 districts provided at least one district-created document that they believed reflected their work with the Framework. I also collected additional documents from district websites. Four districts indicated that they did not have anything in writing that reflected the work that they had done so far with the Framework. The documents examined included strategic plans, curriculum and pacing

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documents, model units, model lesson plans, professional learning agendas and training materials, and district assessments (see Figure 10). Below I present the results.

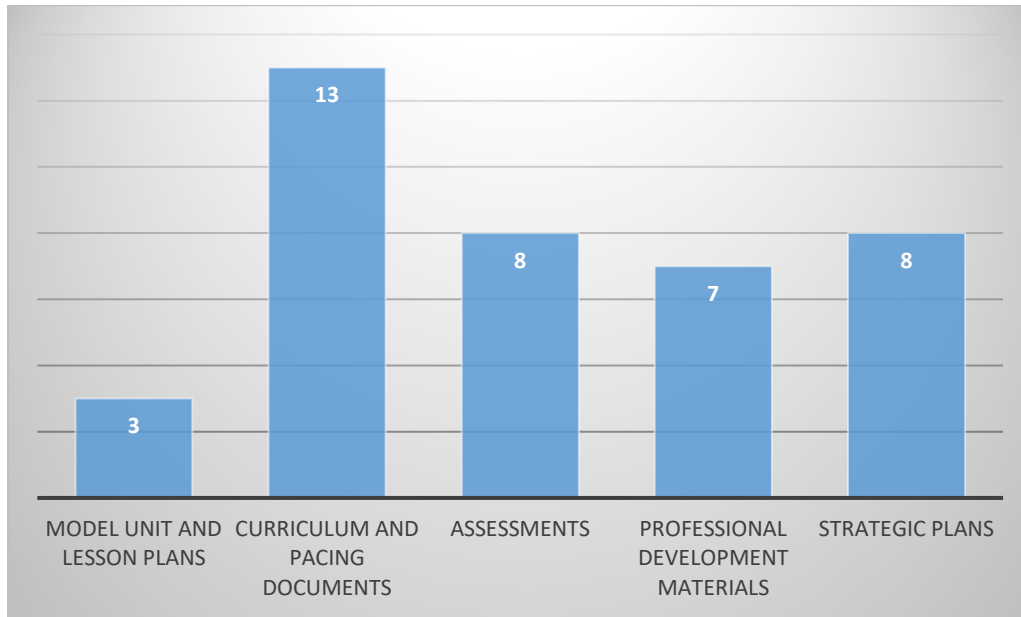


Figure 10. Number and types of documents examined in this study

Curriculum documents. Seventeen districts reported that they provided teachers with district-created curriculum documents. In nine districts, the curriculum documents for most courses were extensive; they provided teachers with full units that included, at a minimum, standards, assessment options, resources, pacing suggestions, and lesson seeds. Five of the districts also included essential questions and enduring understandings—both elements of the UBD approach to curriculum development. In eight districts, the curriculum documents were more streamlined, but these too provided teachers with, at a minimum, lists of standards, pacing requirements, and resources. Two of the districts provided teachers with a list of required topics for each marking period; three other districts reported that the only curriculum they provided teachers was the Maryland State Curriculum website.

Elementary curriculum documents. Five of the 20 districts indicated that they included the C3 Framework in their elementary curriculum documents. Of the five who stated that their elementary curriculum included the Framework, three districts indicated that the dimensions are just listed individually but alongside the CCSS and the Maryland State Curriculum content standards. As one participant explained, “We just put all the possible standards on the opening page, and the teachers can pick which standards they address each day from the list.” Another district’s elementary curriculum included a “crosswalk” that identified how each Common Core Standard aligns with the C3 dimensions. The rest of this document only references the Common Core Standards. I was unsuccessful in securing a copy of the district’s elementary curriculum from two of these three districts; however, it appears from the participants’ responses that the elementary work in these districts was limited to only adding the dimensions that already fit the existing Framework.

One district reported that it was involved in a multi-year project to rewrite all elementary curriculum. The participant said that as they developed their curriculum, they included all the individual dimensions in each unit and provided specific lessons for the dimensions. In this district, each page of the elementary curriculum includes one content standard from the Maryland State Curriculum and either one of the C3 Framework’s dimensions or a Common Core Standard. Together, these standards shape the lesson. This district’s Grade 3 curriculum includes an environmental literacy project that is shaped around the Inquiry Arc. The other district reported that they included at least one DBQ each marking period to ensure that C3 was addressed.

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Although not all participants supervised elementary social studies in their districts, the districts that have district curriculum documents indicated that their elementary curriculum documents were only aligned to the Common Core Standards and did not yet reflect the C3 Framework. As one participant reported, “I only have so many resources. I can’t spend them on elementary when I know that they will not be used. I would rather use my resources on a secondary curriculum where I have more influence.” In all, only one of the five districts that indicated that they included the C3 Framework in their elementary curriculum changed curriculum to reflect the C3 Framework. All the others just added the C3 language to their curriculum documents.

Middle school curriculum documents. Eleven of the 17 districts with district curriculum documents indicated that the C3 Framework is incorporated into at least one of the middle school grade documents (see Figure 11). Four of the 11 districts reported that the specific dimensions are listed in their documents. When I examined sample pages from two of these districts’ middle school documents, and I found a similar pattern—a list of dimensions, along with other standards on the opening pages of the documents. The rest of the documents did not appear to have any obvious connection to C3.

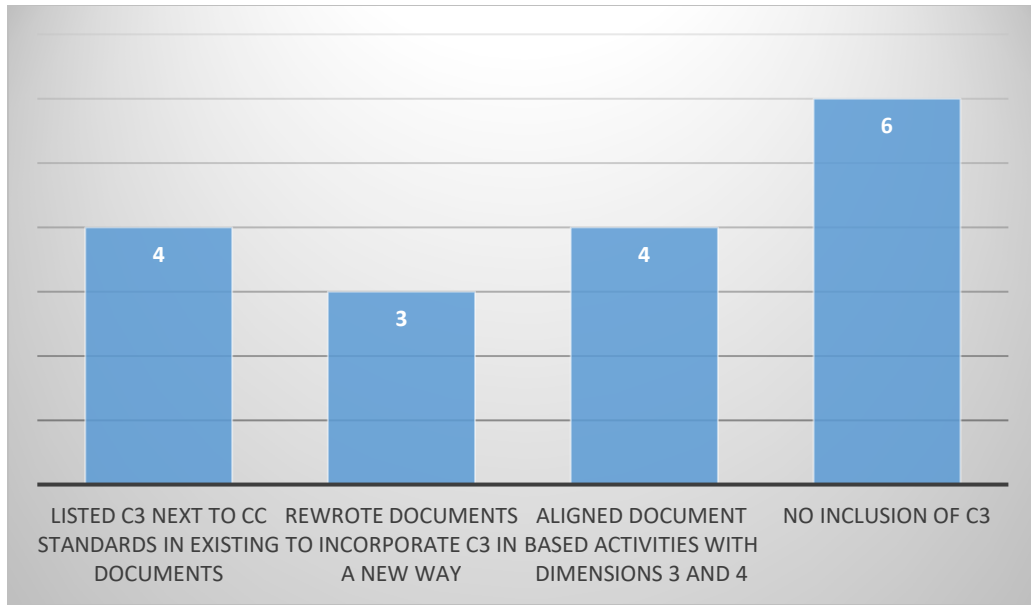


Figure 11. District middle school documents and the approach to C3

Three of the districts reported that to implement the C3 Framework they revised curriculum documents in at least one middle school grade. During the initial interviews, two of these districts highlighted this work, and they appeared to be excited about it. One participant displayed Grades 6-8 curriculum documents on a screen and walked through the changes that she had made. Each unit was built around an essential question that addressed one or more of the dimensions of the C3 Framework. This participant explained, “What is different here is that we didn’t start with the content. We started with the dimensions and then built content around the skills. Instead of using the skills to learn the content, we decided to use specific content to develop the skills.”

Another district participant showed pages from their Grade 7 curriculum document to highlight that they required Model UN and then built in opportunities for students to practice the skills necessary for the different dimensions before getting to the Model UN project. Unit 1 provided opportunities for students to ask questions and Unit 2

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provided opportunities for students to create presentations to share their results. Both units provided students with opportunities to find sources and examine them. Unit 3, the Model UN project, directed teachers to guide students through the four different dimensions so that they were prepared for the simulation.

The third district indicated that their middle school focus was on Dimension Four. When I examined the Grade 8 curriculum from this district, I found each unit included what appeared to be new pages. Each of these pages, all titled, “Communicating Ideas” provided options for teachers to help students build their writing, presenting, speaking, or other communication skills. The district social studies leader indicated that she was working on connections to Dimension One in future district curriculum documents.

When discussing the middle school curriculum changes with other participants, four of them indicated that they only added Dimensions Three and Four within their existing middle school curriculum documents. In all four of these cases, the dimensions were added to any pages that referenced document-based activities, such as DBQs. One participant explained, “This is the obvious first step” in his work with the C3 Framework. Another participant said, “Right now, I need more leverage with teachers to use the HIs [historical investigations]. Showing them how they fit in with national standards helps my cause.”

Six of the districts indicated that they had not aligned their middle school curriculum documents with the C3 Framework. Of these six, all of them indicated that their curriculum documents included the CCSS. Four of the districts said that when they revised their curriculum documents for the Common Core Standards, they did extensive work to include alignments to existing and new lessons that addressed historical thinking

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standards. Two of these districts used the College Board's AP Historical Thinking Standards; the other two used Stanford's History Education Group materials. All four of the participants from these districts expressed reservations about revising their curriculum documents soon to address C3. As one said, "I really think that between Common Core and SHEG we really have C3 covered." Another said, "The meat of C3 is document analysis. I don't see a purpose in rewriting our guides to put in the word C3." The other two participants indicated that they had made too many curriculum changes in the last few years so neither wanted to give teachers another curriculum change.

High school curriculum documents. Ten of the 17 districts with district curriculum indicated that they had made changes to at least one high school curriculum document in the initial year of the C3 Framework's implementation. Five districts stated that they made changes to their US History curriculum and four indicated that they made changes to both US and World History curriculum documents. One of these districts also reported that they made changes in other high school social studies course curriculum. None of the districts indicated that they had or planned to make any changes to their high school government curriculum. All the participants agreed that they were not planning to make any changes to the government curriculum until the state changed the HSA.

All five of the participants who indicated that their districts rewrote their US History curriculum documents described their revised documents as including references to the individual C3 dimensions, specifically when the dimensions supported document-based work. None of these five said that they included the Inquiry Arc approach in their revised US History documents. As one participant explained, "What we did was minimal.

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We already made our major changes when we rewrote for Common Core. We're not making any more major changes for a while."

Three of the four participants who indicated that their districts revised both the US and World History curriculum documents said that they did not meet the 2013 deadline to include the Common Core Standards in all their social studies curriculum documents, so when they revised their documents in 2014 and 2015, they could address both Common Core and C3 at the same time. All three participants confirmed that their priority in revising the documents was to enhance the focus on historical thinking and that their district curriculum documents included references to the different dimensions, primarily Dimension Three. As one participant described, "This was really our opportunity to hit two birds with one stone. We had all of the historical thinking stuff out there, and we needed to put it in one place for our teachers." Another participant said that the overlap between the Common Core Standards and the C3 Framework presented an opportunity to, "send a clear message that this [historical thinking] is where we are headed."

One participant said that her district rewrote both US History and World History in 2015 to include the individual dimensions where they made sense. She explained, "Phase one for me was really introducing the vocabulary of C3 and the dimensions. Mainly, we lined them up with the Common Core stuff so that teachers could see the connections." At the time of the initial interview, this participant had teachers working on rewriting Maryland History, Social Issues, and International Studies curriculum documents to reflect the full Inquiry Arc. She further explained, "Phase two is just now starting. Right now, I am working on the electives. [We are] putting the Inquiry Arc in

my electives.” She went on to explain that since all the teachers who teach high school electives also teach one of the required social studies courses, she believed that if she introduced the Inquiry Arc first into the electives then later her teachers would have some experience with it by the time she adds the Inquiry Arc to US History and World History.

Two other districts shared that they provided teachers with model units for both US History and World History that included the specific dimensions as well as opportunities for the Inquiry Arc; however, these model units were optional. At the time of the study, efforts were underway in both districts to rewrite curriculum guides to include the C3 Framework; however, that work was not scheduled to be completed until the following school year (2017-2018).

Overall, 13 of the 17 districts that provided district curriculum documents to teachers revised at least one district curriculum or model unit document to align with the C3 Framework. Almost all revised documents focused extensively on disciplinary literacy, specifically historical thinking skills and addressed the C3 dimensions as individual dimensions. For most of the school districts, they were working on identifying the overlap between the Common Core Standards and the dimensions. Only three districts created new district curriculum documents built on the Inquiry Arc model while five others identified preexisting projects as opportunities for teachers to address the Arc.

Assessments. Fifteen school districts indicated that they had either required or optional district-created assessments in at least one social studies course (Figure 12). According to the participants, teachers worked with central office staff to create or select the assessments. In some cases, the assessments were performance-based tasks or projects while in others they were traditional, paper and pencil types of assessments.

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Traditional assessments included selected response items and some type of constructed response questions. In other instances, the assessments were from other sources, such as Beyond the Bubble (Stanford’s History Education Group), *DBQ Project* tasks, or released AP or IB items.

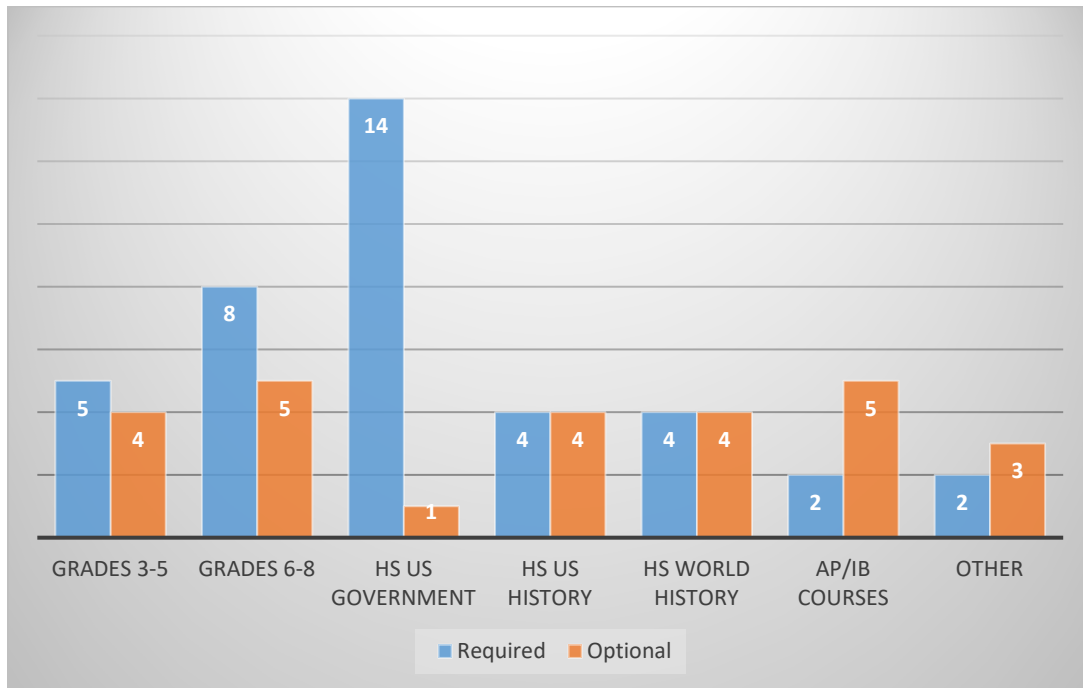


Figure 12. Required assessments

As seen in Figure 12, the most common required district assessments are in US Government, a course with a state HSA that students must pass to graduate. In all these districts, the US Government district assessments align to the state HSA and primarily include questions that were previously used on the HSA; these reflect the content and skills that students must know to pass the state assessment. None of the district government assessments reflect the C3 Framework. All districts said that once a new, C3-aligned US Government HSA becomes operational in 2020, they will make necessary changes to their district assessments.

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Participants in three districts reported recent efforts to change district-created assessments to reflect the Inquiry Arc in at least one course. In one case, the district-created optional projects that teachers could use as assessments. The participant explained that the project had four required components, each aligned to one of the C3 Framework's dimensions. In another district, all middle school courses have one required performance-based assessment task each year as well as several optional ones that teachers may choose to use. Each of these tasks is scored using a rubric that aligns with several different C3 dimensions. Although the rubrics for these tasks only reflect isolated dimensions, a participant from this district explained, "The rubrics only assess the final component of the task, but all of our PBAs [performance-based assessments] require students to go through each of the dimensions to get to what we assess."

Another participant reported that he created district assessments that required students to answer several short answer questions, each aligned with a different dimension, but the participant admitted, "It is easier said than done. The teachers working on the project are enjoying it, but when it is all said and done, I think it will end up really [being] about historical thinking skills. This is not a bad thing, but it will only partially align with the new standards." At the time of the study, the district had not yet implemented these new assessments.

No other districts reported any efforts to create new district level assessments to reflect the C3 Framework. Four districts identified History Day as a performance-based assessment in at least one course; each of these district participants commented that History Day tightly aligns C3. Other districts did not see any immediate need to change their approach to district-created assessments. Seven districts reported that at least one of

their assessments was in a DBQ or another document-based format. One participant explained that he did not have any plans to move from a DBQ format in the foreseeable future. “I have been working on getting teachers to use DBQs in class, and the only way I can keep them using them is to have them be the assessment. I’m not changing that.” Another participant had a similar perspective on why he was keeping the DBQ format, “We have simply come too far down the DBQ road. It is a good road. A solid direction. We are not going back. Teachers can assess in other ways. The district assessment should not be the only way teachers assess.”

Three districts reported that at least some of their assessments looked like the research simulation task of PARCC. These assessments required students to read two or more texts, including a visual or multimedia source, and then to synthesize their texts in a written response. All three districts reported that the PARCC-type assessment made sense for their district’s focus on synthesizing informational texts across content areas. Other participants indicated that their district assessments were a mix of content questions and constructed response questions that aligned with the Maryland content standards. These districts did not have any plans to change them until they learned more about the new middle school state social studies assessment.

Resources. During each initial interview, I asked participants what instructional resources they provide to teachers that would support the implementation of the C3 Framework. Figure 13 shows the different resources that districts reported using. In all cases, the social studies leader referenced multiple resources. I noted each resource, and when the resource was a district-created resource, I requested a copy. For the other resources identified, I found at least one sample or section of the resource to review.

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Although I had a working knowledge of most of the resources referenced, I needed to review each one after the participants explained why they thought it aligned to C3. In this section, I present the results from the interviews, the resources I examined, and the researcher notes I took about the different resources to determine how districts are implementing the Framework through resource documents.

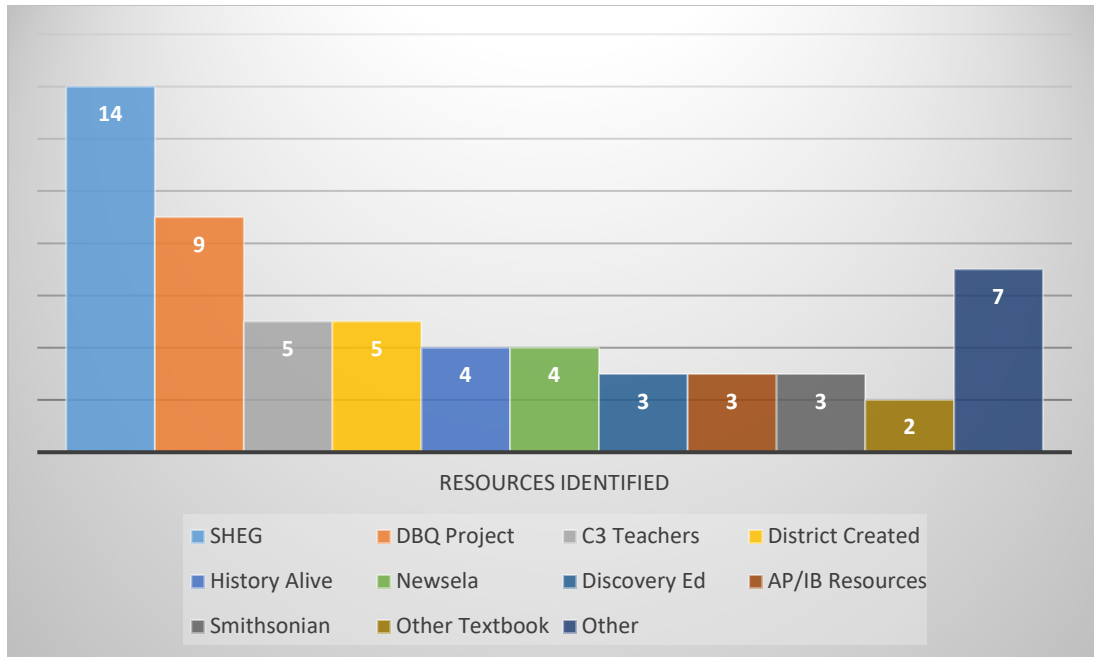


Figure 13. Resources to support C3

All districts reported that they provided some resources to support curriculum and instruction. Ten districts contended the resources they currently provided to teachers were adequate to address the needs associated with C3 while the other ten expressed a need to find additional resources that better aligned with the Framework. The ten districts that expressed a need to find additional resources all shared some level of frustration because few resources were tightly aligned with the C3 Framework readily available. Some indicated that the lack of resources that align to the Framework was a major inhibitor in the implementation of it.

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Nine participants identified their district-purchased textbook as a resource that would support teachers in implementing the C3 Framework. The most common specific textbooks that participants mentioned were Teachers Curriculum Institute's *History Alive* series (Teachers Curriculum Institute, n.d.) and Discovery Education's techbooks. Four districts reported using *History Alive* in at least one course. One participant spoke at length about the *History Alive* series, explicitly discussing one unit of study that culminated in students creating a mural to represent the key events of Latin American history. The unit required students to engage in historical document analysis as well as using artful thinking strategies to analyze visuals, both skills that this participant associated with Dimensions Two and Three. He also identified the culminating project to communicate results and explicitly referenced Dimension Four when describing this part of the resource.

Three participants indicated that their districts used the Discovery Education's techbook series in at least one class. The techbooks mix the extensive video collection from Discovery Education, as well as hyperlinks to online resources with a traditional historical narrative. As students read about a topic, they can then engage in a variety of videos, images, and other digital content to support their understanding of the content. All three of the leaders identified the access to multiple primary source documents that the program has embedded within the program as providing the support for the C3.

In addition to district-purchased textbooks, the other most common district-purchased resource identified by participants as supporting the implementation of the C3 Framework was *The DBQ Project* (n.d.). Nine districts reported having the *DBQ Project* in at least one course, while two districts reported having the *DBQ Project* in all required

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secondary courses. The *DBQ Project* is a series of document-based questions based on a series of textual and visual documents. The program includes explicit instruction in how to get students to read and analyze texts and then to unpack and answer an essay prompt based on the documents. Most *DBQ Project* kits include two different versions of each written document—one original and one modified for struggling readers. Six of the districts purchased the *DBQ Project* before the release of the Framework.

Of the nine districts that identified the *DBQ Project* as a resource to support the C3 Framework, three articulated the connection between the *DBQ Project* and Dimensions Three and Four. Of these six, two spoke at length about the writing process structure that the DBQ provides. One participant said, “My teachers know when a student can’t write well, but few know what to do about it. The DBQ writing process gives my teachers the ability to help students learn how to write well, and this is ultimately the goal of all of the humanities whether we call it C3 or not.”

Another participant said that his teachers were more likely to use the *DBQ Project* than other materials because they saw the connection between the *DBQ Project* and success in AP classes. However, this participant also expressed that this connection was also negative as some teachers viewed DBQs in general as activities for advanced learners. When I asked the participant if he saw a connection between the *DBQ Project* and the C3 Framework, he said, “This is where I think the C3 Framework and really Common Core are so vital in social studies. These standards say that all kids need to engage in source analysis, not just the smart ones. Now, I just need my teachers to agree.”

In addition to commercial resources, all participants identified at least two free resources that they were using in the districts that would help their district implement the

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C3 Framework. Fourteen of the districts identified the SHEG *Reading Like a Historian* Curriculum as a resource that they encourage their teachers to use. SHEG's online curriculum provides teachers with free resources that align with historical thinking skills championed by Sam Wineburg, Joel Breakstone, and Mark Smith, his doctoral students. The SHEG history lessons focus around a central historical question, and each lesson includes some historical context, often a PowerPoint or other opportunity for a whole group overview of the issue, and two or more historical document that help the students consider the central historical question. Some lessons have scaffolded questions or modified readings to support struggling readers.

When asked to explain how the SHEG resources provided support for the C3 Framework, one supervisor wrote in an email, "I don't really get caught up with whether or not something has a specific standard listed. The lessons support historical thinking which is one of the foundations of the C3 Framework. It's that simple." Another supervisor said that as soon as he saw the Common Core Standards, he downloaded the SHEG historical thinking skills poster and took it to his supervisor. His supervisor saw the potential of SHEG and Common Core and asked the social studies leader to complete the paperwork needed to approve the SHEG resources. Today, every social studies classroom in the district has a poster on the wall identifying which Common Core Standard aligns with the historical thinking skills. This district, like at least four others, made the SHEG resources the cornerstone of their Common Core-aligned curriculum. As one of these participants said, "Remember, every dimension in C3 has a clear connection to Common Core, so having resources that support Common Core ultimately support the implementation of the C3 Framework."

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In addition to the SHEG resources, participants mentioned many other free, online resources that included some document analysis or DBQ activity. Three districts identified the DBQs available on the Smithsonian website as resources to support the C3 Framework while three other districts identified either the AP or IB released DBQs and HIs as resources for implementing C3 Framework. Four participants identified Newsela as a resource that they suggested their teachers use. The Newsela website (www.newsela.com) provides free weekly news articles related to current events and legal, scientific, and art topics that appeal to a variety of student interests. Like the *DBQ Project* and the SHEG program, Newsela's resources include those at a variety of different reading levels to support struggling readers. Newsela includes references to C3 and it has partnered with NCSS on student civics and voting projects, but the references to C3 are general references.

Five participants identified the C3 Teachers/Engage New York Lessons as a resource that they use to support the C3 Framework. Of all the resources identified by the leaders, this resource was the only one that was created after the release of the C3 Framework and directly aligns to the C3 Framework. Lee, Swan, and Grant, the editors of the C3 Framework, guide the C3 Teachers initiative. Teachers created all materials on the C3 Teachers' website using the Inquiry Design Model process. The Inquiries on this site include compelling and supporting questions, formative performance and assessment tasks that include document analysis, and ends with a writing or other communicating opportunity as well as suggestions for how to take informed action that relates to the inquiry.

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The clear connection to the C3 Framework was a primary reason that all five participants identified the C3 Teachers project as a resource they are using in their districts to implement the C3 Framework; however, three leaders expressed reluctance to say that the C3 Teachers resources fully support the Inquiry Arc. As one leader noted, “They are great lessons, but to create a ready-made lesson for teachers to use, you have to pre-select the compelling and supporting questions. This takes away the student inquiry piece right away.” Another leader also expressed concern about the preselection of the compelling and supporting questions and worried that the inquiries have the potential, “to become the next ditto, granted a longer one, but still a ditto that students complete without much teacher or student thinking required.”

Although some participants expressed concern about Dimension One and the compelling and supporting questions, all five participants who mentioned this resource commended it for providing a model that teachers could use to create their own inquiries and for providing Dimension Four options for communicating and taking action that is not very political in nature. One participant noted, “Interviewing a grandpa, creating a website, completing a public service project, these are all the types of taking action that will keep my community calm.”

Five district leaders reported that they created their own resources to support the implementation of the C3 Framework within their districts. I secured a sample from each of these five districts. In two districts, the provided resources mirror the C3 Teacher’s inquiries, and in two other districts, they provided resources that mirror DBQs. In one district, new inquiry tasks had been created for select courses. In these tasks, as referenced in the curriculum and assessment sections of this paper, students are given a

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situation or prompt, and then they must create their own questions, use a variety of primary and secondary sources, and then complete an action piece. In all five districts, the participants indicated that their districts had plans to continue to create additional resources for teachers to use in implementing the C3 Framework.

Preparing teachers. Research sub-question 2C asked how districts were preparing their teachers to use the C3 Framework. To answer this sub-question, I asked participants what they had done so far to prepare teachers to use the C3 Framework and what, if anything, they were planning before the beginning of the 2016–2017 school year. All participants identified professional learning as the primary method to prepare teachers to use the C3 Framework. Eleven participants also identified curriculum documents as one of the ways that they were preparing teachers to use the C3 Framework. I also asked about professional learning opportunities that participants had with teachers and other stakeholders. I then asked them to describe what types of professional learning they already conducted with teachers and what they might be planning in the coming months. I used the participants' responses to these questions as well as available professional learning materials and curriculum and resource documents to develop an understanding of how districts were preparing their teachers to use the Framework. Below, I first present the results for professional learning and then I present the results for how districts used curriculum and resource documents to prepare teachers to use the C3 Framework.

Professional learning. All participants identified professional learning as the primary method that they used to prepare teachers to use the C3 Framework, but all participants indicated that their time with teachers is limited. When I noticed the pattern of limited time with teachers, I started asking participants how many days each social

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studies leader could require social studies teachers, including elementary teachers, to attend professional learning. For those districts where I already interviewed the social studies leader, I asked how much time they had with teachers in the follow-up interviews. I recorded the results in Figure 14. The most common reported amount of social studies professional learning time with elementary teachers was zero days and the most common reported amount of professional learning time with secondary teachers was one day.

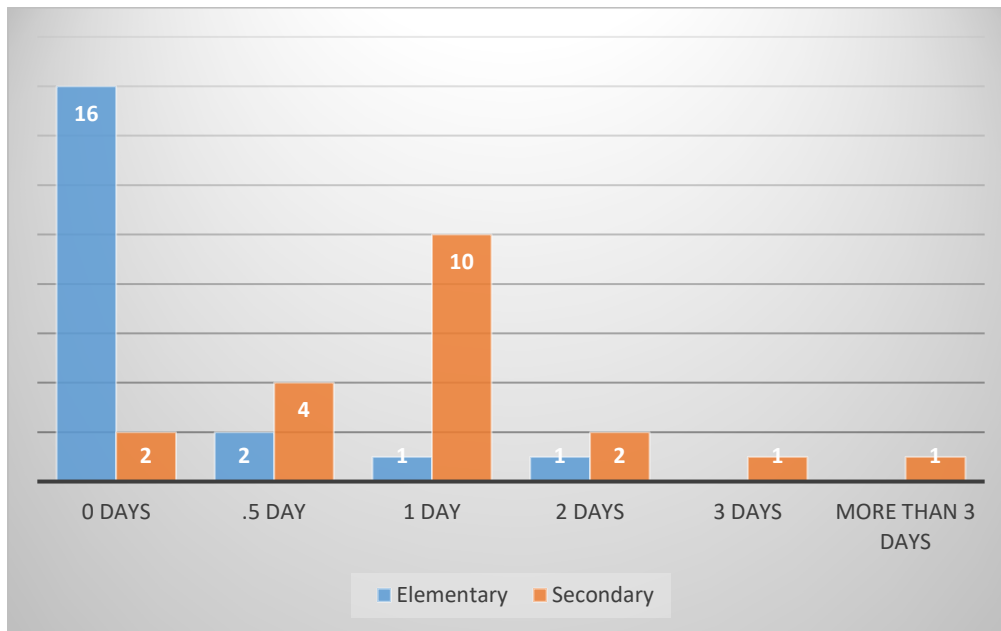


Figure 14. Time with social studies teachers

Elementary teacher professional learning about the C3 Framework. In regards to social studies district-led professional learning for elementary teachers, 16 participants reported that they did not have any time with elementary teachers at all. All of these district leaders indicated that elementary teachers attended district-led professional learning, but the district reading and mathematics offices led these opportunities.

Two districts stated that they had elementary general education teachers for one-half day and in both districts, the time with these elementary teachers focused on changes

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in curriculum and future optional professional learning that teachers could volunteer to attend. In these two districts, the C3 Framework was not part of the one-half day sessions, but in one school district, the C3 Framework was included as part of an optional Saturday professional learning session with a local history center. The other school district's participant indicated that she was going to encourage teachers to attend the Maryland Council for the Social Studies (MDCSS) annual conference, which advertised several sessions about the C3 Framework.

One school district reported having one day with all elementary general education teachers each year. In this district, the elementary general education teachers rotated through four sessions—grading best practices, The Center for Civic Education's Simulated Congressional Hearings, reading in the social studies, and writing in the social studies. The participant from this district said that she stressed the C3 Framework in all but the grading best practices session. Specifically, the social studies leader identified that teachers learned how Simulated Congressional Hearings allowed students to work through the whole Inquiry Arc and allowed for a clear opportunity for students to engage in Dimension Four—taking informed action. Simulated Congressional Hearings require students to research different topics and present their conclusions to a panel and answer questions from a panel about their research and positions.

In one school district, all schools departmentalized elementary classrooms in Grades 3-5, so each school had at least one elementary teacher per grade who only taught social studies. The participant in this district reported that working with the reading and special education coordinators allowed him to build more support for the C3 Framework across multiple offices as the reading and special education coordinators saw the C3

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Framework to both build literacy and to allow more differentiation for students using voice and choice evident in the C3 Framework.

According to the agendas I examined for these two professional learning sessions in this district, the August session included four “power sessions” of 30 minutes each where teachers learned about each of the C3 Framework’s dimensions as an overview. Teachers then worked in small groups to create an Inquiry Arc lesson that they could use in the upcoming fall semester. The afternoon sessions in August focused on using student interests in the social studies to build struggling students’ reading and writing skills and using movement and three-group rotations in the social studies classroom. According to the January agenda, teachers spent one hour debriefing their fall Inquiry Arc lesson and working on ideas for a spring Inquiry Arc. The rest of the day’s professional learning included using online databases, technology, and Chrome Books in the social studies classroom.

Secondary teacher professional learning about the C3 Framework. School districts reported more mandatory time with their secondary social studies teachers than with their elementary teachers. Two school districts indicated that there were zero days when social studies teachers were required to take part in district-created or led professional learning. For one of these districts, the only mandatory time with teachers was with each secondary school’s social studies lead teacher. This district had one full day with these teachers when they would model professional learning opportunities as well as to conduct traditional back to school business such as distributing access codes teachers could use for digital materials. However, the participant reported that these lead teachers were not required to replicate the professional learning on his or her campus;

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rather, it was at the discretion of each school's social studies leader and his or her school's administration to determine what, if any, of the district's social studies professional learning occurred at each school.

Of the 20 school districts examined, ten participants reported on back to school professional learning opportunity that the social studies leader could use as a mandatory professional learning day. Most participants indicated that this day was much more about communicating expectations for the year rather than building individual teacher's instructional skills. In addition, all but three participants indicated that although they could pull all secondary social studies teachers in their districts for a day of professional learning, the logistics involved in assembling so many teachers in one location with limited human and financial resources to provide high-quality professional learning to all teachers were just too great to overcome. For example, one participant explained, "I am an office of one, without any stipend funds to pay teachers to help, so I am limited to how much PD I can offer on any one day." Another participant noted, "Geographically, it would take an hour for all teachers to drive to one location and one hour to drive back. I can't do that to my teachers." In many school districts, only HSA Government teachers, AP teachers, or teachers who had new curriculum were required to attend the back to school professional learning day, leaving the other teachers to work on other beginning of year details in their buildings and classrooms.

In addition to logistical challenges, participants from the ten school districts that had one day of the professional learning with teachers also expressed frustration with how little autonomy they had to design the day as they wished. For example, three participants indicated that their supervisors created their back to school professional

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learning agendas. These school systems had the same agendas for all content areas. All three of these agendas included Student Learning Objectives (SLOs), PARCC, and reading and writing while two districts allowed time for new textbook details and using the district's assessment system.

In other school districts, the participants reported having to include a variety of other topics and other presenters within their professional learning agendas for their one day with their teachers. The most common topics brought up by the participants included special education, English Language Learners, financial literacy, environmental literacy, social and emotional learning, and service learning. In one school district, the social studies leader stressed that the school system should either be more deliberate and thoughtful in the design of these sessions to ensure that they are meaningful for social studies teachers or they should, "just stop calling it a day for social studies staff development. I'm left with maybe 1 hour that I can devote to social studies."

For school districts that did have a one-half day or longer of mandatory professional learning with the social studies teachers, 15 indicated that there was at least some time devoted to teaching teachers about the C3 Framework, primarily how the C3 Framework supports historical thinking skills. One district's professional learning agenda indicated that "C3 and Historical Thinking" was an optional session within a larger conference style day. Another participant said that the professional learning that his teachers attended about the C3 Framework focused on the writing component of the C3 Framework because "that's what our district initiative is."

Fourteen school systems reported that they were able to offer substitutes for a small number of teachers to attend professional learning sessions. Four participants

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reported that districts paid these substitutes with outside funds, specifically the Maryland Geographic Alliance and the Maryland Council for Economic Education. As the funding agents, these two organizations provided professional learning that specifically focused on geography and economics. As of spring, 2017, these lessons had yet to be aligned with the C3 Framework, but representatives from both groups indicated that they were in the process of doing so.

Three other districts reported providing time for teachers to learn more about History Day. The Maryland Humanities Council conducts History Day professional learning in Maryland. Both the Maryland Humanities Council and National History Day have materials aligned to the C3 Framework, including the Inquiry Arc. Districts also reported providing substitutes for teachers to attend the NCSS, the Maryland Council for the Social Studies, and the Middle States Council for the Social Studies conferences—all of which included numerous opportunities for teachers to learn about the C3 Framework.

Other districts reported using stipend funds for teachers to attend other professional learning opportunities. These opportunities included professional learning from local history providers, the Gilder Lehrman Institute, the Maryland Historical Society, various Smithsonian museums, and various publishers. Although each participant indicated that teachers would learn about the C3 Framework at each of these sessions, it appears from the published descriptions of these sessions that each of these focused on historical thinking skills and were not necessarily aligned with the Framework.

Curriculum documents. Of the 20 districts examined for this study, 11 reported that one of the primary ways teachers learned about the C3 Framework was through the

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district-produced and provided curriculum documents. Of the 11 school districts that reported using curriculum documents and instructional resources as primary ways to teach teachers about the Framework, seven participants indicated that their curriculum documents included or would include a separate section that provides teachers with detailed information on the C3 and how to incorporate it into classroom instruction.

Upon examining available curriculum documents, one school district's curriculum guide included pages from the C3 Framework cut and pasted into the curriculum guide for Grades 6-8 while another district's curriculum guide included a snapshot of a presentation from the New York Council for the Social Studies on suggested activities to use for Dimension Four. Two district curriculum guides include links to NCSS webinars on implementing the C3 Framework, but there were few additional examples of how the curriculum documents did or would provide learning about C3.

Patterns of Implementation

From the data, I identified three implementation patterns – minimizing, aligning, and changing. I then looked for common features of these districts that might help explain the patterns, such as wealth or geographic area; however, I did not find that the districts in each of these patterns shared these types of features. Rather, I found that the districts in each of these patterns had other commonalities such as participation in C3 Review Teams, how they interpreted the C3 Framework, and whether they previously held Teaching American History Grants that appeared to impact the leaders' approaches to C3 Implementation. Table 15 provides a snapshot of the different districts and these patterns and some commonalities.

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Table 15

Overall Participant Chart with Interpretation and Pattern Identified

Participant Number	District Size	# Office	Yrs. in Position	Primary Experience	C3 Reviewer	TAH Grant	Interpret.	Pattern
1	Large	4	10	HS/IB History	Yes	Yes	Inq. Arc	Minimizing
2	Large	4	15	MS	Yes	Yes	Disc. Lit.	Aligning
3	Large	3	11	MS	Yes	Yes	Inq. Arc	Changing
4	Small	1*	10	MS	No	No	Skills and Proc	Minimizing
5	Large	2	5	HS/AP History	No	Yes	Disc. Lit.	Aligning
6	Mid-sized	2	13	HS History	Yes	No	Disc. Lit.	Aligning
7	Large	4	2	HS Gov	No	Yes	Disc. Lit.	Minimizing
8	Small	1*	2	ES and MS	No	No	Common Core	Minimizing
9	Small	1	7	HS Gov	Yes	Yes	Disc. Lit.	Aligning
10	Mid-sized	1	8	ES	No	Yes	Disc. Lit.	Aligning
11	Mid-sized	1*	7	ES and MS	Yes	Yes	Disc. Lit.	Aligning
12	Mid-sized	3	14	MS and HS	Yes	Yes	Inq. Arc	Changing
13	Large	1	3	MS	No	Yes	Disc. Lit.	Minimizing
14	Mid-sized	1	1	MS and HS	No	No	Skills and Proc	Aligning
15	Mid-sized	1	3	HS History	No	No	Disc. Lit.	Aligning
16	Small	2	4	HS/AP History	Yes	No	Disc. Lit.	Aligning

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Table 15 continued

Participant Number	District Size	# Office	Yrs. in Position	Primary Experience	C3 Reviewer	TAH Grant	Interpret.	Pattern
17	Mid-sized	1	14	ES	Yes	Yes	Inq. Arc	Aligning
18a	Mid-sized	2	2	HS History	No	Yes	Inq. Arc	Changing
18b	Mid-sized	2	2	MS	No	Yes	Inq. Arc	Changing
19	Small	1*	6	HS History	No	No	Common Core	Minimizing
20	Small	1*	1	HS History	No	No	Skills and Proc	Minimizing

Minimizing districts. The implementation patterns in seven districts all reflected little to no change in curriculum, assessments, resources, and professional learning related to the C3 Framework. Each of these districts planned to let teachers and schools know about the C3 Framework, but any implementation of the C3 Framework would be entirely up to the teachers themselves. The major commonalities among these districts were that only one of the seven district leaders in the minimizing pattern served on C3 Review Teams and only two of the districts previously held Teaching American History Grants. Of these seven districts, three were large districts with more than one person assigned to social studies while four were small districts with only one person assigned to social studies. Three of these districts did not provide district-created curriculum documents to teachers. The four districts that did provide district-created documents to teachers did not include any reference to the C3 Framework within the documents. Each of these districts shared free C3 aligned resources with their teachers, but these did not come with any additional professional learning to help teachers understand how to use the resources. Overall, the social studies district leaders indicated that the C3 Framework resulted in minimal changes in their social studies programs.

Aligning districts. Aligning was the most common pattern. During the initial phase of implementation, ten of the 20 school districts that participated in this study implemented the C3 Framework primarily through aligning the C3 Framework with what the district was already doing. All ten leaders from aligning pattern districts interpreted the C3 Framework through the lens of disciplinary literacy and a majority of the districts previously had Teaching American History Grants that they used to create document-based lessons and other resources. None of these districts viewed the C3 Framework as a

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reason to do anything specifically new; these districts approached the C3 Framework as an opportunity to continue to build on previous work related to disciplinary literacy.

When the participants from these districts referenced the Inquiry Arc in their work, their approach to the Inquiry Arc was to identify how the Inquiry Arc aligned to established projects and contests.

In these districts, curriculum changes included adding the C3 Framework language, primarily Dimensions Three (evaluating sources and using evidence), to existing curriculum documents. Any references to Dimension Four were limited to traditional forms of communication with limited references to taking informed action. In some districts, the leaders added the C3 Teachers resources, but these resources were listed along with other possible document-based resources that teachers could choose to use. Any changes these districts made to assessments consisted of adding C3 dimensions to the list of standards the assessments measured. In professional development, the aim was to help teachers see the connections between what the district already did and the Framework, not to help teachers understand other components of the Framework.

Changing districts. In three of the school districts, the social studies leaders made at least one substantial change to their curriculum documents that reflected a new approach to social studies education. All of these districts had social studies leaders who interpreted the C3 Framework through the lens of the Inquiry Arc and all had more than one person assigned to social studies. The curriculum changes that social studies leaders in these districts made all focused on the individual dimensions as well as the Inquiry Arc as a whole and they all included student learning tasks that followed the C3 Teachers Inquiry Design Model.

In two of the districts, the participants said that they started working with the C3 Framework prior to the state adoption and that their first phase of implementation was to identify how the individual dimensions fit in with what they were already doing. Unlike the school districts in the aligning pattern, these two districts indicated that they already moved to another step, specifically redesigning at least one course to reflect the Inquiry Arc model. In the third district, there was a change in central office leadership, and the focus for the whole district was to “start over” with their curriculum, assessments, and resources. This district was approaching all curriculum as “new” and was including both the individual dimensions as well as the Inquiry Arc as a whole in each grade and course that was being worked on.

Although these three districts all acknowledged that the C3 Framework required a change to something new, at the time of the study each district had only revised a few courses and grade levels to fully reflect the C3 Framework and all participants acknowledged that there was a considerable amount of work left to be done. These districts also invested time and funding to identify, secure, or create new classroom resources that reflected the C3 Framework as more than just individual dimensions.

Research Question 3: Why are Social Studies District Leaders Implementing the C3

Framework the Way that They Are?

To help explain the above implementation patterns, I first examined how district leaders’ own beliefs about teaching and learning impacted the implementation and then I looked at other factors that impacted the implementation. Below I present the results.

Impact of Social Studies Leaders Own Beliefs

To determine how social studies leaders' beliefs about teaching and learning as well as their beliefs about what could be accomplished in the time frame impacted how they implemented the C3 Framework, I returned to Research Questions 1 and 2 and looked for a connection between the participant beliefs about the teaching and learning of social studies and how they implemented the Framework in their districts. Although the impact of the social studies leaders' own beliefs on the implementation of the Framework in their districts appears to have been limited, there are some patterns of note.

The participants shared clear visions for social studies education that included disciplinary literacy as foundation in teaching and learning. As previously discussed, all participants identified disciplinary literacy as a best practice in social studies education and most spoke about how they used disciplinary literacy, normally document-based activities, in their own classrooms. Although participants varied in their how they characterized the exact benefits that they believed disciplinary literacy bring to students, all participants communicated ideas that document-based activities support students in one or more of the following ways: (a) building content knowledge, (b) supporting reading comprehension development, and (c) developing historiography skills.

The strong belief that participants already had in the importance of disciplinary literacy as foundational to teaching and learning social studies impacted how they designed curriculum, assessments, and instruction prior to the C3 Framework. Participants in this study did not reported changing their approach to disciplinary literacy as they implemented C3. Although the participants were always searching for new disciplinary literacy resources that their districts could use, they believed that what they

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already had partly fulfilled the requirements of the Framework. In some cases, disciplinary literacy and its connection to Dimension Three (evaluating sources and using evidence) was the only implementation focus the participant had.

Most participants already embedded into their district curriculum, assessment, and instruction practices so participants thought they needed to make few changes. Writing to source is routinely used as a culminating component of document-based activities, but some participants saw writing to source as more than just the last component of a document-based activity. For example, one participant said, “Writing to source doesn’t have to include lots of different documents. Students can write to one campaign ad or one [news] story.” As many participants shared sections from curriculum documents with me, they highlighted their different approaches to writing. These different approaches included standard essays that require students to synthesize sources, but others required students to complete one-page reflections, create a web page, or write a letter that uses evidence from only one or two sources – activities that are very different than a full DBQ. Although writing to source, like disciplinary literacy, was not new to the participants or what they included in their district expectations, they were all able to connect students writing to source as one way to implement the C3 Framework.

Most participants indicated that they believed inquiry and the inquiry process, separate and distinct from disciplinary literacy, were best practices in social studies. However, aside from referencing existing projects as connecting to C3’s Inquiry Arc, this belief only impacted how the C3 Framework was implemented in three districts. In these three districts, teachers and central office staff created new student learning tasks. Most of the new learning tasks mimicked the C3 Teachers IDM that aligned with each

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dimension of the C3 Framework and, as discussed in a previous section; the tasks all provided students with opportunities to explore questions in ways that extended beyond disciplinary literacy.

Five participants expressed strong beliefs that students should be prepared to actively participate in civic life by being active and vocal citizens. These five spoke at length about the power of social studies classrooms and teachers to encourage students to “take stands,” “express their outrage,” “fight for social justice,” “become activists,” and “demonstrate and protest.” Three of these participants shared how in their own school experiences they had teachers who facilitated activities that allowed them as students to navigate systems in productive ways. As students, some of them wrote letters, went to government meetings, and even protested perceived injustices under the encouragement and guidance of their social studies teachers. As teachers, these individuals focused on social justice topics, including modern slavery, Apartheid, poverty, and unfair labor practices with an intentional motive to try to get students to want to be a “force of positive change in the world.”

Although these five participants were passionate about their experiences as students and teachers in focusing on informed action, all failed to translate this belief with the same enthusiasm to their C3 implementation process. As social studies leaders, the participants spoke of their reluctance to “touch” the informed action component in a way that reflected their passion for civic activism. Most were concerned about protecting their teachers and community concerns about curriculum, especially in the political tenor of the times in which these participants are currently operating. The participants who did include informed action components in their districts, they encouraged teachers to have

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students work through existing structures, such as service learning, or by conducting interviews, creating websites, or supporting local events and activities.

Although I was able to find some support for how participant beliefs about social studies teaching and learning may have impacted or at least influenced the implementation of the C3 Framework, many said that other factors prevented them from doing more with curriculum, assessments, and professional development. As one participant said, “I have a clear vision for social studies in my schools, I think we [social studies leaders] all do, but what we want and what we get are two different things.” When asked to give an example of what he would like versus what he currently had, he said, “Well, for starters, the DBQs would be more than just writing an essay, documents would not just be used to support the prescribed content, it would be used to spark curiosity. That’s what I believe should happen, but we are not there yet.”

One participant said that his personal beliefs did not necessarily reflect how his district is implementing the C3 Framework. He explained that:

I have to see C3 as what I can do. I see C3 as historical thinking because that is how I have to see it to make it work right now with my staff. Do I believe that it means more than historical thinking? Yes. Do I believe that kids and teachers should be doing more than historical thinking in classrooms? Yes. But, I haven’t been able to implement the VSC [Maryland State Curriculum] the way that I believe it should have been. I wasn’t able to do the same thing for Common Core either. I have to make things happen within the house I am given. I don’t get to build the house the way I believe it should be built, so, I have to compromise.

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In the next section, I present the results for the other contributing factors that influenced how the participants were able to implement the C3 Framework.

Other Contributing Factors

Although all participants shared a belief that disciplinary literacy and historical thinking are fundamental components to teaching and learning social studies, most participants appeared to be implementing the C3 Framework in their districts in specific ways based on other internal and external factors. As identified in Figure 15, the participants identified 15 factors that contributed to how they implemented the C3 Framework. In the next section, I address these factors.

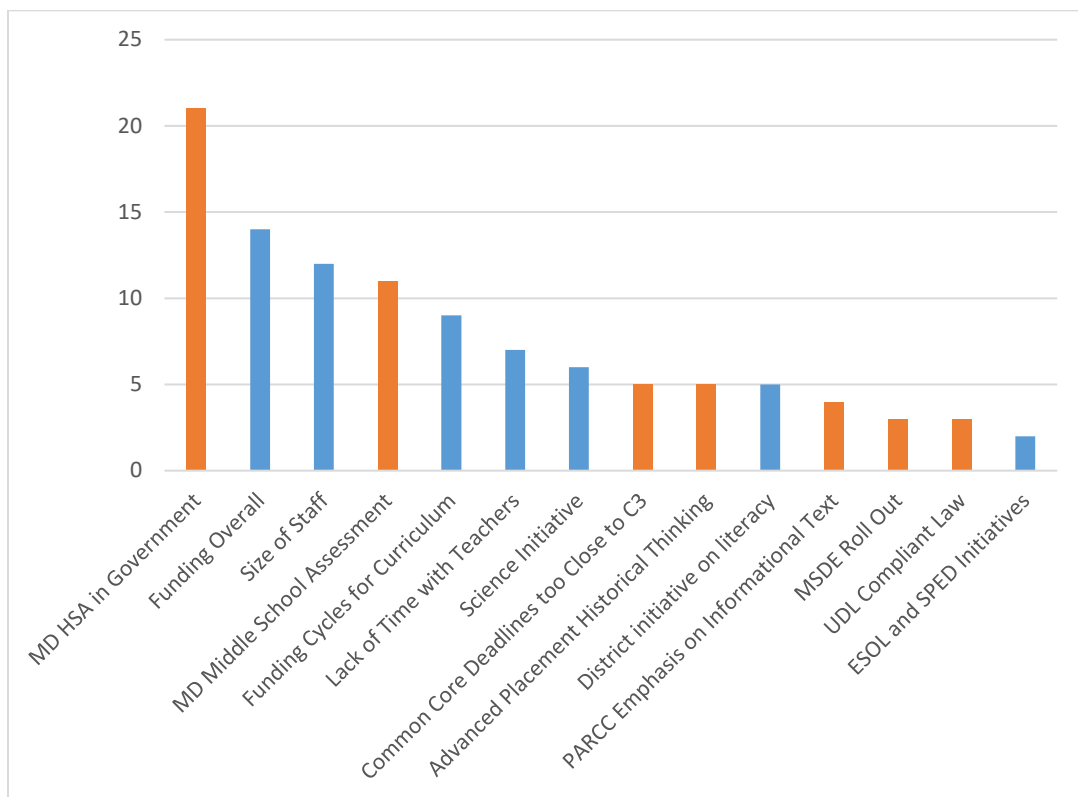


Figure 15: Factors impacting implementation. Blue factors are internal (district) and orange factors are external.

External factors. Three district leaders identified the Maryland State School Board and MSDE as factors related to their individual district's approach to

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implementing the C3 Framework. One participant expressed concern with how MSDE social studies leadership team decided to present the C3 Framework as, “semantic changes rather than a new approach” to social studies. This participant, as well as two others, claimed that this attempt to minimize the significance of the C3 Framework prompted some superintendents to conclude that the C3 Framework did not require much district action. Another social studies leader expressed frustration with the lack of direct communication between MSDE and district leadership about the C3 Framework. She said, “no one let them know this was coming, so I was then trying to find proof that it passed. By that time, they moved on to another project, and I didn't get any funding.”

Finally, one social studies leader said that how MSDE website initially reflected the C3 Framework as a substitute for the existing 6.0 Skills and Processes Standards sent the message that C3 only applied to Grades K-8 since the 6.0 Standards have never been included on the MSDE website for other social studies grades and courses. This lack of clarity resulted in this specific district only allocating resources to include the C3 Framework in elementary and middle school grade social studies courses. When the MSDE website included 6.0 with the high school US History standards, there were not any available resources to immediately address the C3 Framework at the high school level.

Eleven participants referred to the uncertainty of a state middle school social studies assessment as impacting their initial implementation plans for the C3 Framework. At the time I conducted this study, the state middle school social studies assessment had not been funded; the state legislature was set to debate whether to keep the assessment. Of the 11 districts that identified the middle school social studies assessment as a factor

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in the implementation of the C3 Framework, seven indicated that they focused their implementation efforts on historical thinking skills and DBQs because they assumed that if the middle school social studies assessment moved forward that it would assess historical thinking skills and be in a DBQ format. The other four districts decided not to make any changes related to the C3 Framework implementation in middle school at all until a final decision about the state middle school social studies assessment was made.

In addition to the state middle school social studies assessment impacting the implementation of the C3 Framework in districts, the HSA in Government also was a factor in how districts implemented the C3 Framework. Although MSDE decided that the Government HSA would align to C3 in its scheduled 2020 revision, the current content and format of this state graduation requirement would remain the same until then. All school districts reported that they had no plans to change the high school government course until the new HSA was operational. Two districts indicated plans to align the corresponding service learning projects that students complete after the HSA in their district's government courses with the C3 Framework, but all other districts communicated that they were making no such efforts. Three district participants also said that the current Government HSA content and format would also limit their ability to align other courses, specifically Grades 8 and 9 US History courses, with the C3 Framework.

In addition to the communication issues and state assessments, districts also identified state mandates related to aligning district curriculum with Common Core and Universal Design for Learning (UDL) as factors that impacted the initial implementation of the C3 Framework. Five district participants said that the recent mandate to align all

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district curriculum with Common Core by 2013 meant that they were not ready to revise their curriculum documents again for the 2015 state deadline to align social studies with C3. As one social studies leader wrote in an email, “It took us three years to align with Common Core and then we went back and made some tweaks to align with PARCC. We do not have the time, money, or energy to now align with C3 in a nine-month period. We will get to it as we get to it.” Another social studies leader said that after analyzing the C3 Framework, she thought that the alignment she made to the Common Core Standards were, “...close enough for now. We need a break from new stuff. We will return to it [C3 Framework] as we can.” Three participants identified district work to align district curriculum with UDL as another competing initiative that impacted the implementation of the C3 Framework. One district social studies leader asked, “UDL is important, but how much change does MSDE expect us to do in a row? It’s not realistic.”

In addition to state level external factors, districts also identified PARCC and AP as external factors that were impacting their initial implementation plans for the C3 Framework. Four districts referred to the role that social studies had in the research simulation tasks on PARCC as factors that impacted how they were approaching the C3 Framework. One social studies leader explained that his district made science and social studies responsible for the informational text standards in Common Core and by default he was responsible for the research simulation task on PARCC. Much of his social studies work was providing opportunities for students to work with information text and to synthesize sources the way that students must do on PARCC, and he did not feel it was necessary to change this approach. The three other district leaders also referred to previous work they had done with aligning social studies with PARCC’s expectation, and

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they all believed that any retreat from this approach would leave their students unable to maneuver the informational text portions of the assessment. Five districts identified previous work to align curriculum with AP Historical Thinking skills as influential in how they were implementing the C3 Framework. As one participant explained, “The overlap between the two is good. I don’t think I need to piece out C3 when so much of what is in C3 is already in our AP and honors stuff.”

Internal factors. Seventeen of the district participants indicated that their own district’s initiatives, and priorities played a role in the initial implementation of the C3 Framework within their districts. The most common district initiatives the participants cited were literacy, specifically literacy that supported the Common Core Standards and the PARCC assessment. Five participants said that they were limiting their approach to the C3 Framework to focus exclusively on informational texts because it more tightly aligned to the Common Core Standards and PARCC. All five thought that they would not have received funding if they focused on the Inquiry Arc shift. As one participant said, “There is only a certain amount of money. Whenever we can focus on one priority, we can get funding. Too many projects are not tolerated.” A review of eight district’s strategic plans also supported this view. All the districts that mentioned the C3 Framework in their district’s plans identified the C3 Framework to support overall goals related to literacy. For these districts, the district leadership already decided how the social studies leaders would implement the C3 Framework, and that was in a way to supports literacy.

Two participants indicated that their district’s work with English language learners and special education students impacted how they chose to implement the C3

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Framework in the initial years. These two participants said that they used the scarce funding to buy leveled readers and to provide professional learning opportunities for teachers to address the educational needs of English language learners and special education students. One participant said, “ESOL is new for us. We are all focused on that right now. Any attempts to focus on other stuff is too much for the size of my district.” The other participant said, “I was able to highlight how C3 is about literacy for all students. We [district] like that and as long as I keep focusing on how C3 helps [English language learners and special education students], then I can get support for all students.”

Nine of the participants indicated that how their school district funds curriculum and resources impacted how they implemented the C3 Framework in the initial years. In each of these cases, districts only funded revisions for a few courses or grade levels each year for curriculum revisions, so they had to address the C3 Framework in a more “fragmented way than ideal.” In four of the districts, the participant indicated that social studies received less funding for curriculum efforts than other core content areas. In these nine districts, the participants indicated that they used existing resources, mostly aligned with disciplinary literacy in history, to address the C3 Framework. These nine districts, had no other way to fund more substantial revisions to social studies.

Six of the districts shared that they were not able to secure funding to implement the C3 Framework because the district was working on science’s Next Generation Science Standards. These standards and the new assessment appeared to have diverted some funding from social studies. All four participants indicated that their district leadership viewed the new science standards as well as the changes to the new state science assessment as more substantial than the changes in social studies, so district

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leaders made decisions to provide more funds to science than to social studies. As one participant noted, “There is just so much to choose to address right now and right now my bosses are choosing to not address social studies. Yes, that makes me mad, but I’m not naïve. They have to make choices too.”

Seven participants identified limited time with teachers and administrators as factors that shaped how they implemented the C3 Framework. As indicated previously, participants said that they have very little time with social studies teachers, so in some cases, they intentionally chose to focus on disciplinary literacy because it is what is familiar to their teachers. As one participant explained, “I could spend more time on the Inquiry Arc, but then I would have to find money to get to all of my teachers. I don’t have the money, staff, or authority to do anything more than build on historical thinking.”

Another participant explained:

With TAH I had the money to pay for subs, I could require PD, and I was able to bring people in to do PD. We focused on historical thinking for five years. We rewrote everything for historical thinking. TAH is gone, and nothing is going to come in and give me over \$1 million to now do C3. I have to make the connections and move on.

Another participant said she was not willing to devote so much energy to rewriting curriculum and assessments when she could not support new curriculum with professional learning. “I can change curriculum, books, assessments, and everything else, but if I can’t change instruction, then why bother.” For this participant, the lack of mandatory social studies professional learning time significantly impacted how much the leaders were willing to do with the C3 Framework. A few small districts relied

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exclusively on outside organizations to provide free professional learning for their teachers; at least two participants acknowledged that they had to wait for these organizations to focus on the C3 Framework before they could expect to do more with it.

Other districts identified the lack of social studies support staff as a major factor related to how they implemented the C3 Framework. One participant said, “I have CTE [Career Technology Education], social studies, and I serve as the principal for the career center, so as an office of one, I can not begin to address anything, much less C3.”

Another participant said, “I have one full-time person devoted to K-12 social studies. She gets to put out fires. That’s all we can do.” Other participants said they tried to maximize the impact of their small staffs, but ultimately 12 offices said that the size of their office negatively affected the amount of work that they could do for the C3 Framework.

Although the majority of participants focused on how funding or other structures negatively impacted or at least limited how they initially implemented the C3 Framework in their districts, two districts were able to capitalize on their districts’ other initiatives to make major changes to the social studies. One participant said that her district’s focus on elementary education and literacy in the elementary grades resulted in a total rewrite of K-5 curriculum. This participant said that her willingness to focus almost exclusively on literacy allowed her to have a major role in the district’s initiative. Her influence led to building all of the primary grades curriculum documents around social studies and science themes. The literacy components were then structured around the themes, putting social studies and science at the center of the whole curriculum. “I wasn’t able to build it around the Inquiry Arc, but I was able to put in the individual dimensions. That would not have happened if I wasn’t willing to play in the reading sandbox.”

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The intermediate grades curriculum in this district also includes a focus on the literacy components of the C3 Framework as well as the inclusion of projects that reflect the Inquiry Arc. This participant said, “This was a coup. Not only did I get social studies into the curriculum, but the district wrote the Title II grants around the new elementary curriculum. Next year I will have more required time with elementary teachers for social studies than I have had in my previous ten years in this job.”

Another district’s commitment to rewriting all curriculum also appeared to be benefiting social studies. “We were told to start from scratch, and C3 just came out, so we started with that. Everything is built around it now, including project-based learning and inquiry.” This district committed funding for both curriculum and professional learning and, within this funding, was able to support social studies on the same level as the other content areas. The participant said:

Everyone retired and then everyone was new. No one told the new assistant superintendent that she wasn’t supposed to focus on social studies. She was told to recreate curriculum, and she is on her way. She understands that social studies isn’t reading and writing about social studies, but we know that we should highlight and focus on it [reading and writing] whenever it applies. She also understands that we need money. The first year wasn’t as much money as we would like, but we have a multi-year plan that looks like it will work.

In this section, I addressed why social studies leaders were implementing the C3 Framework the way they were. As presented earlier, most social studies leaders appear to be approaching the C3 Framework through a disciplinary literacy lens. Although all participants expressed a firm belief in the importance of disciplinary literacy through

document analysis, primarily historical reading, writing, and thinking, all participants reported other external and internal factors that impacted how they implemented the C3 Framework in the initial years. The most common external factors that affected that implementation were related to MSDE, specifically the rollout of the C3 Framework and the various MSDE decisions about state assessments. The most common internal factors that affected the implementation of the C3 Framework were conflicting district initiatives such as literacy and Next Generation Science Standards, funding, time, and the size of individual social studies offices.

Conclusion

This chapter presented the findings related to my three research questions. First, I found that most Maryland's social studies leaders had a positive view of the C3 Framework and believed that it reflects the best practices in social studies education. Second, I found that the ways in which participants interpreted the C3 Framework impacted how they addressed the C3 Framework's Instructional Shifts and Key Features in the curriculum documents, assessments, and resource documents. With few exceptions, the participants who interpreted the C3 Framework through the lens of disciplinary literacy came from districts that consistently privileged historical thinking in their curriculum documents and in the rare professional learning opportunities that were offered for teachers. They were also more likely to address Shift Two and the history aligned Key Features with more fidelity than the other Instructional Shifts and Key Features. In addition, three initial implementation patterns emerged. These patterns were minimizing, aligning, and changing. Finally, I found that a variety of internal and external factors impacted how the social studies leaders implemented the Framework.

Common internal factors included financial and human resources as well as competing initiatives. Common external factors included state assessments and other state requirements.

In the next chapter, I provide a broader interpretation of my results given the inherent limitations. I end by identifying the policy and practice implications of this study and making recommendations for the field as well as future research.

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

The purpose of this study was to examine the initial overall state implementation patterns of the C3 Framework in Maryland school districts and to determine the extent to which district social studies leaders addressed the C3 Framework's Instructional Shifts and Key Features by the beginning of the 2016-2017 school year. Through interviews, email communications, and an examination of district curriculum, assessments, resources, and other artifacts I was able to identify three initial implementation patterns – minimizing, aligning, and changing. I was also able to determine that most social studies leaders focused on the disciplinary literacy components of the C3 Framework. Most social studies leaders aligned district documents with the disciplinary literacy language found in the Framework, but only three districts made any fundamental changes in existing curriculum, assessments, or resources to reflect multiple Instructional Shifts and Key Features of the C3 Framework. Using an NCSS guidance document for social studies leaders (Herzog, 2014), I concluded that all district social studies leaders addressed Shift Two and no district was able to address all the shifts in the timeframe identified in this study.

In addition to identifying the initial implementation patterns and whether the social studies leaders addressed the Instructional Shifts and Key Features necessary for implementation, I also sought to determine why the social studies leaders implemented the Framework the way that they did. I identified personal beliefs and external and internal factors that appeared to influence how the social studies leaders implemented C3 and then drew on policy implementation literature in cognitive theory as well as in literature about capacity to help explain how and why these factors impacted implementation.

In this chapter, I discuss the results of this study and explore its implications on practice and policy. I then suggest further opportunities for research.

Discussion

The results suggest that most social studies district leaders in Maryland have a favorable view of the C3 Framework and believe it supports their own view of social studies pedagogy with most participants focusing on the disciplinary literacy and the Inquiry Arc components of the Framework. None of the districts made all the shifts identified by NCSS (Herczog, 2014) as necessary to implement the C3 Framework at the district level fully. By the beginning of the second year of expected implementation, three patterns emerged. These patterns were minimizing, aligning, and changing. In minimizing districts, there were few, if any changes that district leaders planned to implement the Framework. In the aligning districts, the primary effort was on finding the connections to what the districts already did and identifying how their current practices aligned with the Framework's language. In changing districts, the social studies leader used the C3 Framework and redesigned at least one course to address C3. These changes to courses included rebuilding units to approach content through an Inquiry Arc or through at least two of the C3 Dimensions, deliberately focusing new attention of different ways to communicate findings, approaching units through compelling and supporting questions, and providing opportunities for students to take informed action.

Social Studies Leaders' Views of the C3 Framework

This study revealed that all district social studies leaders had a positive view of the C3 Framework's content and intent, but there was variation in how they interpreted the document. Ten of the 21 participants interpreted the C3 Framework through the lens

of disciplinary literacy. Researchers found that the appropriate use of disciplinary literacy not only improves student understanding of content, but it also improves students' literacy and critical thinking skills (Barton & Levstik, 2004; Moje, 2008; Parker et al., 2011; Reisman, 2012; Savery, 2006; Sexias, 1993; Wineburg, 2001). Most of the participants who viewed the C3 Framework as supporting disciplinary literacy were well-versed in the social studies literature related to disciplinary literacy suggesting that the participants were influenced, in part, by their knowledge of the social studies education field.

Spillane (2004) found that district leaders often use pieces of new policies that aligned with preexisting priorities as leverage to further said priorities. In this study, many participants who interpreted the C3 Framework as support for disciplinary literacy used the Framework as leverage to attempt to have teachers change their instructional practices. Many participants contended that relating document and other source work with the C3 Framework would strengthen their position to get more teachers to use these strategies in their classrooms. The frustration that participants appeared to have with how and when teachers used disciplinary literacy in the classroom mirrors the findings from national studies. Surveys reveal that teachers report using documents and primary source documents regularly (Fitchett & Vanfossen, 2013; Thacker, Lee, & Friedman, 2017; Thieman et al., 2013) but researchers have found that teachers do not use documents and primary sources as often as teachers report and that they do not always use documents as intended (Leming et al., 2009; Nokes (2010); SSIRC, 2013; Thacker, Lee, & Friedman, 2017).

Six of the participants interpreted the C3 Framework through the lens of the

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Inquiry Arc. They identified the Arc as a process where students begin with questions and end with a form of action that communicates their learning. Teaching social studies through inquiry is a long-standing expectation with the earliest calls for an inquiry-based approach in 1912 (Stevens, 1912) and many teachers report that they regularly use inquiry (Fitchett & Vanfossen, 2013; Thacker, Lee, & Friedman, 2017; Russell & Waters, 2010; Thieman et al., 2013) but these participants viewed the Inquiry Arc as more than just a traditional approach of using questioning, document analysis, and research in a classroom. These participants viewed it as more than just a way to learn content; rather, they viewed the Inquiry Arc as a way of teaching *for* inquiry. Parker (2018) clarified that when we teach *for* inquiry, "...the inquiry process becomes an end in itself, an instructional goal valued for the kind of reasoning it cultivates. When we teach with inquiry, we have a content goal. When we teach *for* inquiry, we have a thinking goal" (p. 1).

Five of the participants expressed support for the C3 Framework but primarily viewed it as a support document for Common Core or skills and processes. Although CCSS for History/Social Studies aligns with the definition of disciplinary literacy (LaDuke, et al., 2016; Lee & Swan, 2013), the participants who viewed the C3 Framework as a support document for Common Core failed to use language that would indicate that they viewed Common Core or C3 as more than reading in the content area. Their focus was on how to improve basic reading skills with students using social studies related text, not on how to ensure that students learn reading and writing skills specific to a discipline. In addition, the participants who interpreted the Framework as just a replacement for the skills and processes standards in Maryland referenced reading skills

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that align more with reading in the content area than with disciplinary literacy.

It is interesting to note the commonalities of the participants in the Common Core and skills and process groups. All had offices of just one person (themselves) and all but one also supervised at least one other content office or program. None of these five participants served on the Maryland C3 Review Team or had TAH Grants. Finally, none referenced social studies experts in their discussions of the C3 Framework. Together these characteristics suggest that these individuals had few opportunities to work with others on understanding the Framework or by delving deeply into disciplinary literacy. Research indicates that we make sense of new information through social interactions (Spillane, 1999) so it is possible that the lack of time and opportunities to communicate and network with others in the social studies field limited these participants' ability to develop a deep understanding of the C3 Framework.

Numerous studies reveal that educators often focus on what they are most comfortable with in new curriculum and standards (Firestone, 1989; Spillane et al., 2002, 2006); this study found that same pattern. Overall, social studies leaders' views of the C3 Framework reflected their own beliefs about teaching and learning social studies, including what they believed were best practices in classrooms. For example, most participants who had strong beliefs about disciplinary literacy viewed the C3 Framework as supporting and advancing disciplinary literacy. The participants were very comfortable with disciplinary literacy so the bulk of their district work with C3 focused on this aspect of the Framework.

Addressing the Instructional Shifts and Key Features

Herczog (2014), writing for NCSS, identified four Instructional Shifts needed to implement the C3 Framework. Herczog predicted that social studies educators would be most comfortable with the disciplinary literacy components of the Framework and the other components would stretch educators' thinking. This study's results support her predictions.

The reliance on disciplinary literacy. One explanation for the level of comfort that social studies educators have with the disciplinary literacy components of the Framework is that over the past two decades, social studies experts have written extensively about disciplinary literacy, primarily in history. Researchers have promoted disciplinary literacy as a pedagogical approach that helps students build literacy skills (Shanahan & Shanahan, 2008), build content knowledge (Reisman, 2012), improve writing (De La Paz, et al., 2014; Monte-Sano, 2012; Wissinger & De La Paz, 2015), and increase critical thinking skills (Barton & Levstik, 2004; Moje, 2008; Parker et al., 2011; Savery, 2006; Wineburg & Reisman, 2015).

Since many of the social studies district leaders interpreted the C3 Framework as a support for disciplinary literacy, it is not surprising that when asked to implement the C3 Framework within their own districts most of the participants chose to do so by aligning their existing curriculum, assessments, and resources to the components of the Framework that reflect disciplinary literacy. Many researchers have found that the tendency for districts to try to simply align what they currently have with new standards (Spillane, 1996; Spillane & Thompson, 1997) and this pattern repeats itself in the Maryland districts studied.

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This study revealed that there is not as much emphasis on disciplinary literacy in non-history courses. There are a few possible reasons for participants not focusing on other social studies and science courses. First, participants interpreted this shift as being about disciplinary literacy, and disciplinary literacy in history courses dominates the current social studies education field. As previously discussed, researchers have focused much of the work in the last two decades on historical literacy (Monte-Sano, 2012; Reisman, 2012; Sexias, 1993; VanSledright & Kelly, 1998; Wineburg & Wilson, 1991) and the participants in this study were quick to point out that the sources that they rely on (NCSS, SHEG, etc.) do not appear to focus as much on other disciplines. If participants do not have exposure to the research in other social science disciplines like political science, then their views about best practices might be limited to history.

Another possible reason that participants did not focus on non-history courses is that most of the districts had TAH Grants directly or they participated in events funded by TAH Grants at the regional, university, state, or the national level. These grants supported professional learning and curriculum development related to US History. In some districts, TAH Grants were the only source of funding for professional learning for over a decade, and if these district's social studies energies aligned with US History for so long, it is understandable that their primary focus has been history.

Another possible reason is that the only non-history course required for graduation in Maryland is US Government and students must pass a test in US Government to graduate. MSDE announced plans to realign the state US Government assessment with the C3 Framework, but this change will not happen until 2020 when the current assessment vendor contract expires. Research suggests that the existence of high

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stakes assessments, such as the US Government High School Assessment, impacts curriculum development (Au, 2011; Burkhardt & Schoenfeld, 2003; Diamond, 2007). Since the US Government HSA will not change before the 2019-2020 school year, participants might not have had the time, resources, or energy to consider how to make shifts in US Government courses.

Challenges with student-generated questions. Herczog (2014) identified putting inquiry at the center as potentially challenging for educators. The results from this study support Herczog's notion. The C3 Framework specifically states that beginning in elementary school that students, "individually and with others" (NCSS, 2013, p. 24) construct compelling and supporting questions and select appropriate resources to support inquiries. As Grant (2013) clarified, "It [C3] does not advocate turning over the question-developing responsibility to kindergarteners, but it does promote the idea that students should play an increasingly prominent role in defining inquiry questions over the course of their school lives" (p. 326).

The participants overwhelmingly supported building curriculum around questions, and many of the curriculum documents I examined did so. Districts already used essential, guiding, driving, and focus questions as the foundation for curriculum development and most aligned with the *Understanding by Design* (UBD) curriculum design model. The UBD model asks curriculum developers and teachers to focus their unit and lesson plans around essential questions and enduring understandings (McTighe & Wiggins, 1999; 2005; 2011). The participants indicated that shifting the district's curriculum development process to one where students create their own questions to guide their unit of study would require a major redesign in how they create curriculum

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documents at the district level and they were not willing to make this change at the current time.

The lack of available resources that model how to design district-created curriculum around student questions in social studies might be one reason to explain the hesitance of district leaders to explore this uncharted territory. Teachers and leaders often point to lack of available resources as a hurdle to implementing new standards and curriculum (Cohen & Hill, 2001; Diamond, 2007; Smith & O’Day, 1991; Spillane, 2004). In the case of the C3 Framework, the resources produced to date lack student-driven examples. Many of the support resources created, published, or endorsed by NCSS related to C3 have the compelling and supporting questions already created. One of the few resources cited by the participants in this study that was specifically created to support the C3 Framework was C3 Teachers, a free collection of inquiries created under the direction of the editors of the C3 Framework. The C3 Teacher curriculum resources, aligned with UBD, provide teachers with inquiries that include compelling and supporting questions, and some participants pointed to this resource as a reason that changing their approach to curriculum design was not necessary. If the editors of the C3 Framework, using the UBD approach, did not design curriculum around student-generated questions then many participants interpreted this as permission not to do so at the district level.

Taking informed action. Most of the participants expressed hesitation in supporting the taking informed action component of C3. Although research suggests that social studies teachers do not intentionally avoid current events or discourage students from expressing their views and opinions (Philpott, Clabough, McConkey, & Turner,

2011), the timing of this study might have played a role in the participants' hesitation to embrace the taking informed action component of the Framework. I conducted most of the interviews during the 2016 presidential primary election season and a year after the Baltimore unrest. Perhaps due to the tenor of the times, most of the participants were hesitant to ask teachers to have their students focus on taking informed action as doing so might be perceived as political in nature.

The hesitation on the part of the participants to embrace taking informed action within their districts is understandable but disappointing. One of the premises for the creation of the C3 Framework was to help students become more informed citizens who can reason with conflicting ideas and express themselves appropriately (NCSS, 2013) and if district social studies leaders minimize opportunities for students to learn these important skills, then some of the purposes of the Framework is lost.

The Inquiry Arc. Herzog (2014) identified using the Inquiry Arc as an instructional arc for teaching and learning as being potentially very challenging for educators. This study did not find that making some connection to the Inquiry Arc was difficult for the participants, but participants did not appear to address the Inquiry Arc the way that Herzog suggests – as a frame for how to structure teaching and learning.

Most participants made connections between existing projects and the Inquiry Arc. In addition to projects, participants again returned to the familiar territory of disciplinary literacy and document-based activities and they saw a connection to the process students go through as they analyze documents to answer a central, driving, focus, or another type of question as a clear example of student inquiry that required students to start with a question, use the tools of the discipline, and communicate their

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findings through writing as an obvious approach to the Inquiry Arc. Project-based learning is well established as a best practice in education (Gallaher, Stepien, & Rosenthal, 1992; Grant, 2002; Mitchell, Foulger, Wetzell, & Rathkey, 2008; Pettit, Albert, Walker, Rychly, 2017) and many social studies researchers point to document-based source work as a form of inquiry (Reisman, 2012; Seixas, 1993) but I found that social studies leaders did not view the Inquiry Arc as a way to structure teaching and learning. Instead, participants found examples of inquiry within their current instructional programs and aligned the language.

Patterns of Implementation

This study revealed that when given the opportunity to implement the C3 Framework within individual school districts, most social studies district leaders did so primarily through a disciplinary literacy lens and ignored or minimized the Inquiry Arc. We know from the literature that those who are responsible for implementing policy at the local level often do so in ways that fit within the contexts of their own agendas, experiences, and structures (Fullan, 2008; McLaughlin, 1990; Spillane & Callahan, 2000; Spillane et al., 2002); the approach that the majority of school districts took with regard to the C3 Framework's implementation clearly reflects these findings. By examining how district social studies leaders addressed the C3 Framework in their curriculum assessments, and resources, I identified minimizing, aligning, and changing as three patterns of implementation. Below, I address each of these patterns as well as the factors that influenced the approaches that participants took regarding the Framework in the districts.

Minimizing Districts. Seven of the districts appeared to be minimizing the impact of the C3 Framework in their districts. We know from research on teacher implementation of new curriculum and standards that teachers often ignore or reject new messages (Coburn, 2005) and that some school districts also ignore policy messages (Spillane, 2004). These districts shared C3 resources with teachers and “let teachers know about” the Framework but there was little to no change in curriculum documents or assessments, and they largely ignored the Framework and its state deadline. The social studies leaders in these districts did not include any references to the Framework in curriculum documents. The approach that these participants took aligns with what Spillane and Thompson (1997) found in Michigan school districts. Districts with preexisting curriculum and resources just ignored or altered new standards to fit what they already had. In these seven districts, the participants ignored major components of the C3 Framework. Unlike the aligning districts where the participants sought to find connections and overlap with the C3 Framework, the participants in the minimizing districts did not use the Framework at all in curriculum documents.

Participant beliefs and understandings about the C3 Framework might have impacted their approach. Four of the participants in the minimizing districts identified the C3 Framework as a simple extension or a replacement for the 6.0 Skills and Processes standards or as Common Core, and the participants all said that their districts were already addressing skills and Common Core. In all four school districts, there was one person in the social studies office – the social studies leader – and the leader also supervised at least one additional content area, office, or program. School districts that lack the human resources to invest in understanding policy messages lack the ability to

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implement policies as intended (McLaughlin, Glaab, & Carrasco, 2014; Spillane, 2004). In these four cases, the social studies leader might not have had the time needed first to understand the C3 Framework and then the time and resources to do anything with any new learning. Each of these leaders believed that they already had addressed the C3 Framework and no changes or alignment was needed.

One reason that they might have believed that they made all the changes needed was because the approach that MSDE took with the C3 Framework was confusing. In Teacher Effectiveness Academies, the only post-C3 adoption professional learning opportunities the state offered, reading and English teachers presented the C3 Framework as general literacy, not as something more complex. In addition, the state's website did not indicate that the Framework should be used in all grades and courses. This was especially confusing to new social studies leaders. One leader in her first year in the position used the word "confusing" when describing the messages from MSDE. Researchers have found that when policy is confusing and lacks direction that the local implementers often produce outcomes that were unintended (Fuhrman, 1993; Placier, Hall, McKendall, & Cockrell, 2000; Spillane et al., 2002).

Three of the leaders in minimizing districts appeared to have a deeper understanding of the C3 Framework than the other participants. Two of these participants viewed the Framework through the lens of disciplinary literacy, and the other viewed it through the lens of the Inquiry Arc, but neither was able to enact any district change to reflect C3. One district in which the participant interpreted the C3 Framework through a disciplinary literacy lens was undergoing fundamental changes in the district office administration. It was planning to shift to a new digital curriculum format but had not yet

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chosen a platform. In this district, the leader said, “Once we get the platform identified, my team can then start plugging in C3. The curriculum is pretty scripted, so we will have to go slow, but we have plenty of historical literacy sources to use.” Although this school district had the same plans as those in the aligning group, because they had yet to make any changes, I placed it in the minimizing pattern.

In the other district where the leader interpreted the Framework through the lens of disciplinary literacy, the leader indicated that the curriculum was already clearly aligned with disciplinary literacy and the district was not going to take the time or energy to put C3 language in the document. The participant identified many of the financial restraints that some participants from the aligning district did – lack of funding for new curriculum and limited time with teachers. Without additional resources, the leader did not believe that it was worth the effort just to align what the district already had with the language of the C3 Framework.

In the district where the leader interpreted the C3 Framework through the lens of the Inquiry Arc, the leader indicated that the district decided not to make any new changes in the upcoming year. This district’s leadership believed that with the Common Core Standards, PARCC, and a new teacher evaluation system, there were too many recent changes for the district and for teachers to manage effectively. Although the social studies leader from this district believed that the social studies curriculum, as well as the entire approach to social studies teaching and learning, should be fundamentally changed to align with an Inquiry Arc approach, she conceded that most likely when the district does, “give us the green light to move forward with C3, it will just be literacy. Anything beyond that will disrupt too much.” The approach this school district decided to take was

reasonable. Research demonstrates that when there are too many initiatives or changes that the system and people can become overwhelmed (Fullan, 2001; Knapp, 2008).

Aligning Districts. In the ten districts where social studies leaders chose to implement the C3 Framework through an aligning pattern, the primary focus was on aligning the language of the Framework with the district's previous work with disciplinary literacy, primarily in history. If these districts chose to expand their approach to inquiry outside of disciplinary literacy, they identified existing projects, such as History Day, as examples. The work that districts highlighted as aligning with C3 was not new; rather, it reflected the hard work that districts put into disciplinary literacy and building project opportunities over the past several years. According to cognitive theory, when presented with new policy messages, school districts and district leaders tend to assimilate new information into existing schema (Firestone, 1989; Spillane et al., 2002; Weick, 1995) and this might help explain why some district leaders limited the C3 Framework to align with their existing work rather than making any significant changes.

All the participants in the aligning districts expressed strong beliefs that disciplinary literacy should play a key role in social studies classrooms and this belief might have influenced the focus on disciplinary literacy in the districts. Most participants were well-versed in social studies research on disciplinary literacy, and all spent significant amounts of time and energy prior to the C3 Framework on disciplinary literacy in their districts. They knew that it is one of the most researched best practices in social studies education (see Reisman, 2012; Russell & Waters, 2010; VanSledright, 2010; Wineburg, 2001). Local policy implementers often limit new policy messages to reflect existing district goals, priorities, and efforts (Firestone, 1989; Spillane, 2004;

Spillane et al., 2002; Van Meter & Van Horn, 1975) and disciplinary literacy was certainly a major goal, priority, and effort in most Maryland school districts. Since disciplinary literacy was already a major goal and disciplinary literacy is a major component of the C3 Framework, the tendency of social studies leaders to align the C3 Framework with these previously established goals and priorities reflects the implementation literature.

One of the most common features these districts share is that the majority previously had Teaching American History Grants (TAH) and these districts noted the work they did with TAH as a reason for implementing the C3 Framework the way they did. Between 2001 and 2012, over half of the school districts in Maryland either had their own Teaching American History (TAH) Grants or paired with an educational or historical institution to provide US History professional learning to their teachers. A review of the available Maryland district grant abstracts on the US Department of Education's archive websites reveal that improving teacher pedagogical skills in literacy (reading and writing), historical thinking, and the use of document-based sources were the most common goals included in the Maryland grant abstracts (US Department of Education, n.d.). Many of the participants in this study wrote their district's TAH Grants, and the grants reflected their beliefs in disciplinary literacy and reflected its emphasis in the social studies education research. For these participants, there was no reason to deviate from years of work in their districts that included professional learning, curriculum and assessment development, and instructional resources.

In interviews, some participants used phrases and sentences such as, "right now that might be good enough," "the other dimensions are beyond the scope of my work,"

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and “I don’t have the money, staff, or authority to do anything more than build on historical thinking.” These statements indicated that they wanted to do more than just align existing work with the C3 Framework, but they lacked the financial and human resources to do so. Researchers have found that a district’s financial and human resources impact their ability to implement policy (Hall & McGinty, 1997; McLaughlin, Glaab, & Carrasco, 2014; Spillane, 1998) and several of the participants shared that their social studies budgets for curriculum and their budgets overall were significantly smaller than the other core content areas. The C3 Framework did not come with funds for districts to implement it and it does not appear that districts provided funds specifically for C3 implementation. District social studies leaders relied upon their existing funds or on district funding cycles for curriculum and assessment revisions. Nine leaders said that their districts used multi-year cycles for curriculum and assessment funding that limited their ability to work on multiple grade level or courses at a time. The districts identify curriculum in grade levels or courses to revise in different years of a cycle, such as Grade 6 revised one year and then Grade 7 another. This cycle limited the ability of some participants to secure funding to pay teachers to work on multiple curriculum documents and to make significant changes, even if they wanted to. Rewriting curriculum costs more than tweaking or adding standards to existing documents.

In other cases, districts chose to fund science curriculum and assessment writing over social studies writing. Some participants indicated that science became a competing initiative due to two reasons. First, district leaders believed the Next Generation Science Standards were more substantial than C3, and second, the state planned to change the state science assessments to align with the new standards in 2017 and the state did not

plan to change the state social studies assessments until 2020. With limited funds, districts chose to support science rather than social studies financially. When presented with multiple initiatives, districts often become overtaxed, and districts must address immediate needs (Firestone, 1989; Fullan, 2001; Knapp, 2008; Spillane et al., 2002). With the messages about the changes needed for science and with a new state assessment looming, districts chose to address their perceived immediate need for changes to science over changes to social studies.

The immediate need to address changes in the upcoming state science assessments reflects the research that identifies high stakes assessments as a major determinant in education reform (Au, 2011; Burkhardt & Schoenfeld, 2003; Diamond, 2007) has had a major impact on social studies (Fitchett & Heafner, 2010; Pace, 2011; Rock, et al., 2006). However, the forthcoming state middle school assessment also influenced the approach that some participants took to focus on disciplinary literacy. Many in the districts in the aligning pattern indicated that the forthcoming state social studies assessment for middle school would primarily consist of document-based analysis and writing activities. If the state assessment for social studies was going to focus primarily on disciplinary literacy activities, then there was not any reason to deviate from the focus on disciplinary literacy. Some shared that they faced continuous struggles with teachers who had not embraced the use of disciplinary literacy in their own classrooms. These social studies leaders were using the C3 Framework as a form of leverage they could use with teachers to continue to focus on disciplinary literacy.

Another reason that might explain why the aligning districts approached the C3 Framework by primarily focusing on disciplinary literacy is the very limited amount of

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time that social studies leaders have with teachers. All participants in this study said that they planned to use professional learning opportunities to prepare teachers to use the C3 Framework, but this study revealed that most social studies leaders have one or fewer days with social studies teachers in their districts. We know from research that many educational policies fail when there is not enough professional learning time devoted to teachers (Coburn, 2005; Cohen & Hill, 2001; Ogawa et al., 2003). Since the district social studies leaders could not rely on mandatory time with teachers it is not a surprise that they focused on including Dimension Three (evaluation sources and using evidence) and part of Dimension Four (communicating ideas) in their curriculum documents. Teachers in these districts were familiar with these dimensions; efforts to work on other dimensions would be difficult without high-quality time with teachers.

Changing Districts. Three districts made at least one significant change to existing social studies curriculum, assessments, and resources to reflect the C3 Framework. These three districts had several commonalities. The first commonality was human and financial capacity. Researchers have identified human and financial capital as vital to success in policy implementation (Fullan, 2001; Hall & McGinty, 1997; McLaughlin, Glaab, & Carrasco, 2014; Spillane, 1998). These school district social studies offices included at least two full-time social studies professionals to facilitate the social studies work in the district. Although these three districts were not necessarily “rich” districts, each of the districts financially supported a continuous cycle of curriculum and assessment revisions as well as the regular acquisition of social studies resources and other materials of instruction. With at least two full-time social studies staff and a budget and process that encourages and allows for continuous work on curriculum,

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assessments, and the vetting and acquisition of resources, these districts were able to make some changes that reflected the Inquiry Arc as well as the individual dimensions.

Each of the school districts in the changing pattern had participants who shared similar views related to the C3 Framework. These leaders were more likely to refer to the C3 Framework as a new approach to inquiry than the other school district participants. Unlike the participants in the minimizing and aligning patterns, the changing pattern participants saw connections between the C3 Framework, Common Core, AP, and IB but recognized that the C3 Framework had unique elements as well that needed to be a part of the social studies program in their districts. In addition to inquiry, the participants in these districts were more likely to identify civics and citizenship development as a focus on the C3 Framework than participants in the other patterns. Perhaps the focus that these participants had on civics and citizenship rather than history played a role in their implementation, and this finding in itself deserves discussion.

Since much of the recent social studies scholarship focuses on historical thinking and other components of disciplinary literacy found in history classes (Monte-Sano, 2012; Sexias, 1993; VanSledright, 2010; Wineburg, 2001), it is possible that the participants' focus on civics and citizenship allowed them to see the Framework differently. In civics, the C3 Framework requires students to research problems, debate solutions, and consider real-world applications to modern day problems (NCSS, 2013). This approach is supported by the research on inquiry-based activities such as Project Citizen (Atherton, 2000; Center for Civic Education, 2014; Tolo, 1998; Vontz, Metcalf, & Patrick, 2000). With a perspective focused on civics-related research, the participants in the changing districts might have seen C3 as more than just disciplinary literacy.

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Each of the school districts in the changing pattern had other district structures that might have contributed to their similar approaches. Researchers have determined that district structures can play a role in policy implementation (Bolman & Deal, 1997; Spillane, 2004) and that support for policies within the organization, strong leadership, and strong communication can help support the implementation of policies (Mazmanian & Sabatier, 1983; Van Meter & Van Horn, 1976). Each of the participants in these systems reported that there was some level of district support for the C3 Framework. In some cases, this support was through a rollout of SLOs aligned to the C3 Framework or with school improvement plans that included the C3 Framework.

In two instances, the entire district was revamping all curriculum documents, so the timing of the C3 Framework was a benefit. In all cases, other district leaders knew about the C3 Framework and understood it as something different than what was currently happening in the social studies classrooms. When the participants spoke of district initiatives such as literacy, Common Core, English Language Learners, or differentiation, the participants in these districts were more likely to see how the C3 Framework could support these other initiatives but they were not willing to limit the C3 Framework to a supporting role. The C3 Framework itself was an initiative worth pursuing for its own sake and not just for how it supports other district foci.

Another commonality that might explain the approach these districts took with the C3 Framework is the amount of funds dedicated to professional learning related to the C3 Framework. We know that professional learning is vital to changing instruction (Coburn, 2005; Cohen & Hill, 2001; Ogawa, et al., 2003) and in these three districts, there were plans to increase budgets for professional learning opportunities. In one district, the

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leader indicated that because of the Framework, the district had allocated Title II money to use in the 2017-2018 school year on mandatory professional development with teachers. The two other districts did not require mandatory professional development with teachers, but their professional learning budgets for teachers to attend optional professional learning experiences was increased to reflect the C3 Framework.

Another commonality was that these three districts in the changing pattern previously had TAH Grants that they used to create document-based activities and to provide professional learning to teachers, but unlike participants in the aligning districts who also previously had TAH Grants, the participants from these districts did not appear to believe that moving forward with the C3 Framework and the Inquiry Arc was a threat to this previous work. All the participants spoke of the resources that they developed through the TAH process, but they appeared to view this work and the resources as a foundation to build on. The curriculum changes they made all incorporated this prior work, and they did not express any views that the TAH work was obsolete or that it was not aligned in some way with the C3 Framework. We know that capacity is a major factor in the implementation of policy (McLaughlin, Glaab, & Carrasco, 2014; Spillane, 2004), so perhaps availability of funding for curriculum development as well as professional learning in these districts might have allowed these participants to think of the TAH work as a starting point rather than a body of work that they did not have the capacity to change or build on.

A final commonality these districts appeared to have was that the changes that they were able to make depended in large part on larger projects that involved other content areas and district initiatives. One district rewrote all elementary social studies

curriculum because the district was working on all elementary subjects. Another district rewrote middle school social studies because all middle school curriculum was being revised. The third district continued a multi-year project to embed literacy strategies into all curriculum, and the Social Studies Office worked with the English Office to jointly accomplish this task. The funding for increased professional learning that these leaders secured were all part of larger projects. Although two of these districts also worked on revising other grade levels and courses in addition to the ones highlighted here, the additional funding for curriculum development and professional learning in these districts were for district initiatives. These districts did not choose to devote funds to implement C3; they chose to devote funds for other projects, and the timing allowed the social studies leaders to take part in a bigger project where they could focus on C3.

This observation makes me question if these same districts would have devoted increased funding for their Social Studies offices to implement the C3 Framework if it was not part of a larger project. In previous studies of the implementation of new standards and curriculum in reading, mathematics, and science, districts supported and funded these content areas on their own. They were not asked to or forced to be part of bigger projects before the districts agreed to fund their standards and curriculum implementation projects. This suggests that social studies, a marginalized field, (Fitchett & Heafner, 2010; Rock, et al., 2006) might be treated differently and have other obstacles and barriers to implementing reforms that the other core content areas do not have.

Implications and Recommendations

In this section, I address the implications this study has on policy and practice. I also address recommendations for the field, and for future research.

Implications for Policy and Practice

This study confirmed that the standards and curriculum implementation process for the C3 Framework in Maryland resembled what was previously found in studies on reading, mathematics, and science in other states. It found that districts and individuals often find ways to implement policy that supports existing goals, efforts, and priorities and that financial and human capacity impact the outcome of implementation efforts. Although this study did not find that the approaches to implementation in social studies were necessarily different than those in other content areas, it did highlight that when Maryland school districts made choices about supporting different content areas to align with new standards that they often supported other content areas and initiatives before supporting social studies; this builds on the previous research by Burch and Spillane (2004) that found differences between how districts approached new standards in reading and mathematics.

This study highlights several obstacles that hindered the C3 implementation process in Maryland. First, the lack of clear, consistent, and well-planned state support for the implementation of the C3 Framework resulted in a fragmented approach to the new standards across Maryland. The change in state leadership resulted in mixed messages and poor communication concerning what the state expected C3 implementation to look like at the district level. In addition, the state-imposed timing of the C3 implementation was especially problematic. The state required implementation eight months after adoption, leaving the state social studies office without the time and resources to develop a plan prior to districts having to do so. State actions and inactions forced districts to tackle too many initiatives at once – new assessments, new science

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standards, new teacher evaluation systems, new UDL requirements, and new literacy initiatives all overtaxed districts in a way that they had not experienced in recent memory. This initiative overload resulted in districts rushing to implement C3 without time and resources to approach the Framework in a way that allowed for long-term planning and strategic allocation of resources.

The issue of poor timing was especially problematic for district leaders as it related to state assessments. Social studies leaders made significant decisions about local curriculum based on what they believed would happen with state social studies assessments. There were no changes in local US Government curriculum documents to reflect the C3 Framework because the state was still using the same assessment limits and format that they used since the Government HSA's inception. Leaders were waiting to see how the HSA would change to reflect the C3 Framework before making changes. In addition, many leaders felt comfortable using a document-based approach in middle school because they believed that the state middle school social studies assessment would include a DBQ type activity.

In addition to state level obstacles, the overwhelming association of the C3 Framework with disciplinary literacy resulted in most districts focusing on the disciplinary literacy components of the Framework and limiting their approach to the Inquiry Arc. Most social studies district leaders used disciplinary literacy and inquiry as synonymous concepts and treated them interchangeable. Although, using document-based activities to answer guiding questions fits the broader definition of inquiry-based learning provided by researchers such as Savery (2006) it does not fully address teaching social studies through an Inquiry Arc. Social studies leaders will have to expand their

view of the Framework and embrace more than just the disciplinary literacy dimensions and document-based work in order to fully implement the C3 Framework.

In addition, the lack of disciplinary literacy opportunities in non-history courses resulted in few efforts to include C3 in courses such as government, economics, or geography. Researchers have found that disciplinary literacy in non-history courses is different than those found in history classes (Conley, 2008) but from this study there did not appear to be many efforts to incorporate appropriate disciplinary literacy opportunities in district level curriculum documents.

Although the association between the C3 Framework and disciplinary literacy limited the scope of C3 implementation, the commitment to disciplinary literacy on the part of social studies leaders allowed for most districts to firmly align their curriculum documents with at least two of the four C3 dimensions. Disciplinary literacy remains one of the most agreed upon reform-based best practices in history classrooms, so using the C3 Framework to strengthen existing work to this approach to teaching and learning social studies supports existing goals within the social studies education community.

Finally, this study suggests that there might have been long-term impacts of Teaching American History (TAH) Grants on school districts. Districts that previously had a TAH Grant were able to use their existing work to either continue their focus on disciplinary literacy or as a starting point to address the Inquiry Arc. This existing work included both curriculum development and professional learning. In these districts, this work remained a significant factor and, several years after the federal government ended the program, TAH appears to continue to influence local social studies curriculum in many Maryland school districts.

Recommendations

From this study, I have several recommendations for the social studies community. First, if NCSS and other social studies organizations want educators to approach teaching and learning through the Inquiry Arc, then these professional organizations need to provide sample units that build in opportunities for student-generated questions and inquiries so that district leaders could use them as samples in designing district curriculum documents. To date, most published C3 support materials, including C3 Teachers' Inquiry Design Model are grounded in document-based activities that do not ask students to create their own questions or inquiries, so the district leaders are not wrong, it just appears that there is not a consensus for what it means to teach through the Inquiry Arc. Does using document-based activities alone constitute inquiry as envisioned by NCSS or does inquiry and specifically the Inquiry Arc require more?

Second, NCSS and social studies scholars should help clarify whether inquiry through the document-based activities is sufficient to address the Inquiry Arc. There appears to be a lack of understanding in the differences between inquiry in general and using the Inquiry Arc to shape teaching and learning in social studies classrooms. It remains unclear if the expectations are that all educators should build all social studies units on the Inquiry Arc model or are occasional dives into Inquiry Arc projects and activities enough? A common social studies community answer to these questions might help future state and local leaders implement the C3 Framework in a more consistent fashion.

Finally, as other states adopt the C3 Framework, they should use it to rewrite their state standards in a way that intertwine inquiry with content standards. The way that

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Maryland chose to include the C3 Framework as standalone standards instead of as a framework to use while rewriting all state content standards appears to have contributed to a lack of consistent approaches to the dimensions. Perhaps by intertwining inquiry with content standards the focus on the Inquiry Arc could be more prominent as districts and teacher design curriculum to support state standards.

Recommendations for Future Research

This study focused on how district social studies leaders in one state approached C3 implementation in the initial years of implementation. Many participants in this study indicated that their intent was to do “more” with the C3 Framework as time permitted and as they saw the proposed changes to state assessments. Future researchers might explore how social studies curriculum is enacted at the local level continues to evolve to reflect a deeper understanding of C3 Shifts and to respond to C3-aligned assessments.

This study focused on district level implementation and revealed that most district leaders did not create district documents that supported students asking their own questions, creating their own inquiries, and taking informed action. We know that education policy implementation really takes place at the classroom level and, excluding one survey (Thacker, Lee, Friedman, 2016), we do not know if teacher attitudes, beliefs, and practices align with these components of the C3 Framework. Future researchers might want to explore how do teachers view and translate the C3 Framework in their classrooms. As more districts incorporate the C3 Framework into district level expectations and professional learning opportunities, it would be valuable to conduct a nationwide survey of teachers to determine if they are including opportunities for students to experience all parts of the Inquiry Arc on a regular basis. The results of such a

survey might help NCSS and other social studies professional organizations determine how we can support teachers in teaching through the Inquiry Arc rather than limiting instruction to disciplinary literacy.

Finally, many participants in this study indicated that the allocation of financial resources to other content areas, such as English Language Arts literacy and science, limited how they were able to implement the C3 Framework. It appeared that districts did not allocate funds to support C3 directly but rather included social studies and C3 when focusing on larger projects. It is unclear if these same districts would have supported social studies if there was not a larger district initiative behind the work. Future researchers might want to conduct a mixed-methods study of the budgets and other financial and human resources devoted to different content areas, to explore whether social studies department and initiatives are approached and funded differently than other content areas. Interviews and focus groups could be used to help determine to what extent attitudes about the needs or importance of social studies impact the allocation of resources and supports.

Conclusion

In this study, I sought to determine how district social studies leaders viewed the C3 Framework, how they translated the C3 Framework in their districts, and why the social studies leaders chose to implement the C3 Framework how they did. I determined that district social studies leaders supported the Framework and believed that it reflected the best practices in social studies education. The social studies leaders' beliefs in the importance of disciplinary literacy, primarily in history courses, impacted how they chose to implement the Framework at the local level. Many leaders used the Framework as

leverage to continue to focus on previous work related to historical thinking and other document-based instructional methods.

I determined that districts either aligned existing curriculum documents, assessments, and resources with the C3 Framework, minimized the impact of the Framework, or changed at least one subject or grade level social studies course to reflect the C3 Framework. Participant beliefs as well as limited financial and human resources impacted how they approached the implementation process. All district social studies leaders addressed disciplinary literacy, one of the major components of the C3 Framework, in their implementation process, but few district social studies leaders addressed other shifts found in the Framework. Although district social studies leaders agreed that inquiry was important, few district leaders addressed the Inquiry Arc as a way to approach teaching and learning in their districts. The approaches that most district leaders took in the initial year of implementation failed to address student-generated questions and taking informed action – both significant components of C3.

This study provides a starting point for future work to understand how states, districts, and educators use the C3 Framework and its impact on the teaching and learning of social studies. It also suggests that realizing the full potential of the Framework's impact on student questioning, inquiry, and informed action will be challenging and that further differentiation between inquiry and disciplinary literacy would benefit the social studies education community.

APPENDIX A



ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 1

Questioning plays an important role in social studies as well as in the ELA/Literacy Common Core Standards. Expectations for using questions to interrogate texts are consistently communicated in the ELA/Literacy Common Core Standards. One of the key design features of the ELA/Literacy Common Core Standards is to emphasize research skills throughout the standards. Specifically, the Common Core Standards argue, “to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions” (NGA and CCSSO, 2010a, p. 4). The C3 Framework elaborates on the emphasis of the ELA/Literacy Common Core Standards on answering questions by establishing specific Indicators for students constructing compelling questions to initiate inquiry and supporting questions to sustain that inquiry.

Table 8 details connections between Dimension 1 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

Connections between the C3 Framework and the College and Career Readiness Anchor Standards. While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, three CCR Anchor Standards (and their corresponding grade-specific standards) within the ELA/Literacy

Common Core Standards have deeper connections within Dimension 1.

Common Core Anchor Reading Standard 1 clearly indicates the importance of evidence in framing and answering questions about the texts students are reading and researching. This crucial standard asks students to look for “explicit” information lodged within the body of the text as well as to draw “logical inferences” based on what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework stresses this focus on evidence by prioritizing a wide range of inquiry-based activities that result in information gathering on the part of students in response to planning and developing lines of inquiry.

Common Core Anchor Writing Standard 7 is particularly relevant for posing questions as an initial activity in research and inquiry in social studies. Writing Standard 7 calls on students to base their research on “focused questions, demonstrating understanding of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elaborates on the process of developing questions by making distinctions about the types of questions useful for initiating and sustaining an inquiry, and by having students explain how the construction of compelling and supporting questions is connected to the disciplinary process of inquiry.

TABLE 8: Connections between Dimension 1 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards

<p>ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS</p>	<p>Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1</p>
<p>SHARED LANGUAGE</p>	<p>Questioning; Argument; Explanation; Point of View</p>

Common Core Anchor Speaking and Listening Standard 1 also has broad application for Dimension 1. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 1 asks students to engage in the sophisticated intellectual activity of constructing compelling and supporting questions. Students, particularly before middle school, will need considerable guidance and support from adults and peers to construct suitable questions for inquiry. Such guidance and support will play out through conversations and collaboration. Learning in social studies is an inherently collaborative activity, and Speaking and Listening Standard 1 is thus especially relevant in Dimension 1.

A student’s ability to ask and answer questions when reading, writing, and speaking and listening is an important part of literacy and represents a foundation for learning in social studies. Throughout the C3 Framework, students are expected to practice and improve the questioning skills specified in the ELA/Literacy Common Core Standards. In Dimension 1 of the C3 Framework, students turn to questions as a way to initiate and sustain inquiry, and connect these questioning literacies to those suggested by ELA/Literacy Common Core Writing Standard 7. In alignment with the Common Core Standards, the C3 Framework views the skill of asking questions and the desire to answer them as being so fundamental to the inquiry process that inquiry cannot begin until students have developed questioning skills.

The questioning skills emphasized in the C3 Framework reflect the academic intentions of the

disciplines that make up social studies and the special purposes of social studies as preparation for civic life. Social studies teachers have an important role to play in supporting students as they develop the literacy questioning skills found in the ELA/Literacy Common Core Standards, and can do this most effectively through helping their students learn the habits and skills needed to conduct inquiry in social studies and to live productively as democratic citizens.

Shared Language. The ELA/Literacy Common Core Standards closely align with the Indicators in Dimension 1. In places, the connections between the Common Core Standards and the C3 Framework Indicators are so close that the same language is used. The concept of questioning is part of this shared language, but in addition, the terms *argument*, *explanation*, and *point of view* are consistently used in both the ELA/Literacy Common Core Standards and Dimension 1.

The ELA/Literacy Common Core Standards emphasize questioning as a mechanism for supporting reading and as a tool to prompt research. The C3 Framework emphasizes the use of questioning as a prompt for disciplinary inquiry. A unique distinction is made in the C3 Framework between compelling and supporting questions. This distinction is closely tied to the types of thinking and student-generated products that result from inquiry. In distinguishing these products, the C3 Framework utilizes the distinction between argumentation and explanation as described in ELA/Literacy Common Core Writing Anchor Standards 1 and 2. Thus, by design, compelling questions lead to arguments, and supporting questions lead to explanations.

APPENDIX B

Email to recruit participants

Dear _____,

My name is Shannon Pugh and I am contacting you to invite you to participate in an interview for my dissertation study on how Maryland school districts are making sense of and implementing the Maryland College and Career Ready Standards in the Social Studies (MDCCRS), including Common Core History/Social Studies Literacy, and the C3 Framework. This dissertation research is part of my requirements for my Doctor of Education requirements from the University of Maryland.

As the current Manager of Academics and Assessments in Anne Arundel County Public Schools (AACPS) and the former AACPS Social Studies Specialist, I understand that the implementation of new standards, curricula, and assessments is complex and I am hoping that you will agree to participate in this study so that we can learn more about how individual districts are dealing with implementation.

Participants in this study will be asked to participate in a 40 – 60 minute interview. If you choose to participate, the interview will take place at a time and place of your choosing. If an in-person interview is not convenient, we can arrange a phone or some other type of electronic interview. The questions for the interview will relate to the following topics:

- your personal knowledge and beliefs about learning social studies and the MDCCRS, including Common Core History/Social Studies Literacy and the C3 Framework;
- how your school district is implementing the MDCCRS, including Common Core History/Social Studies Literacy and the C3 Framework in district curricula and assessments;
- how your social studies teachers are learning about the MDCCRS, including Common Core History/Social Studies Literacy and the C3 Framework;
- what additional steps the school district plans on taking to fully implement the MDCCRS, including Common Core History/Social Studies Literacy and the C3 Framework?

In addition, I will ask you if you have any relevant documents or artifacts that you are able to share.

If you agree to participate in this study, your identity as well as that of your district will remain confidential. I will assign both you and your district unrecognizable pseudonyms. I will also allow you a chance to review the transcriptions of the interview so that you can make corrections or additions.

If you are interested in possibly participating in this interview, please contact me by replying to this email or by contacting me by phone at (410) 858-6800.

I appreciate your time and attention. I know how valuable your time is.

APPENDIX C

Research Consent Form

Project Title	The Maryland College and Career Ready Standards for the Social Studies: Initial Implementation in Maryland School Districts
Purpose of the Study	This research is being conducted by Shannon M. Pugh at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a district social studies leader who has expertise in the teaching and learning of social studies. The purpose of this research project is to examine how district social studies leaders view the Maryland College and Career Ready Standards for Social Studies, including Common Core and the C3 Framework and to determine initial implementation patterns of the standards at the district level.
Procedures	The procedures involve participating in an interview. It is estimated that the interview will last between 50 – 60 minutes. The interview will either be an in-person interview or a phone interview. The interview will take place at the place and time that is most convenient for you. The interview will ask you questions about your own views about the teaching and learning of social studies and questions about how your school district is implementing the state social studies standards. I will ask you about any new documents you have created and what professional development you have offered or will offer your teachers. I will also ask you if you have any relevant documents that you are able to share. The interview will be audio recorded and later transcribed. The interview will be used as data in my dissertation. I might ask for a follow-up interview later to clarify responses or to follow up on any on-going projects you have related to the MDCCRS.
Potential Risks and Discomforts	There are no known risks to participating in this interview. You might be inconvenienced by the time necessary to complete the interview or you might be hesitant to share your plans for implementation to others. If at anytime during the interview you do not feel comfortable discussing particular activities or timeframes involved in your district’s implementation of the new standards, then we will move on to a different question.
Potential Benefits	There are no direct benefits from participating in this research. We hope that, in the future, other people might benefit from this study through improved understanding of how districts make sense of and implement new standards or education policy.
Confidentiality	<p>Any potential loss of confidentiality will be minimized by my assigning you and your school district an unrecognizable pseudonym. All recordings of the interview will be held on a password protected device and other electronic documents will be kept on the password-protected computer in my home office. All hard copies of documents related to this research will be kept in a locked filing cabinet in my home office.</p> <p>If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p>

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<p>Right to Withdraw and Questions</p>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</p> <p>Shannon Pugh 7833 Foxfarm Lane Glen Burnie, MD 21061 410)858-6800 smpugh@gmail.com</p>	
<p>Participant Rights</p>	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;">University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
<p>Statement of Consent</p>	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
<p>Signature and Date</p>	<p>NAME OF PARTICIPANT [Please Print]</p>	
	<p>SIGNATURE OF PARTICIPANT</p>	
	<p>DATE</p>	

APPENDIX D

Sample of a Transcribed Interview

Participant #10

<i>Intvr:</i>	<i>What do you consider best practices in social studies education?</i>	
<i>Resp:</i>	<p>As it relates to social studies I think one of the best practices that we could implement is the use of the inquiry model looking at more of a historical inquiry approach to learning.</p> <p>Kids it's more of whereas we're asking kids compelling questions which is somewhat which is what you see doing on essential questions. Kids are able to use authentic and relevant resources such as historical document, so even video clips or audio clips to conduct their own research.</p> <p>Being able to do so through multiple documents or multiple resources and show different perspectives and allowing kids to form their own opinion instead of us</p>	

APPENDIX E

Sample Email to Participant

From: Pugh, Shannon M
Sent: Thursday, August 18, 2016 10:57 AM
To: [REDACTED]
Subject: Dissertation Follow-Up

Good Morning!

I want to thank you again for allowing me to interview you for my dissertation research. I really appreciate you sharing your Grade 8 curriculum. It is very helpful.

As I approach the end of data collection phase, I want to ensure that I am accurate in how I am describing how you are approaching the C3. Could you review the following and let me know if you believe that I accurately captured your beliefs and plans?

- The focus for your work on the C3 Framework is historical thinking, primarily in history classrooms. You chose to focus on this because you believe that a classroom where teachers are focused on developing historical thinking skills will result in a classroom that is more student-centered and students that have developed critical thinking skills. The C3 Framework aligns with your own beliefs about teaching and learning social studies, especially the disciplinary literacy components.
- In the summer of 2016, you were able to work with teachers to include the C3 Framework in your 8th grade curricula but have not yet included it in your HS curricula. You are highlighting how the DBQs already in the curricula supports C3 and as you receive more funding, you will work on including C3 in the other MS grades and in HS curricula. You tied your district's required 8th grade History Day project to the Inquiry Arc. C3 is not currently in elementary curricula and you don't have any immediate plans to include it because your elementary supervisor has decided that the Common Core standards take care of C3.
- You are not changing any assessments to align with C3. You are waiting to see what MSDE does with the Government HSA and an 8th grade assessment before making any changes.
- You have made your teachers aware of the different resources that they could use to support C3 including C3 Teachers, SHEG, and the DBQ Project and are not creating any other resources at this time.
- You have introduced C3 to your teachers through PD, but due to lack of funds and required time with teachers, you have not been able to do anything more substantive at this time. You did pay for 2 teachers to attend NCSS this past year to learn more about the C3 Framework.
- You are really focusing on DBQs because you believe they provide students with opportunities to build disciplinary and inquiry skills. You have spent the last several years working to include DBQs in all classrooms and you believe that the C3 Framework will help you stress the importance of using them in all classrooms on a regular basis.
- In order to fully implement C3 in your district you will need increased funding for curriculum and assessment development as well as increased mandatory time with your teachers for professional development. You would like to have enough funding in order to work on revisions and enhancements to curriculum in more than one secondary grade per year. Ideally, you could include C3 in elementary, but are unable to get support to do so.

I know you planned on working on Grade 10 this past summer. Were you able to accomplish what you wanted to? Although it would be outside of the timeframe for my study, I would love to see what you were able to do.

Thanks again for your time. I know you are busy with back to school activities this week and next. Best of luck on a great opening.

Shannon M. Pugh, NBCT

APPENDIX F

Typical Response from a Participant

From: [REDACTED]
Sent: Tuesday, August 23, 2016 8:57 AM
To: Pugh, Shannon M
Subject: Re: Dissertation Follow-Up

Shannon -

I think you captured everything. I would add that we did complete a C3 unit in our 10th grade United States history course for teachers to try at the end of the year. It includes a new DBQ. We also got most of the rest of the curriculum done this summer. Here are a couple examples from the first unit. I did get funding to work on 6th – 7th grades this year so we're making progress. I asked MSDE about the middle school assessment and got no response. Let me know if you need anything else to assist.

Hope this helps.

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